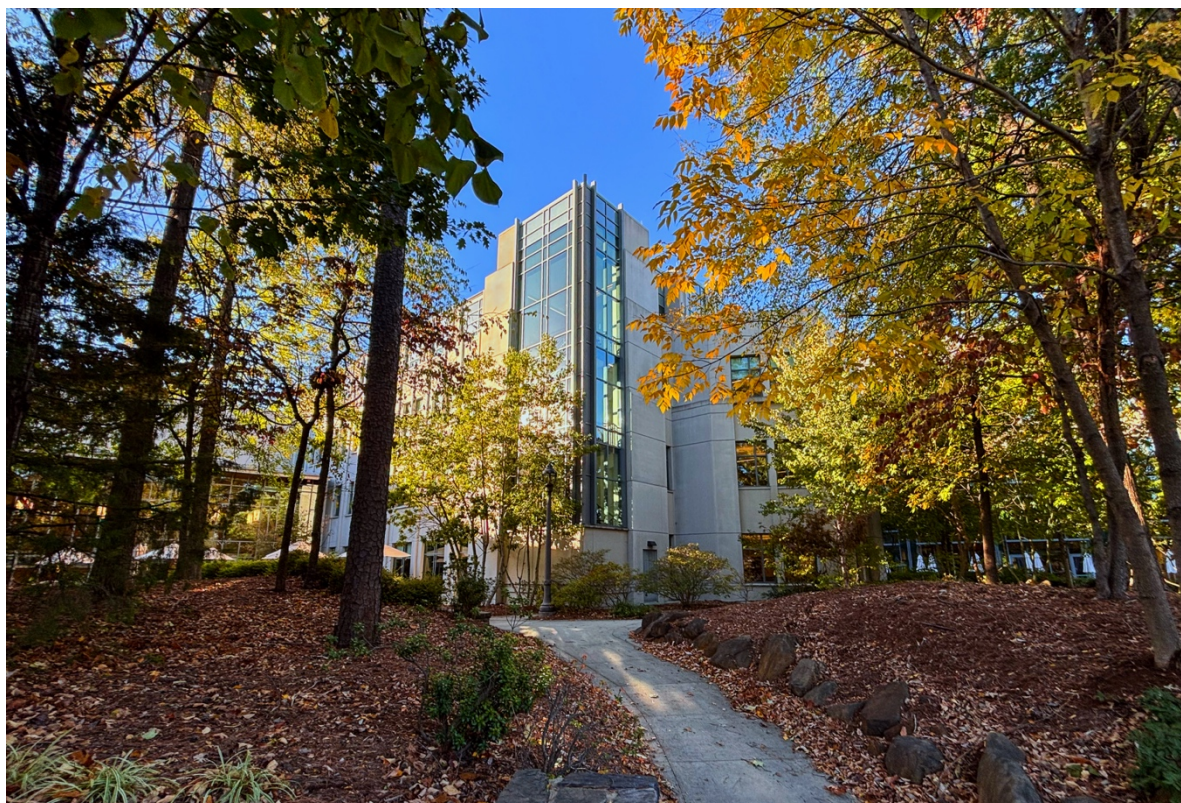


Bulletin of Duke University



School of Nursing
2026-2027

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About the University Bulletins

The Office of the University Registrar is responsible for compiling, producing, and maintaining the bulletin for each school at Duke University. The content for the bulletins is established by the schools in conjunction with the Duke University Bulletins Policy.

The information in this bulletin applies to the academic year 2026-2027 and is accurate and current, to the greatest extent possible, as of August 2026. All bulletins are published online and serve as static documents for historical records of the university. 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 Registrar: Frank Blalark, Assistant Vice Provost and University Registrar

Coordinating Editor: Maggie Douglas

Bulletin School Coordinators:

- Divinity School: Deborah Hackney, Katherine Smith, and Jessica Williams
- Fuqua School of Business: B. Tate
- The Graduate School: Scott Behm and Matthew Jones
- School of Law: Frances Curran
- School of Medicine: Karen Pore and Cierra Harris
- Nicholas School of the Environment: Sherri Nevius
- School of Nursing: Bebe Mills
- Pratt School of Engineering Professional Programs: Cherie Creten
- Sanford School of Public Policy: Anita Lyon
- Undergraduate Instruction: Andrea Marritt-Pabalate

Photograph Credits: Ken Huth, Jared Lazarus, Bill Snead, Les Todd

Duke University
2080 Duke University Road
Durham, NC 27708
(919) 684-8111

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

Duke University's Mission & History

Mission Statement

Approved by the Duke University Board of Trustees October 1, 1994, and revised February 23, 2001, the Mission Statement for Duke University reads as follows:

"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."

Duke University: A Brief Narrative History

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school for young men called the Union Institute Academy, it was then chartered as a teaching college named Normal College by the state of North Carolina in 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school's name changed to Trinity College.

From 1842 to 1882, Braxton Craven served as the principal and then president of the institution, overseeing its transition from a tiny schoolhouse to a full-fledged college. Shortly before his death, he helped to establish the Cherokee Industrial School at Trinity College, one of numerous schools established in the United States to “westernize” indigenous students, in this case boys and young men from the Eastern Band of the Cherokee. The School at Trinity lasted only a few years. It is worth noting that Craven enslaved several Black people prior to the Civil War, and that a number of other faculty and trustees were also enslavers.

John F. Crowell, Trinity College’s president from 1887-1894, suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell’s encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke’s request, the school began admitting women as regular students, making it an early co-educational institution. Carr’s support for Trinity College was recognized with a building named in his honor in 1930. His name was removed in 2018 in light of his virulent white supremacist beliefs and actions.

Trinity prospered in its new location, and in 1924 the school was again transformed through philanthropy. Washington Duke’s son James Buchanan Duke established the Duke Endowment, and the charitable foundation infused the college with funds. The trustees changed Trinity College’s name to Duke University as a memorial to his father. The new funds supported the construction of a new campus, designed in a Gothic style by the Philadelphia architectural firm of Horace Trumbauer. The chief designer of West Campus, as well as the re-envisioned East Campus, was Julian Abele, a Black architect whose role in creating the architecture of Duke University was largely overlooked during his lifetime. In 2016, the main quad on West Campus was renamed Abele Quad in his honor.

President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university. In 1930, the Trinity College site (today’s East Campus) became the Woman’s College, while the West Campus served as the grounds for the all-male Trinity College. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Other schools include the School of Religion and Graduate School founded in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally established in 1904, the Law School reorganized in 1930. In 1938, what is today’s Nicholas School of the Environment opened, and in 1939 the university formed what is now known as the Pratt School of Engineering. The last of James B. Duke’s desires for the university was fulfilled when what is now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy became Duke’s tenth school in 2005. The school was named for President Terry Sanford, formerly the governor of North Carolina, who supported a number of initiatives in the 1970s and 1980s to build Duke’s reputation for excellence, growing the university’s national and international profile.

Long a segregated institution, Duke first admitted Black graduate and professional students in 1961 and Black undergraduates in 1963. In 1968, a major student protest known as the Vigil demanded pay increases and better treatment of hourly workers, most of whom were Black. In 1969, Black students protested in what is now known as the Allen Building Takeover, demanding improved services and treatment for Black students. The protest resulted in the formation of what is now called the Department of African and African American Studies.

Faculty at Duke produce influential scholarship across a wide range of disciplines and professions. Two Duke faculty members have received the Nobel Prize in Chemistry: Professor Robert Lefkowitz in 2012 and Professor Paul Modrich in 2015. Duke researchers have mapped the human chromosome and led research into the treatment of HIV and AIDS. Duke faculty also research pressing social issues, producing high-impact scholarship on such topics as election districting and public health. Faculty authors have written books of award-winning nonfiction, fiction, and poetry, and have won awards ranging from the National Book Award to the Pulitzer Prize. Fifty Duke faculty are members of the American Academy of Arts and Sciences. Duke students have many opportunities to work with leading faculty in labs and on projects, ensuring hands-on experience during their course of study.

Duke has a number of notable athletic achievements. Best known is the men’s basketball team, coached by Mike Krzyzewski from 1980 to 2022. The team has earned 5 national championships. The women’s golf team holds the record at Duke for most national championships, at 7. Duke football has been played since the 1880s, when President Crowell coached the team himself. During the 1930s and 1940s, the football team competed in and won a number of bowl games, earning the nickname “Iron Dukes.” The Rose Bowl game of 1942 was played in Durham due to wartime concerns on the West Coast and remains the only Rose Bowl played outside of Pasadena, California.

International programs have expanded over the last several decades, bringing international students to Duke in Durham and expanding international opportunities for Duke students. In 2005, Duke partnered with the National University of Singapore and opened the Duke-NUS Medical School. In 2014, graduate programs at Duke Kunshan University began, followed by undergraduate programs in 2018. DKU is a partnership between Duke and Wuhan University in Kunshan, China.

The university has changed in many ways since its founding, and like other historically white schools it continues to confront issues of racism, sexism, and other inclusion and equity challenges. Students of color and international students now represent more than 50% of the student body. Duke’s hometown of Durham has also grown and changed, and Duke and Durham collaborate on topics ranging from community service to downtown development.

Ever evolving, Duke University strives to meet the stated aims of the university: “to foster a lively relationship between knowledge and faith; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a love of freedom and truth; to promote a respectful spirit of dialogue and understanding; to discourage all partisan and sectarian strife; and to further the advancement of knowledge in service to society.”

Updated September 21, 2020. Learn more from [University Archives](#).

Duke University Leadership & Faculty

Full leadership profiles for those listed below are available at duke.edu/leadership.

Executive Leadership

Vincent E. Price, President

Daniel Ennis, Executive Vice President

Alec Gallimore, Provost

Mary E. Klotman, Executive Vice President for Health Affairs

Academic Leadership

Deans of Schools and Colleges

Kerry Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law

Suzanne Barbour, Dean of the Graduate School and Vice Provost of Graduate Education

Lori Bennear, Stanback Dean, Nicholas School of the Environment

Gary Bennett, Dean, Trinity College of Arts and Sciences

Edgardo Colón-Emeric, Dean, Divinity School

JR DeShazo, Joel L. Fleishman Dean, Sanford School of Public Policy

Mary E. Klotman, Dean, School of Medicine

Jerome P. Lynch, Vinik Dean, Pratt School of Engineering

Mary Frances Luce, Dean, Fuqua School of Business

Michael Relf, Dean, School of Nursing

Vice Provosts

Lee Baker, Vice Provost for Undergraduate Education

Edward Balleisen, Senior Vice Provost for Interdisciplinary Programs and Initiatives

Abbas Benmamoun, Vice Provost for Faculty Advancement

David Bowersox, Vice Provost for Finance & Administration

Mary Pat McMahon, Vice Provost/Vice President of Student Affairs

Mohamed Noor, Executive Vice Provost

Deborah Rutter, Vice Provost for the Arts

Joseph Salem, Rita DiGiallonardo Holloway University Librarian and Vice Provost for Library Affairs

Toddi Steelman, Vice President and Vice Provost for Climate and Sustainability

University Administration

Maggie Epps, Secretary to the Board of Trustees and Chief of Staff to the President

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

Leigh P. Goller, Chief Audit, Risk and Compliance Officer

Kimberly Hewitt, Vice President for Institutional Equity

David L. Kennedy, Vice President for Alumni Engagement and Development

Nina E. King, Vice President and Director of Athletics

Jennifer Lodge, Vice President for Research & Innovation

Antwan Lofton, Vice President of Human Resources & Chief Human Resources Officer

Tom Morrison, Vice President for Facilities

Rachel L. Satterfield, Vice President for Finance and Treasurer

Chris Simmons, Vice President for Government Relations

Kim Taylor, Vice President and General Counsel

Frank Tramble, Vice President for Communications, Marketing and Public Affairs

Neal Triplett, President, DUMAC

Stelfanie Williams, Vice President for Community Affairs

The Faculty

Duke faculty are chosen from among the most competitive selection processes in the country, having demonstrated excellence in their fields of research. Profiles of Duke's faculty members are available via Scholars@Duke.

Duke University Policies

Accreditation

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Contact SACSCOC at sacscoc.org or call (404) 679-4500 for questions about the accreditation of Duke University.

Clery Act

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

Duke's Commitment to Inclusive Excellence

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values. Find more details at provost.duke.edu/about.

Duke Community Standard

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.

Students' Obligation to Act with Respect to the Duke Community Standard

The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take action to do something as a responsibility of membership in the Duke community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting residence hall, Student Affairs, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Office of Student Conduct and Community Standards, and to address the topic with the class or suspected student(s).
- Directly alerting staff in the Office of Student Conduct and Community Standards at (919) 684-6938 or conduct@duke.edu, who will confer with the faculty member involved, if an academic issue, or with the reporting student(s), strategizing next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

For current regulations, refer to dukecommunitystandard.students.duke.edu.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students' education records, of which disciplinary records are a part.

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

For additional information about FERPA, see ed.gov/policy/gen/guid/fpco/ferpa/index.html. For Duke's full FERPA policy, visit registrar.duke.edu/student-resources/family-educational-rights-and-privacy-act-ferpa.

Nondiscrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. Duke does not discriminate on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, or military status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity.

Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies.

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity.

Discrimination in Duke's programs and activities:

Sharon Fernandes Gooding, Associate Vice President for Institutional Equity, Equal Opportunity and Compliance
Title IX Coordinator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

Sex discrimination in educational programs or activities:

Adrienne Allison, Deputy Title IX Coordinator for Students, Compliance Investigator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

The complete text of Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the [Office for Institutional Equity's website](#). Additional information and resources are available through the [US Department of Education Office for Civil Rights](#) website, or by calling 1-800-421-3481.

Duke University Resources

Academic Resources

Duke University Libraries

The [Duke University Libraries](#) are the shared center of the university's intellectual life. The William R. Perkins Library, Bostock Library, and Rubenstein Rare Book & Manuscript Library comprise the main West Campus library complex, which is joined by Lilly and Music libraries on East Campus and the separately administered libraries serving the schools of [Business](#), [Divinity](#), [Law](#), and [Medicine](#). Together they form one of the nation's top ten private university library systems. Find all Duke libraries at library.duke.edu/libraries.

Institutes, Initiatives & Centers

The university institutes, initiatives and centers complement the widespread interdisciplinarity found in every school at Duke. They serve as crucial incubators of innovations in research, teaching and community engagement. Find a complete list of institutes, initiatives, and centers at interdisciplinary.duke.edu/university-institutes-initiatives-centers.

Interinstitutional Agreement with Neighboring Universities

Under a plan of cooperation—the interinstitutional agreement among Duke University and The University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro—a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same academic term. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the grade point average. Additional information is available at registrar.duke.edu/registration/interinstitutional-registration.

Technology Resources

- The Office of Information Technology (oit.duke.edu)
- Computing and Networking (wireless.duke.edu)
- Printing and Labs (oit.duke.edu/services-tools/printers-labs)
- Support and Training (oit.duke.edu/services-tools/support-training)

Nondegree Continuing Studies Programs

Duke University offers a variety of pre- and post-college learning opportunities for learners across a wide variety of ages, backgrounds, and geographies. Classes may be taken for academic achievement, professional development, and personal enrichment.

For-Credit Academic Study

Duke welcomes applications from individuals seeking to enroll in courses for personal enrichment, professional development, or academic exploration. To be considered for admission, applicants must meet at least one of the following criteria to be eligible:

- Earned a bachelor’s degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education prior to matriculation at Duke.
- Age 25 years or older with existing post-secondary coursework, and intend to pursue a few courses of interest at Duke.

Students are given academic counseling and are subject to the regulations set forth for degree candidates, unless explicitly noted otherwise. A junior or senior who is currently enrolled at an external college or university who wishes to pursue an academic discipline unique to Duke University, may apply at learnmore.duke.edu/academics/undergraduate for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact registrar@duke.edu.

GPA Requirement. Applicants are expected to demonstrate academic readiness through their overall education record, including past GPA, coursework rigor, and relevant experiences. While prior academic performance, including GPA, is considered during the admissions review, no minimum GPA is required for admission.

In some cases, students may be admitted provisionally and asked to demonstrate academic readiness by successfully completing initial coursework with a grade of B or better. This flexible approach supports Duke University’s commitment to lifelong learning and ensures that motivated learners have access to rigorous academic opportunities.

Withdrawal. If a student enrolled in a Duke University program withdraws from the program, or is no longer in good academic standing, they must wait two academic terms before re-applying to any Duke program, including any nondegree continuing studies coursework (see the Satisfactory Continuation Requirements outlined in the Bulletin of Undergraduate Instruction).

Semester Continuation Requirements. Semester continuation requires that you earn a passing grade (C- or better) in a minimum number of courses to remain in good standing. Students who receive at least one failing grade (D, D-, F) are subject to academic probation or academic dismissal.

Academic Probation	Earned D or D- in at least one course Earned F in one course, and C- or better in at least two courses
Academic Dismissal	Earned F in at least one course

Students placed on academic probation must acknowledge their probationary status in writing in order to continue into the next academic term. They are also expected to seek assistance from campus resources and have their course selection approved by the academic dean. In the probationary term they must earn grades of C or better in all courses to continue. Students who withdraw from all courses must wait two semesters to submit a request to return to study.

Program and application information is available at learnmore.duke.edu/academics/undergraduate. Application deadlines: August 1 for the fall semester, December 1 for the spring semester, April 15 for Term 1 of the summer session, and June 1 for Term 2 of the summer session.

Osher Lifelong Learning Institute (OLLI) at Duke

[OLLI at Duke](#) is an inclusive community of more than 2,000 adults who share a love of learning. Part of the national Osher Lifelong Learning Network, a group of more than 120 institutes across the country, OLLI at Duke is dedicated to fostering connection, exploration, and engagement for adult learners. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as special interest groups and travel and volunteer opportunities.

Pre-College

Duke University has academic enrichment as well as credit opportunities for academically-motivated precollege students. [Duke Pre-College Programs](#) is managed by a third-party organization and offers academic enrichment opportunities for middle and high school students in the summer. Rising high school juniors and seniors who are at least 16 years old by the program start date may also take select college-credit courses via [Duke Summer Session](#).

Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) is the office on campus that has been charged with and is committed to providing educational opportunities for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

Core Functions of SDAO

- To establish services for equitable access on campus through partnership with students with disabilities.
- To manage, coordinate, implement and evaluate accommodation and service programs.
- To serve as a resource to students, faculty, and staff regarding access to academic and campus services
- To provide resource and referral information to the campus community at Duke and prospective students and their families.

SDAO works with each student individually to establish academic accommodations including adjustments, auxiliary aids and services for the purpose of mitigating barriers to students' access to campus facilities, programs, and activities.

For more information, visit access.duke.edu/students.

Duke University Campus Life, Activities & Support

Duke offers a wide variety of resources to help students connect and thrive beyond the classroom.

Dining, Housing & Transportation

- Duke Dining (students.duke.edu/living/dining)
- DukeCard (dukecard.duke.edu)
- Undergraduate Housing (studentaffairs.duke.edu/hdrl)
- Graduate and Professional Student Apartments (students.duke.edu/living/housing/graduate-professional-housing)
- Off-Campus Housing (students.duke.edu/living/housing/graduate-professional-housing/housing-in-durham)
- Parking & Transportation (parking.duke.edu)

Student Affairs & Organizations

- Career Center (careerhub.students.duke.edu)
- Division of Student Affairs (studentaffairs.duke.edu)
- Graduate and Professional Student Government (gpsg.duke.edu)
- Intercollegiate Athletics (goduke.com)
- Religious Life (chapel.duke.edu/religiouslife)

Student Health & Safety

- Campus Police (police.duke.edu)
- Counseling & Psychological Services (CAPS) (studentaffairs.duke.edu/caps)
- DukeReach (students.duke.edu/wellness/dukereach)
- DuWell (studentaffairs.duke.edu/duwell)
- Student Health (studentaffairs.duke.edu/studenthealth)

Academic Calendar

All program calendars listed on this page are subject to change. Refer to the School of Nursing website for up-to-date calendar information at nursing.duke.edu/student-resources/academic-calendar.

The PhD in Nursing follows the Graduate School calendar, available at graduateschool.bulletins.duke.edu/about/calendar.

Academic Calendar

Calendar for MN Program

Summer 2026

- May 11 (M) First day of classes
- May 25 (M) Memorial Day holiday. No classes
- May 27 (W) Drop/Add ends for summer
- June 19 (F) Juneteenth holiday. No classes
- July 3 (F) Independence Day holiday observed. No classes
- August 3 (M) Classes end
- August 4 (T) Final exams begin
- August 7 (F) Final exams end

Fall 2026

- August 18-21 (T-F) New student orientation
- August 24 (M) First day of classes
- September 4 (F) Drop/Add ends for fall semester
- September 7 (M) Labor Day. No classes
- September 24-27 (Th-Su) Founders' Weekend
- October 7 (W, 7 pm) Fall break begins
- October 12 (M 7 am) Classes resume
- October 19 (M) Shopping carts open for Spring 2027
- October 28 (W) Registration begins for Spring 2027
- November 9 (M) Registration ends for Spring 2027
- November 10 (T) Drop/Add begins for Spring 2027
- November 20 (F) Classes end

- November 23 (M) Final exams begin
- November 24 (T) Final exams end
- November 25 (W) Thanksgiving recess begins
- December 12 (S) SON Hooding and Recognition Ceremony (tentative)

Spring 2027

- January 4-7 (M-TH) New student orientation
- January 11 (W) 1st day of classes
- January 18 (M) Martin Luther King Jr. Day holiday. No classes
- January 20 (W) Drop/Add ends for spring semester
- February 8 (M) Shopping carts open for Summer 2027
- February 15 (M) Registration begins for Summer 2027
- March 5 (F, 7 pm) Spring break begins
- March 15 (M) Classes resume
- March 22 (M) Shopping carts open for Fall 2027
- March 31 (W) Registration begins for Fall 2027
- April 8 (Th) Registration ends for Fall 2027
- April 9 (F) Drop/Add begins for Fall 2027
- April 12 (M) Classes end
- April 13 (Tu) Final exams begin
- April 16 (F) Final exams end
- May 7-9 (F-Su) Commencement Weekend
- May 9 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)

Summer 2027

- May 10 (M) First day of classes
- May 26 (W) Drop/Add ends for summer
- May 31 (M) Memorial Day holiday. No classes
- June 18 (F) Juneteenth holiday. No classes
- July 5 (M) Independence Day holiday observed. No classes
- August 2 (M) Classes end
- August 3 (Tu) Final exams begin
- August 9 (M) Final exams end

Faculty policy requires that grades for graduating students be submitted within 24 hours of the final exam. Grades for all other students must be submitted within 48 hours of the final exam. Refer to the School of Nursing website for up-to-date calendar information.

Academic Calendar

Calendar for MSN & DNP Program

Summer 2026

- May 11 (M) MSN Clinicals begin
- May 13 (W) Summer classes begin
- May 25 (M) Memorial Day holiday. No classes
- May 27 (W) Drop/Add ends for summer
- June 19 (F) Juneteenth holiday. No classes
- July 3 (F) Independence Day holiday observed. No classes
- August 7 (F) Classes end
- August 7 (F) MSN Clinicals end
- August 8 (Sa) Reading period
- August 8 (Sa) Final exams begin
- August 10 (M) Final exams end

Fall 2026

- August 19 (W) New student orientation
- August 24 (M) Fall semester classes begin
- August 24 (M) MSN Clinicals begin
- September 4 (F) Drop/Add ends for fall

- September 7 (M) Labor Day. No classes
- September 24-27 (Th-Su) Founders' Weekend
- October 9 (F, 7pm) Fall break begins
- October 14 (W) Classes resume
- October 19 (M) Shopping carts open for Spring 2027
- October 28 (W) Registration begins for Spring 2027
- November 9 (M) Registration ends for Spring 2027
- November 10 (T) Drop/Add begins for Spring 2027
- November 24 (T) Classes end
- November 24 (T, 10:30pm) Thanksgiving recess begins
- November 25 (W) Reading period begins
- December 4 (F) MSN Clinicals end
- December 8 (T) Reading period ends
- December 9 (W) Final exams begin
- December 14 (M) Final exams end
- December 12 (Sa) School of Nursing Hooding and Recognition Ceremony (tentative)

Spring 2027

- January 4 (M) New student orientation
- January 4 (M) MSN Clinicals begin
- January 6 (W) Spring semester classes begin (Monday class meeting schedule is followed on this day)
- January 11 (M) Regular class meeting schedule begins
- January 18 (M) Martin Luther King Jr. Day holiday. No classes
- January 20 (W) Drop/Add ends for spring semester
- February 8 (M) Shopping carts open for Summer 2027
- February 15 (M) Registration begins for Summer 2027
- March 5 (F, 7pm) Spring recess begins
- March 15 (M) Classes resume
- March 22 (M) Shopping carts open for Fall 2027
- March 31 (W) Registration begins for Fall 2027
- April 8 (Th) Registration ends for Fall 2027
- April 9 (F) Drop/Add begins for Fall 2027
- April 14 (W) Classes end
- April 15 (Th) Reading period begins
- April 16 (F) MSN Clinicals end
- April 25 (Su) Reading period ends
- April 26 (M) Final exams begin
- May 1 (Sa) Final exams end
- May 7-9 (F-Su) Commencement Weekend
- May 9 (Su) School of Nursing Hooding and Recognition Ceremony (tentative) January 5 (M) New student orientation

Summer 2027

- May 10 (M) MSN Clinicals begin
- May 12 (W) Summer classes begin
- May 26 (W) Drop/Add ends for summer
- May 31 (M) Memorial Day holiday. No classes
- June 18 (F) Juneteenth holiday. No classes
- July 5 (M) Independence Day holiday observed. No classes
- August 6 (F) Classes end
- August 6 (F) MSN Clinicals end
- August 7 (Sa) Reading period
- August 7 (Sa) Final exams begin
- August 9 (M) Final exams end

Faculty policy requires that grades for graduating students be submitted within 24 hours of the final exam. Grades for all other students must be submitted within 48 hours of the final exam. Refer to the School of Nursing website for up-to-date calendar information.

Calendar for DNP Nurse Anesthesia Program

Summer 2026

- May 11 (M) Summer classes begin
- May 25 (M) Memorial Day holiday. No classes/clinicals
- May 27 (W) Drop/Add ends for summer
- June 19 (F) Juneteenth holiday. No classes/clinicals
- July 3 (F) Independence Day holiday observed. No classes/clinicals
- July 31 (Th) Summer clinical practicum classes end (Nursing 943, 946, 949)
- August 1 (Sa) Fall clinical practicum classes begin (Nursing 944 and 947)
- August 7 (F) Summer didactic classes end
- August 10 (M) Final exams begin
- August 14 (F) Final exams end

Fall 2026

- August 17-21 (M-F) New Student Orientation
- August 24 (M) Fall classes begin
- September 4 (F) Drop/Add ends for fall
- September 7 (M) Labor Day. No classes held
- September 24-27 (Th-Su) Founders' Weekend
- October 19 (M) Shopping carts open for Spring 2027
- October 28 (W) Registration begins for Spring 2027
- November 9 (M) Registration ends for Spring 2027
- November 10 (T) Drop/Add begins for Spring 2027
- November 25 (W) Thanksgiving recess begins
- November 30 (Su) Fall clinical classes (Nursing 944, 947) end
- November 30 (M) Classes resume
- December 1 (M) Spring 2027 Clinical Courses (Nursing 942, 945, 948) begin
- December 4 (F) Classes end
- December 7 (M) Final exams begin
- December 11 (F) Final exams end
- December 12 (Sa) School of Nursing Hooding and Recognition Ceremony (tentative)

Spring 2027

- January 4 (M) Spring didactic classes begin
- January 18 (M) Martin Luther King Jr. Day holiday. No classes
- January 20 (W) Drop/Add ends for Spring 2027
- February 8 (M) Shopping carts open for Summer 2027
- February 15 (M) Registration begins for Summer 2027
- March 5 (F – 7 pm) Spring recess begins
- March 8 (M) Classes resume
- March 22 (M) Shopping carts open for Fall 2027
- March 31 (W) Registration begins for Fall 2027
- April 8 (Th) Registration ends for Fall 2027
- April 9 (F) Drop/add begins for Fall 2027
- April 23 (F) Spring didactic classes end
- April 26 (M) Final exams begin
- April 30 (F) Final exams end
- April 30 (F) Spring clinical classes end (Nursing 942, 945, 948)
- May 1 (Sa) Summer clinical classes begin (Nursing 943, 946, 949)
- May 7-9 (F-Su) Commencement Weekend
- May 9 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)

Summer 2027

- May 10 (M) Summer classes begin
- May 26 (W) Drop/Add ends for summer
- May 31 (M) Memorial Day holiday. No classes/clinicals
- June 18 (F) Juneteenth holiday. No classes/clinicals

- July 5 (M) Independence Day holiday observed. No classes/clinicals
- July 31 (Sa) Summer clinical practicum classes end (Nursing 943, 946, 949)
- August 1 (Su) Fall clinical practicum classes begin (Nursing 944 and 947)
- August 6 (F) Summer didactic classes end
- August 9 (M) Final exams begin
- August 10 (Tu) Final exams end

Faculty policy requires that grades for graduating students be submitted within 24 hours of the final exam. Grades for all other students must be submitted within 48 hours of the final exam. Refer to the School of Nursing website for up-to-date calendar information.

Academic Calendar

Calendar for PhD Program

Fall 2026

- August 21 (F) New student orientation
- August 24 (M) Fall semester classes begin
- September 4 (F) Drop/Add ends for fall
- September 7 (M) Labor Day. No classes are held
- September 24-27 (Th-Su) Founders' Weekend
- October 9 (F, 7pm) Fall break begins
- October 14 (W) Classes resume
- October 19 (M) Shopping carts open for Spring 2027
- October 28 (W) Registration begins for Spring 2027
- November 9 (M) Registration ends for Spring 2027
- November 10 (Tu) Drop Add begins for Spring 2027
- November 24 (T) Classes end
- November 24 (T, 10:30pm) Thanksgiving recess begins
- November 25 (W) Reading period begins
- December 8 (T) Reading period ends
- December 9 (W) Final exams begin
- December 14 (M) Final exams end

Spring 2027

- January 6 (W) Spring semester classes begin (Monday class meeting schedule is followed on this day)
- January 11 (M) Regular meeting schedule begins
- January 18 (M) Martin Luther King Jr. Day holiday. No classes are held
- January 20 (W) Drop/Add ends for Spring 2027
- February 8 (M) Shopping Carts open for Summer 2027
- February 15 (M) Registration begins for Summer 2027
- March 5 (F, 7pm) Spring break begins
- March 15 (M) Classes resume
- March 22 (M) Shopping carts open for Fall 2027
- March 31 (W) Registration begins for Fall 2027
- April 8 (Th) Fall 2027 Registration ends
- April 9 (F) Fall 2027 Drop/Add begins
- April 14 (W) Classes end
- April 15 (Th) Reading period begins
- April 25 (Su) Reading period ends
- April 26 (M) Final exams begin
- May 1 (Sa) Final exams end
- May 7-9 (F-Su) Commencement weekend
- May 9 (Su) DUSON Hooding and Recognition Ceremony (tentative)

Accreditation

The Master of Science in Nursing program, the Post-Graduate APRN Certificate program, and the Doctor of Nursing Practice program of the Duke University School of Nursing are fully accredited by the Commission on Collegiate Nursing Education ([ccneaccreditation.org](https://www.ccnaccreditation.org)). The Master of Nursing program was submitted for accreditation by the Commission on Collegiate Nursing Education in January 2026, with a decision anticipated in Fall of 2026. The Nurse Anesthesia program is accredited by the [Council on Accreditation of Nurse Anesthesia Educational Programs](https://www.cacna.org).

Administration & Faculty

School of Nursing Leadership

Michael V. Relf, PhD, RN, ANEF, FAAN, Dean of the School of Nursing; Associate Chief Nurse Executive for Academic Partnerships and Innovation, Duke University Health System; Mary T. Champagne Distinguished Professor of Nursing

Anne L. Derouin, DNP, RN, APRN, CPNP-PC, PMHS, FAANP, ANEF, Vice Dean for Academic and Student Affairs

Sharron L. Docherty, PhD, RN, PNP, FAAN, Vice Dean for Nursing Science and Innovation

Barbara S. Turner, PhD, RN, FAAN, Vice Dean for Faculty Affairs and Development; Elizabeth P. Hanes Distinguished Professor of Nursing

Angie Keith, MBA, Vice Dean for Finance and Administration

Ernest Grant, PhD, DSc(h), RN, FADLN, FAAN, Vice Dean for Diversity, Equity, Inclusion and Belonging

Terry McDonnell, DNP, RN, ACNP-BC, Vice Dean for Clinical Affairs; Senior Vice President and Chief Nurse Executive (DUHS)

Cristina C. Hendrix, DNS, GNP-BC, FNP, FAAN, Associate Professor, Chair, Division 1

Margaret T. Bowers, DNP, FNP-BC, CHSE, FAANP, FAAN, FACC Chair, Division 2

Carolina (Callie) Dimsdale, DNP, RN, ACNP-BC, AACC, CHSE, FAANP, Associate Professor, Assistant Dean of Advanced Nursing Clinical Excellence

Associate Dean for Advanced Nursing Practice Programs, Vacant

Assistant Dean ANP Clinical Scholarship, Vacant

Stephanie Gedzyk-Nieman, DNP, MSN, RNC-MNN, CNE, Assistant Dean, Pre-Licensure Programs

Mitchell R Knisely, PhD, RN, ACNS-BC, PMGT-BC, FAAN, Assistant Dean, PhD and Post-Doctoral Programs

Sara Aghajanian, MPH, Associate Dean, Marketing and Communications

Kate Gray, Associate Dean, Development and Alumni Affairs

Mitchell T Heflin, MD, MHS, Associate Dean, Interprofessional Education and Care

Jacquelyn M. McMillian-Bohler, PhD, RN, CNM, CNE, Associate Dean, Innovation and Evaluation, Institute of Educational Excellence Director

Devon Noonan, PhD, MPH, RN, FNP-BC, CARN, FAAN, Associate Dean, Community Engaged Science, Director of Rural Health Equity, Center for Nursing Research

Yvette Massey, Chief of Staff

School of Nursing Faculty

This list of faculty is accurate as of August 2026. A current, searchable listing of School of Nursing faculty is available at nursing.duke.edu/directories.

Marissa Abram, PhD, RN, PMHNP-BC, CARN-AP, FIAAN, Assistant Professor

Mary Lou Affronti, DNP, MHSc, RN, ANP, FAAN, Professor

Khaled Bader, PhD, RN, CNE, Assistant Professor

Donald E. Bailey, Jr., PhD, RN, FAAN, Associate Professor

Ayomide Bankole, PhD, RN, Assistant Professor

Donna J. Biederman, DrPH, MN, RN, CPH, FAAN, Professor

Nicole (Nikki) Petsas Blodgett, PhD, RN, CHSE, ANEF, Associate Professor

Thomas Blodgett, PhD, RN, AGACNP-BC, Assistant Professor

Margaret T. (Midge) Bowers, DNP, RN, FNP-BC, CHSE, FAANP, FAAN, FACC, Professor

Debra H. Brandon, PhD, RN, CCNS, FAAN, Bessie Baker Distinguished Professor in Nursing

Jill Brennan-Cook, DNP, RN, GERO-BC, CNE, Associate Professor

Casey Brown, DNP, RN, AGPCNP-BC, AOCNP, Assistant Professor

Margaret (Peggy) Bush, PhD, MBA, RPh, Professor

Allen Cadavero, PhD, RN, CCRN-K, Assistant Professor

Courtney Caiola, PhD, MPH, RN, faculty

Becky Carson, DNP, RN, APRN, CPNP-PC/AC, Associate Professor

Michael P Cary, PhD, RN, FAAN, Associate Professor

Sean P Convoy, DNP, RN, PMHNP-BC, Associate Professor

Nancy Crego, PhD, RN, CCRN, CHSE, FAAN, Associate Professor

Jennie De Gagne, PhD, DNP, RN, NPD-BC, CNE, ANEF, FAAN, Professor

Anne L. Derouin, DNP, RN, APRN, CPNP-BC, PMHS, FAANP, ANEF, Professor

Jihui Diaz, PhD, Instructor Statistics

Sharron L. Docherty, PhD, PNP, FAAN, Professor

Alison H. Edie, DNP, RN, APRN, FNP-BC, FAANP, Associate Professor

Evan Eschliman, PhD, MS, Assistant Professor

Irene Felsman, DNP, MPH, RN, C-GH, Associate Professor

Emily Funk, DNP, RN, CRNA, Associate Professor

Kais Gadhumi, PhD, Assistant Professor

Stephanie Gedzyk-Nieman, DNP, MSN, RNC-MNN, CNE, Associate Professor

Derrick Glymph, PhD, DNAP, RN, CRNA, CHSE, CNE, COL (Ret), FIANN, FAANA, FAAN, Associate Professor

Rosa Gonzalez-Guarda, PhD, MPH, RN, FAAN, Professor

Bradi B. Granger, PhD, MSN, RN, FAAN, Professor

Ernest Grant, PhD, DSc(h), RN, FADLN, FAAN, Associate Professor

Mitchell T. Heflin, MD, MHS, Associate Professor of Medicine

Cristina C. Hendrix, DNS, GNP-BC, FNP, FAAN, Associate Professor

Bonnie Hepler, PhD, RN, MSPH, MSW, Assistant Professor

Rémi M. Hueckel, DNP, RN, CPNP-AC, FAANP, FCCM, Associate Professor

Stephanie Ibemere, PhD, RN, Assistant Professor

Ragan Johnson, DNP, RN, FNP-BC, CNE, FAANP, Associate Professor

Elaine D. Kauschinger, PhD, RN, APRN, FNP-BC, FAANP, Assistant Professor

Mariam Kayle, PhD, RN, CCNS, FAAN, Associate Professor

Maryellen Kelly, DNP, RN, CPNP, MHSc, CNE, Associate Professor

Brandon Knettel, PhD, Associate Professor

Mitchell R. Knisely, PhD, RN, ACNS-BC, PMGT-BC, FAAN, Associate Professor

Amie Koch, DNP, RN, FNP-C, ACHPN, Associate Professor

Kathryn E. Kreider, DNP, RN, APRN, FNP-BC, FAANP, Professor

Christina Leonard, DNP, RN, APRN, FNP-C, CNL, Associate Professor

Allison Lewinski, PhD, MPH, RN, FAAN, Associate Professor

Lisa Lewis, EdD, MSN, RN, CNE, Associate Professor

Isaac M. Lipkus, PhD, Professor

Jamison Lord, DNP, MSN, RNC, PMHNP-BC, Assistant Professor

Jennifer Mando-Vandrick, PharmD, BCCCP, Assistant Professor

Eleanor S. McConnell, PhD, RN, Associate Professor

Terry McDonnell, DNP, RN, ACNP-BC

Kara McGee, DMS, MSPH, PA-C, AAHIVS, Associate Professor

Jacquelyn M. McMillian-Bohler, PhD, RN, CNM, CNE, Associate Professor

Marta Mulawa, PhD, MHS, Associate Professor

Desi Newberry, DNP, RN, NNP-BC, CHSE, CNE Associate Professor

Devon Noonan, PhD, MPH, RN, FNP-BC, CARN, FAAN, Professor

Marilyn H. Oermann, PhD, RN, ANEF, FAAN, Thelma M. Ingles Distinguished Professor of Nursing

Tolu O. Oyesanya, PhD, RN, Associate Professor

Blanca Iris Padilla, PhD, MBA, MSN, APRN, RN, FNP-BC, FAANP, Chief Nurse Strategic Business Operations Officer

Wei Pan, PhD, Professor

Darina V. Petrovsky, PhD, RN, Elizabeth C. Clipp Term Chair of Nursing, Associate Professor

Tonia Poteat, PhD, MPH, PA-C, AAHIVS, DFAAPA, Ruby Wilson Distinguished Professor in Nursing

Schenita D. Randolph, PhD, MPH, RN, CNE, FAAN, Associate Professor

Michael V. Relf, PhD, RN, ANEF, FAAN, Mary T. Champagne Distinguished Professor of Nursing

Karin Reuter-Rice, PhD, RN, CPNP-AC, FCCM, FAAN, Professor

Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, CPHQ, FAAN, Professor

Sharron (Shari) Rushton, DNP, MS, RN, CCM, CNE, Associate Professor

Valerie K. Sabol, PhD, MBA, RN, ACNP, GNP-BC, ANEF, FAANP, FAAN, Professor

Lemuel Scott, DNP, PMHNP-BC, Assistant Professor

Ryan J Shaw, PhD, RN, FAAN, Professor

Virginia (Chris) Simmons, DNP, RN, CRNA, CHSE-A, FAANA, FAAN, Professor

Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, FAANP, Associate Professor

Sophia K. Smith, PhD, MSW, FAOSW, Associate Professor

Allison Stafford, PhD, RN, Associate Professor

Eleanor L. Stevenson, PhD, RN, FAAN, Professor

Jessica Szydlowski, DNP, RN, CRNA, ACNP, Assistant Professor

Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN, Laurel Chadwick Distinguished Professor of Nursing

Malinda Teague, DNP, RN, APRN, CPNP-AC/PC, Assistant Professor

Deirdre K. Thornlow, PhD, RN, CPHQ, CNE, Associate Professor

Debra Travers, PhD, RN, FAEN, FAMIA, Associate Consulting Professor

Kathryn J. Trotter, DNP, RN, CNM, FNP-C, CHSE, FAANP, FAAN, Associate Professor

Hideyo Tsumura, PhD, DNP, RN, CRNA, Assistant Professor

Barbara S. Turner, PhD, RN, FAAN, Elizabeth P. Hanes Distinguished Professor of Nursing

Kathleen M. Turner, DNP, RN, Associate Professor

Julia K. Walker, PhD, Helene Fuld Health Trust Distinguished Professor of Nursing, Professor of Medicine

AnnMarie L. Walton, PhD, RN, MPH, OCN, CHES, FAAN, Term Chair for the Dorothy L. Powell Professorship, Associate Professor

Michelle Webb, DNP, RN, CHPCA, Assistant Professor

Hanzhang Xu, PhD, RN, CNE, FAAN, Associate Professor

Lawrence Yang, PhD, Professor

Qing Yang, PhD, Professor

Tracey L. Yap, PhD, RN, CNE, WCC, FGSA, FAAN, Professor

Michael E. Zychowicz, DNP, RN, ANP, ONP, FAAN, FAANP, FNAON, Professor

Other Faculty Appointments

Professor Emeritus of Nursing: Ruth A. Anderson, PhD, RN, FAAN; Linda Lindsey Davis, PhD, RN, FAAN; Catherine L Gilliss, PhD, RN, FAAN; Marilyn Hockenberry, PhD, RN, PNP-BC, FAAN; Janice Humphreys, PhD, RN, FAAN; Brenda Nevidjon, MSN, RN, FAAN; Katherine Pereira, DNP, RN, FNP, ADM-BC, FAAN, FAANP, Dorothy Powell, EdD, RN, FAAN; Theresa M. Valiga, EdD, RN, CNE, ANEF, FAAN

Associate Professor Emeritus of Nursing: Kirsten Corazzini, PhD; Susan Denman, PhD, RN, FNP-BC; Judith C. Hays, PhD, RN; Constance Johnson, PhD, MS, RN, FAAN; Ada Most, EdD, RN; Jerri Moser Oehler, PhD, FNP; Beth Phillips, PhD, RN, CNE, CHSE; Marva L. Mizell Price, DrPH, RN, FNP, FAANP, FAAN; Susan Schneider, PhD, RN, AOCN, ACNS-BC, FAAN; Nancy Short, RN, MBA, DrPH; Queen Utley-Smith, EdD, RN, CNE, ANEF

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

Centers, Institutes, and Initiatives

The School of Nursing is home to several centers, institutes, and initiatives. These are designed to contribute to and further the mission, vision, and values of the school. The below descriptions highlight a few of these entities. A full listing can be found at nursing.duke.edu/centers-and-institutes.

Center for Nursing Discovery

Using a student-centered approach, the [Center for Nursing Discovery](#) (CND) provides a variety of avenues of instructional methodology, including simulation using high fidelity (lifelike) adult and pediatric manikins, role-playing, self-instruction, faculty-assisted instruction, procedural task trainers to develop specific hands-on skills, standardized patients (trained actors), and the use of innovative, state-of-the-art multimedia. Students can select various learning methods based

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

The spacious CND facilities support learning by providing simulated experiences in nursing practice and decision making for students in the Duke University School of Nursing campus-based MN and DNP nurse anesthesia programs as well as the for the MSN and post-graduate certificate students who come to campus one or more times a semester for intensive on campus sessions. The CND facilities are available to support interdisciplinary team training with Duke medical, physical therapy, and physician assistant students and for local health system and community groups for simulation and training activities and events.

The CND is both Accredited and Endorsed by two international simulation professional organizations – only a hand full of simulation programs in the world hold this distinction.

In 2021, the CND received a five-year reaccreditation from the Society for Simulation in Healthcare (SSH) and the Council for Accreditation of Healthcare Simulation Programs in the area of Teaching/Education. In 2022, the CND earned International Nursing Association for Clinical Simulation and Learning (INACSL)'s endorsement for the Core Four (pre-briefing, facilitating, professional integrity, debriefing) until 2025. The CND is the only endorsed simulation program in the Duke University Health System and in North Carolina.

In addition, the CND has received recognition for its work in nursing education: DUSON Dean's Award (2021) and the INACSL's Frontline Simulation Champions Award (2021).

Institute for Educational Excellence

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

Under the auspices of the IEE, the school has received three NLN Center of Excellence designations: Enhancing Student Learning and Professional Development, 2015-2028; Promoting Pedagogical Expertise of Faculty, 2013-2027; and Advancing the Science of Nursing Education, 2017-2026.

Interprofessional Education (IPE) Collaboration within Duke Health

For many years, the Duke University School of Nursing and Duke University Health System have collaborated to prepare future health care professionals for team-based practice. These efforts include longstanding partnerships with the Schools of Medicine and other health professions programs to provide interprofessional education (IPE) experiences for students in nursing, medicine, physical therapy, occupational therapy, physician assistant studies, and related fields.

This collaborative work was significantly strengthened in 2019 with the establishment of the Duke Health Center for Interprofessional Education and Care (IPEC Center). The IPEC Center is an integral part of the Duke student experience, offering initiatives such as the Foundations of Learning in Interprofessional Practice (FLIP) curriculum—a large-scale program engaging over 500 health professions learners annually, the Duke BLUE Scholars Program, and a range of additional IPE opportunities. Together, these programs are designed to prepare learners to become practice-ready partners who deliver high-quality, collaborative care.

With representation from all Duke health professions education programs and engagement from the Durham community, the IPEC Center advances the development of educational programs that foster a culture of collaboration and team-based care. Its mission supports the preparation of learners, educators, clinicians, and staff to serve as change agents who improve health outcomes for individuals, families, and populations, both locally and globally.

Duke Advancement of Nursing, Center of Excellence (DANCE)

Additionally, DUSON has a formal academic-practice partnership with Duke University Health System Nursing (DUHS), known as the Duke Advancement of Nursing, Center of Excellence (DANCE). This partnership is co-led by the DUSON Dean and the Chief Nurse Executive of DUHS. The vision of DANCE is to be the preeminent leader in academic-practice partnerships that fosters collaboration, synergy, and professional development of nurses throughout the education and career continuum. The mission of DANCE is to support and advance the professional development, knowledge, and skills of all nurses throughout DUSON and DUHS, as well as to serve as an exemplary model of how academic-practice partnerships empower the nursing profession to influence healthcare and education. DANCE jointly develops, implements, and supports mutually beneficial activities between DUSON and DUHS nursing to advance the nursing profession.

Office of Global and Community Health Initiatives

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

Local Activities. The DUSON Community Health Improvement Partnership Program (D-CHIPP) is working to improve health outcomes through strategic partnerships and research to develop and support programs and policies that will promote a healthy productive life for all who live in our community. D-CHIPP was established in 2017 out of DUSON's strategic plan, with the goal to advance health through community partnerships. Pre-licensure students complete clinical placement experiences with a variety of community partners such as the Durham Housing Authority, Urban Ministries of Durham, El Centro Hispano, and Families Moving Forward. Other opportunities that provide a more extensive experience in community health nursing include the Quality Improvement Scholars Program with Lincoln Community Health Center and the M-PACT Scholars program. D-CHIPP received funding from the Health Resources and Services Administration (HRSA) to create a mobile health clinic, M-PACT (Mobile Prevention and Care Team). In addition to the mobile health clinic, DUSON has created elective courses that address social drivers of health in rural and underserved urban communities. M-PACT Scholars taking the elective courses have unique community health clinical rotations including a week-long immersion experience with a rural NC public health department.

The Office of Global and Community Health Initiatives offers assistance to academic programs in community health activities. For example, in collaboration with the pre-licensure programs, the OGACHI supports local site development and activities including community site orientations and service experiences within Durham County with a variety of established community partners.

Global Clinical Immersion Experience Clinical Placements. OGACHI facilitates global clinical immersion experiences. Through the global clinical immersion experiences, developed in collaboration with established partner sites, all levels of DUSON students have the opportunity to develop cross-cultural sensitivity while expanding their understanding of community needs and the roles and responsibilities of nurses while fulfilling some clinical residency and/or elective curriculum requirements. Program locations for global clinical immersion experiences vary from year to year. The cost of international clinical experiences is the responsibility of the student. The Office of Global and Community Health Initiatives supports students' experiences by assisting with the planning and execution of logistics associated with global clinical immersion experiences and other nonclinical experiences abroad. It also offers pre-departure orientation sessions to prepare students for the trips. More detailed information regarding student global clinical immersion experiences is available on the OGACHI website.

Office of Diversity, Equity, Inclusion, and Belonging

At Duke University School of Nursing, we are dedicated to fostering a welcoming and supportive environment where every individual can flourish. Our office champions a culture that values each person's voice, identity, and lived experience. By embracing a wide range of perspectives and honoring the richness of our community's backgrounds, we create a space where everyone feels seen and empowered.

Nurses who experience this sense of belonging are better equipped to establish therapeutic relationships with patients. Feeling accepted and valued allows nurses to communicate empathetically. By recognizing these values, we can build a stronger, more compassionate nursing profession that serves all individuals effectively.

Our office strives to cultivate a community rooted in mutual respect, continuous learning, and authentic engagement—one where bridges are built, relationships are nurtured, and every member contributes to a more just and caring environment.

Diversity and Inclusion

At Duke University School of Nursing we are committed to creating a welcoming community that embraces all who enter our doors. We respect all community members, nurture them, build bridges, and create relationships that will individually and collectively enhance our environment, in the classroom, in the clinic and in our communities.

History of Duke University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a health care leader, first awarding baccalaureate degrees in 1938, establishing the bachelor of science in nursing degree in 1953, and initiating one of the first nursing graduate programs in 1958. Today, the School of Nursing remains a national leader in nursing education, offering the master of nursing degree (MN), the master of science in nursing degree (MSN), two doctoral programs (the Doctor of Nursing Practice, or DNP, and the PhD in Nursing), and post-graduate and specialty certificates.

With a mission to advance health equity and social justice through transformative excellence in nursing education, clinical practice, and research, the School of Nursing leads across categories in the US News and World Report's 2025 graduate school rankings, ranked #5 overall for Best Nursing Schools: Master's (achieving a #1 ranking across six MSN specialty programs) and ranked #2 overall for Best Nursing Schools: Doctor of Nursing Practice (with a #1 ranking for five DNP specialty programs).

In addition, the School of Nursing is recognized as a leader in nursing education and research across a range of external measures, including awards for longstanding commitment to diversity, equity, inclusion, and belonging: a Health Professions Higher Education Excellence in Diversity Award (Insight into Diversity, 2021) and the award for Best School of Nursing for Men in Nursing from the American Association for Men in Nursing for ten years running. The school is also consistently among top-ranked schools for veterans of the U.S. Armed Forces.

More than 1,200 students are now enrolled across the School's innovative degree and certificate programs. The DNP and MSN programs are offered in online and distance-based formats to meet the needs of students located across the US and around the world.

Through innovative teaching as well as through collaborative academic-clinical partnerships, the School remains dedicated to improving access to care; providing high-quality, cost-effective care; and preparing the healthcare leaders of tomorrow.

Facilities

Duke University School of Nursing (DUSON) is located primarily in the Christine Siegler Pearson Building at 307 Trent Drive, Durham, NC.

The 110,000-square-foot facility features classrooms, faculty and staff offices, and meeting rooms, as well as hospitality and auditorium spaces equipped with videoconferencing and lecture-recording technologies. The Pearson Building is dedicated to optimizing the student experience at the school. It features group study rooms, enclosed study and reading rooms for those seeking a quiet environment, and an open lounge for collaborative study. On the first floor are the Information Technology Service Desk and computer kiosks where students can check email and print documents, and the Student Success Center. There is a student lounge that features refrigerators, microwaves, sink, ice maker, food pantry, student bulletin boards, and other amenities in the cabinets. Across from the lounge, is DUSON Market, which is a self-serve "Grab & Go" that accepts credit cards as well as Apple Pay for food items, drinks, and coffee. The building also contains two single gender-neutral restrooms on the second floor and a lactation room that are available to all students, faculty, and staff.

In Summer 2019, the Duke Health Center for Interprofessional Education opened. This facility, shared with the Duke University School of Medicine Departments of Orthopedic Surgery and Division of Physical Therapy and Division of Occupational Therapy, is connected to the existing Pearson Building through enclosed hallways on three School of Nursing floors. The new building provides expanded class and meeting rooms; a home for the Health Innovation Lab, with its innovation workshop and seven standardized patient and simulation exam rooms; dedicated space for Student Services and Financial Aid; rooms for students with special test-taking accommodations; treadmill workstation kiosks; PhD Program, Center for Nursing Research, the Office of Global and Community Health Initiatives, Office of Interprofessional Education and Care, and Watts College of Nursing. The addition of this space brings the School of Nursing's assigned square footage to 152,066.

Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding health care facilities. Clinical education is provided to students through partnerships with practice sites locally and across the United States that include hospitals, health centers, clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed relationships with a wide variety of organizations, including long-term care facilities, rehabilitation units, substance abuse inpatient and outpatient facilities, multicultural community health centers, and a broad range of community agencies. School of Nursing students have opportunities to work with diverse clients at practice sites such as clinics for immigrants, migrant workers, and patients with HIV; organizations providing care for families experiencing homelessness; home health agencies; and hospices.

Duke University Health System Hospitals

To provide opportunities for clinical training sites, the Duke University School of Nursing collaborates closely with the [Duke University Health System](#), a world-class health care network dedicated to providing outstanding patient care, educating tomorrow's health care leaders, and discovering new and better ways to treat disease through biomedical research. Duke University Hospital, the hub of the health system, is consistently ranked by U.S. News and World Report as one of the leading health care organizations in the United States. The Duke University Health System also includes well-respected community hospitals in Durham (Duke Regional Hospital) and Raleigh (Duke Raleigh Hospital); the Duke Clinic outpatient specialty care clinics; and a large network of primary care clinics, wellness centers, and community-based clinical partnerships.

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

Clinical Partnerships with Other Hospitals and Health Centers

In addition to its close relationships with hospitals in the Duke University Health System, the Duke University School of Nursing maintains cooperative teaching and clinical arrangements with local entities including the Durham Veterans Affairs (VA) Medical Center, Lincoln Community Health Center in Durham, WakeMed Health and Hospitals in Raleigh, UNC Hospitals in Chapel Hill and Hillsborough, Rex Healthcare in Raleigh, Alamance Regional Medical Center in Burlington, and Holly Hill Hospital in Raleigh and local health departments.

Additional Clinical Partnerships. The Duke University School of Nursing is privileged to have collaborative relationships with healthcare organizations across North Carolina including Cone Health, Novant Health, and Vidant Health, and hundreds of additional health care delivery sites across the nation that provide clinical experiences for students. These clinical sites are an integral part of the high-quality educational experience that the School of Nursing provides for Duke nursing students at all levels. Extensive information of all partner facilities can be found on their respective websites.

Mission, Vision, Values, & Philosophy

Mission

The mission of the Duke University School of Nursing reads as follows: "We, at the Duke University School of Nursing, advance health equity and social justice by preparing nurse leaders and innovators with a commitment to improving health outcomes through transformative excellence in education, clinical practice, and nursing science."

Vision Statement

Together transforming the future of nursing to advance health with individuals, families and communities.

Values

- **Excellence:** We are entrusted to provide the highest quality education for our students and lead in the discovery of advances that improve the health of others.
- **Integrity:** We are committed to honesty, transparency, and accountability for our actions and outcomes.
- **Collaboration:** Through collaboration and teamwork, we multiply the impact of our work for the greatest possible benefit.
- **Respect:** We treat others with civility, kindness, and as equals in all interactions, and recognize that all members of our community offer valuable contributions.
- **Innovation:** We thrive on bold creativity and ingenuity, finding solutions that define the future.
- **Diversity, Inclusion and Belonging:** Celebrate our diversity, eliminate barriers that prevent full participation of all, and strive for institutional equity.

Philosophy

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

Human Beings

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

Society/Environment

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

Health

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

Health Care Delivery

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

Nursing

Nursing exists as a function of society for the protection of its members through legally sanctioned roles, responsibilities, and scopes of practice. We believe that nursing is a scholarly discipline centered on assisting people to protect, promote, and optimize their health and abilities, prevent illness and injury, and alleviate suffering. Nursing achieves this through the diagnosis and treatment of human responses to health-threatening conditions, advocacy in the care of individuals and groups, and the generation and translation of research findings for nursing practice. Nursing is committed to a holistic and evidence-based approach to

human caring and compassion; respecting the dignity, self-determination, and worth of all human beings. It is our belief that nursing focuses on the uniqueness of each human being, guided by the systematic process of assessment, planning, implementation, and evaluation; the goal of which is to optimize the quality of adaptation in human beings.

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

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

Teaching/Learning

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

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

Student Resources

Duke Resources

Division of Student Affairs

The Duke University [Division of Student Affairs](#) provides a wealth of resources for all Duke students including [health](#), [mental health](#), and [wellness](#) resources as well as a number of departments that support and enrich the educational experience of students at Duke University.

Student Disability Access Office (SDAO)

Individuals seeking reasonable accommodation or wanting to know more about accessibility and accommodation services available through the university should consult the [Disability Management System](#) website. More information about the SDAO is available in the [Duke University Bulletin](#).

School of Nursing Resources

Office of Admissions

The Office of Admissions has responsibility and oversight for working with individuals from the time they first show interest in the school through the admissions process. The Office of Admissions provides frequent services to students interested in exploring enrollment at the school. The office supports prospective students by providing venues to ask and receive information through on campus events, webinars and other online resources and presence at out-of-state recruitment events. Admission officers assist students in accessing and submitting the application for admission. The staff is available as well to guide students through the process and supply general information about the interview selection process.

Office of Student Services

The Office of Student Services is responsible for providing operational support to students by helping to facilitate student registration, compliance, new student orientation, hooding and recognition ceremonies, academic advisement, and student status changes.

Student Success Center

The Student Success Center (SSC) aims to provide academic and career support; promote general wellness; and connect students to resources at Duke and beyond. Students can access the SSC by visiting the center, submitting an appointment request, or faculty referral. Services are offered in person and virtually.

- Academic Support - The SSC coordinates individual, small group, and large review tutoring sessions for all academic programs. Learning consultations are also provided to help students enhance critical academic skills such as time management, note-taking, study skills, and test-taking strategies.
- Career Assistance - [Career Services](#) assists students in building careers that fulfill the greater mission of advancing nursing. The center provides personalized career coaching, resume and cover letter critique, and personal statement and CV assistance. The Center also assists students with interview preparation and strategies for internships and jobs, skill and professional competency development, network building, and education around career paths, industries, and employers.

- Wellness Care - Individual and small group wellness coaching, ongoing programs and initiatives, and student clubs and organizations are coordinated for the community to address feelings of stress, anxiety, and social isolation, while promoting stress reduction, work/life balance, and sense of belonging.
- Campus and Community Resources Help - The SSC team provides referrals and help with navigating campus resources, such as the Student Disability and Access Office, Counseling and Psychological Services, and Duke Reach, as well as community resources to address personal needs. The SSC also manages the DUSON food and toiletries closet for students facing food and toiletry insecurities.

Student Government

The **Duke University School of Nursing Student Council** is the governing body for all students in the school, and is composed of elected officers and class representatives. Its sole purpose is to serve the students' educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. Activities include communicating to students information 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, 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.

Policies Overview

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

Standards of Conduct

Duke University expects and requires all students' cooperation in developing and maintaining high standards of scholarship and conduct, including the [Duke Community Standard](#) and School of Nursing Academic Integrity and Professionalism Policy (located in the student handbooks).

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 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.

Pre-Enrollment Requirements

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

Health and Immunization Record

All matriculating students must show documentation of the immunizations required by the State of North Carolina and Duke University School of Nursing. Students will be prompted to submit documentation of immunizations through the online credentialing system upon matriculation. Master of Nursing and Nurse Anesthesia DNP students, enrolled in on-campus programs, must also submit documentation through Duke Student Health. All students are responsible for meeting and maintaining the required immunizations.

Program Clearance Requirements

Criminal Background Check and Drug Screening

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

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

AHA Basic Life Support

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

Training Modules

Clinical Core Orientation and Post-Test

As a mandatory compliance requirement, all students enrolled in the pre-licensure programs are required to review the Clinical Core Orientation PowerPoint presentation and upload the completed certificate into the online credentialing system. Review of Clinical Core and certificate of completion is required upon matriculation and then annually during program progression.

The Clinical Core Orientation has been developed by the Consortium for Clinical Education and Practice, a professional component of the Wake Area AHEC (Area Health Education Center). Clinical Core fulfills the majority of clinical compliance requirements for agencies in which pre-licensure students are placed. Students may be required to complete additional agency-specific requirements prior to the start of a clinical rotation. Students will be notified of any additional requirements at the time clinical placements are announced each semester. Students enrolled in the MSN Program may be asked to complete this requirement on an individual basis depending on their clinical placement assignment. Further instruction on completion of this requirement will be given by the Office of Student Services and the Clinical Placement Office.

Community Health Training

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

Professional Licenses and Certifications

Licensure Requirement

Licensure or eligibility for licensure as a Registered Nurse in an individual's primary state of residence is required for matriculation as students in the MSN Program and DNP Program and for matriculation as post-graduate certificate students. Additional licensure may be required by academic programs.

Professional Licensure in North Carolina and the Nurse Licensure Compact

Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/Listing tab on the [North Carolina Board of Nursing](#) website. Information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the [Nurse Licensure Compact section](#) of the National Council of State Boards of Nursing website.

Verification of Licensure

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

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

Additional Certification Requirements (MSN and DNP)

Additional certification is required for admission to the Duke University School of Nursing MSN and DNP Programs in certain majors:

- Neonatal nurse practitioner students are required to have Neonatal Resuscitation Program (NRP) certification.
- Pediatric nurse practitioner – acute care major students are required to have Pediatric Advanced Life Support (PALS) certification.
- Adult-gerontology nurse practitioner – acute care major students are required to have Advanced Cardiovascular Life Support (ACLS) certification.
- Nurse Anesthesia students are required to have completed Basic Life Support (BLS) certification, Advanced Cardiovascular Life Support (ACLS) certification and Pediatric Advanced Life Support (PALS) certification no later than the first week of class; to renew certifications as required and to maintain active certifications throughout the program.
- Each of these certifications must be valid for the duration of the student's program. It is the student's responsibility to provide documentation of valid certification status to the school at admission and upon renewal.

Enrollment Policies

Course Format

The Duke University School of Nursing offers courses in three delivery formats: campus courses, hybrid courses, and online courses. Course formats are defined as follows:

- Campus Courses.** Campus courses meet as regularly scheduled class sessions on campus throughout the semester.
- Hybrid Courses.** Hybrid courses combine online learning with on-campus face-to-face sessions. This does not mean synchronous courses for which some students are on campus and others join remotely.
- Online Courses.** Online courses consist of instructor-designed, student-driven, interactive modules of instruction delivered via a learning platform that is virtually available on the Internet. Online courses may have a synchronous component (planned activities at specific times when students and/or faculty interact—as in an online chat or videoconference) or may be fully asynchronous.
- The MN Program, the PhD Program, and the DNP Nurse Anesthesia Program are campus-based.

Definition of Full-Time Enrollment Status

Full-time status is defined as follows:

- Full credit load for fall and spring semesters: 6 credit hours/semester
- Full credit load for summer semester: 4 credit hours
- Full credit load for international students: 6 credit hours for fall/spring semesters and 4 credit hours for summer semester; no more than 3 credit hours per semester may be taken in online format

Required Level of Courses

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

Student Progression with Course of Study

Confidentiality and Release of Student Records

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

Grades

The School of Nursing uses the following grading scale:

LETTER GRADE	FINAL COURSE PERCENTAGE	GPA CALCULATION
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 and below	0.0

Certain courses have a designation of “credit.” These courses include, but are not limited to, directed scholarship, independent study, MSN clinical and synthesis courses, and the DNP Project. These courses are graded “Cr” or “NCr.” The designation “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is the equivalent of an F grade.

Incomplete Coursework (I Grade)

In cases where coursework cannot be completed on schedule, it is the student’s responsibility to negotiate with the instructor for an I (incomplete grade) and adjustment of the deadline for completion of work. All coursework must be submitted on or before the adjusted due date. At most, students have one calendar year from the date the course ended to remove the I, and if it is not removed in one calendar year, the grade will be an F. Students active in more than one academic plan must resolve all incompletes in the academic plan that they intend to graduate from or complete.

Transfer of Credits

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

MN Program: All 63 credits of the MN nursing program must be taken at Duke University or through Duke interinstitutional enrollment. No transfer of coursework will be accepted.

MSN Program: Students enrolled in the MSN Program may be allowed to transfer up to six credit hours of graduate work completed at other institutions, if the student earned a grade of B (3.0 on a 4-point scale) or higher.

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

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

Clinical Learning Experiences

Clinical Site Placement

Clinical learning experiences afford students the opportunity to further use the theory and skills they have learned in their didactic course work. The Clinical Placement Office (CPO) functions as liaison between the MSN and PGC programs of the School of Nursing and the many clinical sites with which it collaborates to provide appropriate precepted training experiences.

Students are assigned to clinical learning sites based on the learning objectives of the course, faculty approval, and preceptor availability. All students who participate in clinical education must be prepared to be flexible. Clinical experiences will follow the preceptor's schedule, with the expectation that the student adjust their schedule as needed. This is particularly important for master of science in nursing (MSN) and post-graduate certificate (PGC) students who are placed in individually precepted clinical experiences. Scheduling requirements for placement rotations may potentially include evenings, nights, and weekends. Although efforts will be made to secure clinical sites for precepted rotations near the student's place of residence, factors such as statutory regulations, requirements of health care provider sites, competition for sites, availability of preceptors, clinical site contracts etc., may limit the location and selection of sites. MSN and PGC students may be required to attend a site in a state other than their resident state and/or to travel a significant distance depending on the availability of suitable sites. In most cases, the travel will be less than 120 miles. However, some students may be required to travel farther or temporarily relocate, to complete the clinical requirements of a degree and graduate.

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

All students are responsible for notifying their faculty advisors, Student Services (via DukeHub), and CPO in writing of residence changes. Students enrolled in the MSN and PGC path of study, who are contemplating a change in residence during the program should notify their director, clinical faculty, and/or faculty advisor to discuss implications of the change. The notification must occur as soon as possible to allow the CPO team time to search for appropriate clinical sites. Depending upon the timing of the move and/or the location of the student's new residence, the School of Nursing cannot guarantee that a clinical placement in the new location or state can be secured. Students are also responsible for changing their contact information (name, address, telephone numbers, etc.) in DukeHub as soon as possible.

If an MSN or PGC student relocates to a state in which the School of Nursing is not authorized to operate it may become impossible to secure clinical placements within the new state. Although every effort will be made to work with students relocating to these areas, significant delays may occur along with the impossibility of finding a site in close proximity to the new place of residence. Information regarding the states in which DUSON is authorized to operate is available on the School of Nursing website.

Expectations/Requirements for Clinical Learning Experiences

The MN, MSN, PGC and DNP-NAP Programs provide detailed information about their expectations and requirements for student clinical experiences in their respective Student Handbooks. In order to participate in their required clinical learning experiences, students must comply with all requirements of their programs.

Course Participation

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

Religious Observance and Holidays

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

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

Time for Completion of Degree

Each of the academic programs of the school has specific requirements for time allowed to complete the academic degree from the date of initial matriculation. There are as follows:

- MN: 36 months
- MSN or PGC: 5 years
- Post-BSN DNP: 7 years
- Post-MSN DNP: 5 years

All MN, MSN, PGC, and DNP students enrolled in the school who have not been granted a leave of absence by the appropriate Academic Program Assistant Dean, must register for fall, spring, and summer semesters until all degree requirements are completed.

PhD students are expected to complete the program in three to five years. Although the program will rigorously train students in longitudinal research and urge them to apply longitudinal designs in the dissertation work, it is important to note that this methodological focus will not delay a student's completion of the program. Longitudinal research, more than one-time point of data collection, can be accomplished by collecting data over weeks or months, or by using extant longitudinal data in secondary analysis. Nevertheless, PhD faculty are sensitive to this potential time-frame issue and will monitor it closely within the dissertation committee.

For students who find it necessary to take a leave of absence (LOA), time in LOA status counts toward the total time for degree completion. Extenuating circumstances may be considered by the Academic Program Assistant Dean.

Academic Warning and Academic Probation

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

MN Program Policy on Academic Warning/Academic Probation

Academic Probation and Academic Warning Prior to the completion of 30 credits, students whose cumulative GPA falls below 2.0 will be placed on academic probation and notified in writing and must meet with their faculty advisor to develop a personal plan for improvement. Students whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and will be required to meet with their faculty advisors. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel. To help facilitate student success and to connect students to available resources, the MN Program Office, in consultation with course faculty, sends out midterm advisory letters to MN students. Per program policy at the midpoint of the semester any student identified by course faculty as performing either marginally or unsatisfactorily will receive a formal notification letter from the Assistant Dean of the Prelicensure Nursing Program and the Elected Program Committee Chair. Marginal and unsatisfactory performance are defined as follows:

- Learning Improvement Plan: students placed on a Learning Improvement Plan (LIP) to help facilitate student success not meeting program, course, and/or clinical objectives.
- Marginal Performance: having cumulative exams/quizzes scores in the range of 70-75%. If there are no exams/quizzes in the course then an overall average grade falling in the range of 70-75%.
- Unsatisfactory Performance: having cumulative exams/quizzes scores less than 70%. If there are no exams/quizzes in the course then an overall average grade less than 70.

MSN & PGC Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). Satisfactory academic standing is defined as both a semester GPA of 3.0 or higher, and a cumulative GPA of 3.0 or higher. Students enrolled in the MSN Program or the post-graduate certificate (PGC) option whose cumulative GPA falls below 3.0 may receive a letter of academic warning or be placed on academic probation. A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and is encouraged to meet with the academic advisor. A student whose cumulative GPA falls below 2.7 will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement.

In fulfillment of their course of study, PGC students may enroll in a credit/non-credit course, resulting in a 0.0 semester and cumulative GPA. This is an exception to the conditions for academic warning and probation.

DNP Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and will be encouraged to meet with her or his academic advisor. A student whose cumulative GPA falls below 2.7, or who has a C in a DNP-required course, will be placed on academic probation and must meet with her or his academic advisor to develop a personal plan for improvement.

The nurse anesthesia program carefully monitors student progress throughout the semester. If a student's performance appears to be in jeopardy of not meeting the academic requirements of a course, the student will be notified by the program and must meet with their advisor and/or course faculty to develop a plan of improvement. Nurse anesthesia students who do not maintain a minimum course grade of 83% in every nurse anesthesia course will be at risk of being academically withdrawn from the program (see below).

PhD Program in Nursing Policy on Academic Warning/Academic Probation

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

Grades alone do not determine a student's academic standing in the PhD Program in Nursing. Research progress and the potential to accomplish PhD level research successfully and to present research results cogently will also be taken into account in assessing the academic standing of a student. Beginning with their second year of study, all students in the PhD Program in Nursing are required to file an annual progress report to the PhD Program Director. The PhD Program Committee reviews the progress of all PhD students annually in March/April.

Separation from the School of Nursing

Students may discontinue their studies at the Duke University School of Nursing through a formal leave of absence or by withdrawal from the School as defined below. For students in the PhD Program, student-initiated requests for leave of absence or withdrawal must be submitted to the PhD Program Assistant Dean and the Associate Dean of The Graduate School of Duke University as specified by Graduate School policy on withdrawals and leaves of absence.

Leave of Absence

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

A student returning from a leave of absence should contact in writing their advisor and the appropriate Academic Program Assistant Dean at least ninety days prior to the beginning of the semester in which they intend to return. The purpose of this contact is to make sure that registration and re-entry into courses including any program-specific requirements will proceed smoothly.

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

Withdrawal from the School of Nursing

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

Student Request for Voluntary Withdrawal

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

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

Involuntary Withdrawal from the School of Nursing

Involuntary withdrawal (dismissal) from the School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, the School of Nursing will follow due process procedures to investigate the issue and determine the course of action.

Administrative Withdrawal for Reasons of Conduct

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

- poses a significant threat of danger and/or harm to members of the Duke community; and/or
- interferes with the lawful activities or basic rights of others; and/or
- poses a threat or suspicion of threat to patient safety.

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

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

Administrative Withdrawal for Academic Performance

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

MN Program: MN students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be administratively withdrawn from the program. Two F grades in nursing courses (courses with a Nursing prefix) will result in administrative withdrawal from the program at the end of the semester in which the second F grade(s) is received. If a student earns a grade of F and is eligible to repeat the course (first F in a Nursing course), the student must take and repeat the course before they can progress in the program. Students should be aware that courses are not taught every semester and earning an F grade will delay graduation.

MSN Program: Students whose cumulative GPA falls below 2.5 will be administratively withdrawn from the School of Nursing.

Students who receive an F in any graduate course required for their major must retake and pass that course. If the course is a prerequisite for another course, it must be retaken and passed before the student enrolls in the subsequent course. A student who receives a second F in any graduate course will be administratively withdrawn (dismissed) from the School of Nursing, effective at the end of the semester in which the second F was received.

Post Graduate Certificates: In fulfillment of their course of study, PGC students may enroll in a credit/non-credit course, resulting in a 0.0 semester and cumulative GPA. This is an exception to the conditions for administrative Withdrawal for Academic Performance.

DNP Program: Students who have completed at least 3 courses and have a cumulative GPA less than 2.5, or two C grades, or an F or NCr in any DNP-required course will be withdrawn from the School of Nursing.

Nurse Anesthesia: Students must maintain a final minimum course grade of 83% in every course or they will be administratively withdrawn from the program. Nurse anesthesia students are required to successfully complete all credit/no credit courses, and failure to do so will result in administrative withdrawal from the program.

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

Technological Requirements

Communication between Duke University and Students

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

Computer Skills

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

Computer Requirements

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

All Duke University School of Nursing students enrolled in the MN Program, MSN Program, DNP Program, and the certificate curricula, as well as nondegree students, are required to have their laptops in full working condition, meeting or exceeding the standards listed on the [Student Technology Resources page](#) of the School of Nursing website. Students are expected to keep their computers in good working order, install security and other updates on a regular basis, and demonstrate sound computer use behavior so as not to spread viruses or other potentially harmful files to the university's systems.

Students entering the PhD Program are expected to have a laptop computer with wireless network capability and an operating system that is in compliance with Duke Health Security standards.

Program Admissions

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

Technical Standards

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

Program Admissions

Application Dates

Academic Degree Programs

The Duke University School of Nursing website provides information about the terms in which students are considered for admission and priority application deadlines for the MN Program, MSN Program, and DNP Program, as well as other enrollment options.

MN, MSN, Post-Graduate Certificate, and DNP Application Priority Deadlines:

- Fall Term applications open in September and remain open on a space-available basis
- Spring Term applications open in March and remain open on a space-available basis
- **DNP with Specialization in Nurse Anesthesia Application Priority Deadline:**
- August 1 for Fall Term (this program accepts only one cohort of students per year for enrollment in the Fall Term)

Applications received for a term following the Priority Deadline are reviewed on a space available basis without guarantee of faculty consideration

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

Certificate Offerings

For specialty certificates (cardiology, endocrinology, HIV, nursing education, palliative care, pediatric behavioral and mental health, oncology, orthopedics, and veterans healthcare) the Application Priority Deadline is October 15 for spring term start only.

Prospective applicants for enrollment in these graduate-level certificate options, as well as professional certificates in nursing education and health informatics, and nondegree option students, should consult the Office of Admissions application dates and deadlines webpage for information about the priority application deadlines and the terms in which certificate and nondegree students are considered for admission.

Program Admissions

Admissions – Master in Nursing (MN)

The Duke University School of Nursing participates in a comprehensive, holistic review including quantitative and qualitative criteria. Students admitted to the program are expected to be self-directed and committed to a rigorous academic and clinical experience and must meet the [Technical Standards](#). The minimum admission requirements are as follows:

- Bachelor's degree from a regionally accredited college or university
- Undergraduate GPA of 3.0 or higher on a 4.0 scale

Prerequisites

The MN Program requires all admitted students to have completed the courses and required units listed below prior to the start of classes. An earned minimum grade of C or higher in each nursing prerequisite course is required (exceptions are the anatomy, physiology, and microbiology courses, in which a grade of B- or higher is required). The prerequisite courses may be taken at any regionally accredited college, university, or community college. The prerequisite requirements do not have to be completed prior to applying but must be completed before enrolling in the MN Program.

- Anatomy & Physiology (6-8 semester credits)
- Microbiology (3-4 semester credits)
- Human Growth & Development (3 semester credits)
- Basic Statistics (3 semester credits)

- Nutrition is strongly recommended but not required

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a nonrefundable tuition deposit of \$500 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Required Application Materials

- Completion of the online application for admission to the Master of Nursing Program
- Official educational transcripts from all institutions attended. International transcripts should be accompanied by a course-by-course evaluation from a [National Association of Credential Evaluation Services \(NACES\)](#)-approved credential evaluation agency.
- Three recommendation forms that attest to the applicant's academic ability, professional competency, and personal character from persons not related to the applicant
- Personal statement
- Resume or CV is recommended but not required
- \$50 nonrefundable application fee, payable by credit or debit card online

Program Admissions

Admissions – Master of Science in Nursing (MSN)

All applicants to the MSN Program are considered on an individual basis through a holistic review process. Admission decisions consider a variety of factors in the applicant's complete profile, including previous academic work, nursing experience, professional references, leadership experience or potential, scholarship, and previous life experiences. The minimum requirements needed for application review and the required documents are listed below.

Note: The Duke University School of Nursing is not currently accepting applications from prospective students living in a very few select states due to regulatory requirements which may prevent students from being able to complete clinical rotation assignments in their home states and may also delay or prevent them from being able to be licensed to practice in their states. Questions regarding these requirements may be directed to the Duke University School of Nursing Director of Admissions.

- A bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE), or the National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA), or the Accreditation Commission for Education in Nursing (ACEN) or an associate degree in nursing or a diploma in nursing with a BS/BA from a regionally accredited program in another field of study.
- Preferential admissions consideration will be given to applicants with a 3.0 GPA on a 4.0 scale.
- Nursing experience: one year of applicable nursing experience is required at the time of application submission for Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner Acute Care, and Neonatal Nurse Practitioner programs. All other programs recommend one year of experience.
- Licensure or eligibility for licensure as a Registered Nurse in the primary state of residence.

Information about licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

In order for an application to be eligible for review, it is important that the following documents be date/time stamped or postmarked by the admissions deadline.

- Completion of the online application for the Master of Science in Nursing Program
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a [NACES-approved credential evaluation agency](#).
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character. These letters should be solicited from health care professionals who can address the applicant's qualifications for the MSN Program.
- Personal statements
- Résumé or curriculum vitae
- \$50 nonrefundable application fee, payable by credit or debit card online

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

The MSN Review and Notification Process

- Once the Office of Admissions receives all of the required information, candidate packets are forwarded for faculty review.
- The Director of the applicable major and another designated faculty reader review the applicant's file and makes the final admission decision.
- Following the final faculty selection decision, each applicant is notified electronically regarding the final admission decision. If admission is offered, a non-refundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Admissions – Post-Graduate Certificate (PGC)

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

- A graduate degree from a program accredited by the Commission on Collegiate Nursing Education (CCNE), NLN-Commission for Nursing Accreditation (NLN-CNEA), or Accreditation Commission for Education in Nursing (ACEN); or a graduate degree in another discipline acceptable to the faculty of the student's proposed major.
- Graduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.
- Nursing experience requirements may vary by major. It is recommended that applicants have a minimum of one year of nursing experience before matriculation.
- Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless the student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
- The student is a distance-based student who will not be practicing in North Carolina while enrolled in school and has licensure or eligibility for licensure in his or her primary state of residence.
- Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is available on the North Carolina Board of Nursing website.
- Additional certifications are required for admission as a post-graduate certificate student in certain majors, such as neonatal nurse practitioner and acute care pediatric nurse practitioner. See additional information on the School of Nursing website.

Required Application Materials

- Completion of the online application for the post-graduate certificate
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a [NACES-approved credential evaluation agency](#).
- Three recommendation forms attesting to the applicant's academic ability, professional competency, and personal character. The letters should be solicited from health care professionals who can address the applicant's qualifications for the MSN Program.
- Personal statements
- Résumé or curriculum vitae
- \$50 nonrefundable application fee, payable by credit or debit card online

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

The PGC Review and Notification Process

- Once the Office of Admissions receives all of the required information, candidate packets are forwarded for faculty review.
- Candidates will be asked to complete a survey intended to evaluate prior degree completion for redundant course work required in the applicant's academic program of choice/intent. Pending faculty approval, potentially redundant course work can be waived to create an individualized matriculation plan. Candidates who do not complete this survey known as the Gap Analysis cannot have a reasonable expectation of an enrollment projection at the time of admission notification. Prior course syllabi may be required for faculty approval.
- The Director of the applicable major and another designated faculty reader review the applicant's file and make the final admission decision.
- Following the final faculty selection decision, each applicant is notified electronically regarding the final admission decision. If admission is offered, a nonrefundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Admissions – Doctor of Nursing Practice (DNP)

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

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

DNP Applicants with BSN Degree (BSN-to-DNP)

Admission Requirements

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

- Bachelor of science in nursing (BSN) degree with an upper division nursing major from a nationally accredited (CCNE, NLN-CNEA or ACEN) program
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale
- Undergraduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.
- A minimum of one year of nursing experience before matriculation is recommended for most majors.
 - Applicants for the DNP with specialization in Nurse Anesthesia major must have a minimum of one year (two years preferred) of current, continuous full-time critical care experience as a registered nurse in a critical care setting that offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on 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.
 - Neonatal applicants must have one full year of unprecedented experience in a level III or IV nursery prior to submitting an application.
 - Adult and Pediatric acute care programs require one full year of un-precepted experience within a relevant patient population prior to submitting an application.
- Current licensure as a registered nurse in the state in which practice will occur. For information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure consult the North Carolina Board of Nursing website.
- Each applicant will be notified electronically regarding the admission decision. If admission is offered, a nonrefundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Required Application Materials

- Completion of the online application for the Post BSN-DNP Program
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a [NACES-approved credential evaluation agency](#).
- Résumé or curriculum vitae
- Three professional letters of recommendation that attest to the student's academic ability, professional competency, and personal character
- Personal statement
- \$50 nonrefundable application fee, payable by credit or debit card online.

DNP with Specialization in Nurse Anesthesia

The Duke DNP with specialization in nurse anesthesia is a 36-month on-campus program. The degree requires completion of an 93-credit hour curriculum that integrates DNP and nurse anesthesia specialty courses. The program culminates in completion of a DNP Project addressing a process improvement, quality improvement, or other project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

Admission Requirements

- Bachelor's degree with an upper division nursing major from a program accredited by the Accreditation Commission for Education in Nursing (ACEN), or the NLN Commission for Nursing Education Accreditation (NLN-CNEA) or the Commission on Collegiate Nursing Education (CCNE).
- Cumulative undergraduate grade point average of 3.0 or higher (4.0 scale) or evidence of outstanding graduate academic achievement.
- Minimum science GPA of 3.2 on a 4.0 scale.
- Bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics.
- Current, unencumbered registered nurse (RN) license
- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) certification, and Pediatric Advanced Life Support (PALS) certification that is current at the time of application.
- At the time of application, the applicant must have a minimum of one-year, of continuous full-time, critical care experience as a registered nurse in an intensive care unit (ICU). Two years preferred ICU experience is preferred. Current CCRN certification is strongly encouraged. Experience areas preferred include surgical ICU, medical ICU, cardiac ICU, neuro ICU, trauma ICU, or pediatric ICU.
- Applicants must possess the physical and mental skills necessary to successfully complete the School of Nursing curriculum.
- Successful completion of the Nurse Anesthesia Program (93.0 course credits) requires a substantial time commitment averaging 64 hours per week (includes class time, clinical, and study time). The curriculum is designed for 36 months of full-time study. Historically, given the rigorous nature of the program, students find it difficult to subsidize their educational expenses through part-time employment.

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a nonrefundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Required Application Materials

- Official transcripts from all previous colleges, universities, and graduate schools attended. Transcripts must be submitted regardless of when the applicant attended, how many hours they earned, or whether the applicant earned a degree.
- Transcripts must be received in a sealed envelope from the issuing institution to be considered official. Applicants may also collect sealed transcripts and send them all together in one large envelope.
- Duke University School of Nursing will accept electronic transcripts sent directly from the issuing institution(s). These documents can be emailed to SON-Documents@dm.duke.edu.
- Three professional references attesting to academic ability, professional competency, and professional qualifications are required. One reference must be from an immediate supervisor and include an email and a contact phone number. All references must use the provided form which will be sent during the application submissions process.
- Application fee of \$50.

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

Admission Requirements

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

Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a [NACES-approved credential evaluation agency](#).
- Résumé or curriculum vitae.
- Three professional references attesting to academic ability, professional competency, and professional qualifications are required. Include an email and a contact phone number. All references must use the provided form which will be sent during the application submissions process.
- Personal statement(s) from the applicant.
- Certification as an advanced practice nurse (if applicable).
- \$50 nonrefundable application fee, payable by credit or debit card online.

DNP Executive Leadership Applicants with Master's Degree (MSN-to-DNP)

Admission Requirements

- Earned master's degree in nursing in an advanced practice major from a nationally accredited (CCNE, NLN-CNEA or ACEN) school of nursing, or master's degree from a regionally accredited institution in a health-related profession.
- Experience of 5-10 years at the Executive level of a healthcare system or related work in healthcare.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Satisfactory completion of a graduate course in inferential statistics.
- Satisfactory completion of Graduate Leadership course or relevant experience.
- Current licensure as a registered nurse in the state in which practice will occur. For information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure consult the North Carolina Board of Nursing website.
- Each applicant will be notified electronically regarding the admission decision. If admission is offered, a nonrefundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency.

- Résumé or curriculum vitae

The DNP Review and Notification Process

- Once the Office of Admissions receives all of the required information, candidate packets are forwarded for faculty review. Candidates participate in a virtual interview following the packet review, as determined by the program based upon the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.
- Following the interview, the DNP Admissions Committee reviews the applicant's file and makes the final admission decision.
- Following the final faculty selection decision, each applicant is notified electronically regarding the final admission decision. If admission is offered, a nonrefundable tuition deposit of \$1,000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Program Admissions

Admissions – PhD Program

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

The overall goal of the PhD Program in Nursing is to provide the highest caliber students with a broad appreciation of the fundamental principles underlying the philosophy of science and the discipline of nursing, as well as the education and professional development they will need to develop new knowledge for nursing practice. The PhD Program in Nursing prepares nurse scholars who will advance nursing science and promote equitable health outcomes and care systems, with a focus on social determinants of health (SDOH). Students will acquire the knowledge and skills necessary to design, implement, and evaluate innovative models of care that improve health outcomes across diverse populations. Graduates of the program will be prepared to lead and transform nursing practice, policy, and research to promote health equity and social justice. The program also prepares students in developing expertise in state-of-the-art longitudinal methodologies and quantitative and qualitative techniques of analysis. In addition to the requirements of The Graduate School, the School of Nursing has admission requirements specific to nursing PhD candidates.

PhD students will be admitted once a year for the fall term. Applications must be received by November of the previous calendar year. Refer to the Duke University Graduate School for the specific final date to submit a completed application. Prerequisites for admission to the PhD Program include:

- A baccalaureate or master's degree in nursing from a US program accredited by the Commission on Collegiate Nursing Education (CCNE), National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA) or Accreditation Commission for Education in Nursing (ACEN); or an international program with commensurate standards.
 - Applicants 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.
- The Graduate Record Examination (GRE) is an optional test that may be submitted by applicants to the PhD Program in Nursing. The scores submitted must be from a GRE taken within the past five years.
- Completion of the online application for admission to The Graduate School of Duke University.
- Nursing License. Applicants must hold a valid current nursing license within the United States, preferably in North Carolina. (Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/Listing tab on the [North Carolina Board of Nursing webpage](#) or obtained by mailing a request to the North Carolina Board of Nursing (PO Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919) 782-3211).
 - Exceptions to holding a nursing license within the United States for international students should be discussed with the Associate Dean for the PhD Program in Nursing.

Required Application Materials

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

- **Transcript(s).** Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Transcripts from international institutions have additional requirements. Consult the instructions for scanning and uploading transcripts on The Graduate School website.
 - Applicants should not provide official copies of their transcripts until they receive an offer of admission. Once admitted, individuals should arrange for official confidential transcripts(s) of all college-level coursework to be mailed directly from each institution to: Duke University Graduate School Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.
 - Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript(s) and the official transcript(s).
 - The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or the diploma.)

- **Letters of Recommendation.** Three letters of recommendation attesting to the applicant's academic ability and capacity for graduate work. These letters should be solicited from individuals with doctoral degrees who can address the applicant's academic abilities and potential for doctoral study. The Graduate School requires applicants to submit letters of recommendation electronically via the online application.
- **English Language Proficiency Test Scores.** Foreign graduates must submit either the Test of English as a Foreign Language (TOEFL) or the International Language Testing System (IELTS), but IELTS is preferred. Refer to the Duke University Graduate School for details on minimum score requirements.
- **Personal Statement.** Applicants to the PhD Program in Nursing are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. The personal statement must be submitted to The Graduate School as part of the online application (1-2 typed pages, 12-point font, single spaced). Instructions for writing the personal statement can be accessed on the [PhD Admission Requirements page](#) of the School of Nursing website.
- **Curriculum Vitae (CV) or Résumé.** Applicants to the PhD Program must also submit their CV or résumé.
- **Application Fee.** A non-refundable \$105 application fee must accompany the application. This fee must be paid At the time of application submission. No application is processed without the application fee unless an exception based on need is granted by the School of Nursing PhD in Nursing Program Office.

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

International Student Requirements

International students are encouraged to review the [resources for international students](#) and to apply as soon as the window for application opens for the year they wish to attend Duke, to ensure sufficient time to complete the additional requirements listed below. Applicants to the PhD Program must follow the requirements of [The Graduate School](#).

Financial Support

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

Proof of English Proficiency

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

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

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

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

Visa Eligibility

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

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

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

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

Once a student is matriculated in the MN or DNP Program, the visa approval process is initiated by the Duke University School of Nursing Office of Student Services. International students accepted to the PhD Program must follow the visa application and approval procedures of the Duke University Graduate School.

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

MSN, PGC, BSN-DNP, and Specialty Certificate students are not eligible for visa sponsorship from Duke due to the hybrid residency nature of those programs along with the clinical requirements of those programs. Foreign national applicants to these programs must attest that it is their responsibility to ensure that their immigration status permits participation in a full-time distance-based program with required U.S. clinical placements.

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

Course Load Requirements for Students with F-1 Visa

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

Additional Requirements for International Applicants to DNP and PhD Degree Programs

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

Tuition & Fees

The information in this section pertains to the tuition and fee structure for the Master of Nursing (MN) Program, Master of Science in Nursing (MSN) Program, and Doctor of Nursing Practice (DNP) Program of the Duke University School of Nursing as well as to those pursuing post-graduate certificates, other certificates, and non-degree enrollment options.

Detailed information related to tuition and fees is available online on the School of Nursing website at the following links:

- [MN](#)
- [MSN](#)
- [PGC](#)
- [DNP](#)

2026-2027 Tuition

MN Students

Tuition for students in the Master of Nursing pre-licensure program is charged on a per semester basis and is \$30,952 per semester. In the event a student must decelerate, the student will be charged the graduate per-credit-hour tuition rate, as listed below.

MSN, DNP, PGC, Other Certificate, and Nondegree Students

Tuition for students in the MSN and DNP programs, as well as those pursuing a post-graduate certificate, other certificate, or nondegree study, is charged at the graduate per-credit-hour tuition rate of (\$2,345 as of Fall 2026). To calculate tuition for the academic year, multiply the number of credit hours enrolled by the per-credit-hour rate.

2026-2027 Fees

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

Academic Program Fees

Unless otherwise indicated, the fees described below pertain to MN, MSN, DNP program and post-graduate and other certificate students.

Audit Fee. Audit fees are charged per course. Students registered full-time in the fall and spring semesters may audit courses without charge, space permitting. Nursing 595 (Diagnostic Reasoning and Physical Assessment Refresher) is not available to be audited. Students taking this course must register for at least one graduate credit hour at the graduate tuition rate.

Matriculation Fee. A one-time \$500 fee for new students.

Technology Fee. A technology fee of \$200 is assessed each semester for technical support from the school's Information Technology Department (SON-IT).

Transcript Fee. All matriculants pay a one-time \$120 transcript fee. 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.

Clinical Lab Fees. Students enrolled in courses with an extensive clinical laboratory component will be charged an additional lab fee. The one time fee for MSN course Nursing 595, Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing is \$125. MN students will be charged a \$45 clinical lab fee.

Standardized Testing/Exam Review Fee (MN). This one-time nonrefundable fee of \$1,350 is charged to MN students in their first semester for the N-CLEX exam-prep course and related assessments.

Certification Readiness Fee. This one-time nonrefundable fee of \$650 is charged to MSN, PGC & BSN-DNP students in their first semester for the certification exam-prep course and related assessments.

Clinical Placement Fee. This one-time nonrefundable fee of \$1,500 is charged to MSN, PGC & BSN-DNP students in their first semester.

International Cultural Immersion Program Fees. Students participating in a global immersion experience in conjunction with the School of Nursing's Office of Global and Community Health Initiatives (OGACHI) will be charged an International Cultural Immersion Program travel fee for the semester of global immersion experience, with fee amounts based on global location. Information about fees by geographic location are available from OGACHI.

CRNA Test Preparation Fee (Nurse Anesthesia students only). There are two one-time nonrefundable fees charged to DNP-Nurse Anesthesia students; \$650 for the NBCRNA Self-Evaluation Exam (SEE); and \$300 when students register for N930 in Semester 5.

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

Health Insurance Requirements

Medical insurance is essential to protect against the high cost of medication, unexpected illnesses, and injuries that would require hospitalization, surgery, or the services of specialists outside the Duke Student Health Center.

All students are required to maintain adequate medical insurance during their enrollment at Duke University. Adequate means that the benefits must be similar to those offered by the Duke Student Medical Insurance Plan (SMIP). Students must complete either the enrollment or waiver process within the open enrollment period. Failure to do so will result in a delay in coverage or a charge for unneeded insurance. For international students who hold a J-1 or F-1 visa, participation in the Duke Student Medical Insurance Plan is mandatory.

Student Health Insurance and Health Fees. All fully enrolled students are assessed a mandatory student health insurance fee each year as well as a health fee each semester. For academic year 2026-2027 the health insurance fee is \$4,290.00 (student only). The health fees are \$523.50 in fall and spring semesters and \$374 for the summer semester. These fees cover most services rendered by the Student Health Center during each enrolled semester. A summary of student health insurance is available on the Duke Student Affairs website. A description of [services covered by the student health fee](#) is available online. Waivers are available to students who are full-time Duke employees or spouses of Duke employees or students who are enrolled in an online or distance-based program and live more than fifty miles from Duke's campus.

Other Nonacademic Fees

Parking Fee. 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. For more information consult the [Office Parking and Transportation Services](#) website.

Graduate Student Activity Fee. A fee of \$20.00 will be charged to the student's bursar's account for fall and spring semesters. This fee provides full-year membership in the [Graduate and Professional Student Government](#).

Graduate Student Services Fee. A fee of \$14.00 will be charged to the student's bursar account for the fall and spring semesters. These fees fund co-curricular services such as University career services and cultural programming.

Recreation Fee. Graduate and professional students are charged a \$204 recreation fee for fall and spring semesters to utilize on-campus recreation facilities, including the [Brodie Recreation Center](#) on East Campus and the [Wilson Recreation Center](#) on West Campus, tennis courts, and other Duke recreational facilities. This recreation fee is required for students in the Duke University School of Nursing MN program, but it is optional for students in the MSN and DNP Programs and for students pursuing post-graduate or other certificate options.

PhD Program

Tuition and fees charged to PhD students are determined annually by The Graduate School of Duke University. For details, visit the online summary provided on the [Cost of Attendance page](#) on The Graduate School website and the Financial Information section of the [Bulletin](#) of the Duke University Graduate School, or contact the PhD Program Coordinator at SONPhDProgram@duke.edu or (919) 684-8456.

Tuition Policies

Payment of Accounts

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

Refunds

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

- In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
- In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:

TIME OF WITHDRAWAL	REFUND AMOUNT
withdrawal before classes begin	100% (including fees)
withdrawal during the first or second week of classes	80%*
withdrawal during the third, fourth, or fifth week of classes	60%*
withdrawal during the sixth week of classes	20%*
withdrawal after the sixth week	No refund

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

- Grants and scholarships will be adjusted on the same pro-rata basis as tuition and will not be refunded or carried forward.
- Federal loans must be adjusted proportionally to the number of days attended within the semester, in accordance with federal regulations. More information may be found on the [Duke University School of Nursing website](#).

Tuition and Fees Refund Policy

Tuition and mandatory fees are required to be paid in full, regardless of:

- the method of instruction and/or mode of academic delivery;
- any changes to instructional content, schedule, or duration of the semester;
- any inability to access Duke University-maintained facilities; and
- any disruption to or cancellation of activities, events, services, or programs during the academic year.

Tuition and mandatory fees will not be refunded in whole or in part for any reason, except as provided for under the Refund Policy. By paying the tuition and mandatory fees, the student and anyone paying tuition on their behalf acknowledges and accepts these terms.

Financial Aid

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

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 periodically visit the websites of financial aid programs that support nursing education to ensure they are accessing the most current information.

The Duke University School of Nursing Office of Financial Aid provides financial aid counseling and resources for all prospective and matriculated students of the Master of Nursing Program, Master of Science in Nursing Program, and Doctor of Nursing Practice Program as well as those wishing to pursue post graduate and other certificate options.

Unless otherwise specified, the financial aid options below apply to all students seeking admission to or currently in any of the School of Nursing programs.

Duke University School of Nursing Scholarships

The Duke University School of Nursing awards scholarships for students in the MN Program, MSN Program, and DNP Program. School of Nursing scholarships are not awarded to certificate and nondegree students. The School of Nursing receives scholarship funds from a variety of sources and benefactors. Students need not apply for a specific scholarship fund. Instead, if students are awarded a need-based or other school-funded scholarship they will be notified of the award.

- **MN Need-Based Scholarship** provides MN students who demonstrate greatest financial need with a grant of up to 100% of tuition. All new MN students must have submitted a CSS Profile and required federal tax documents, in addition to the FAFSA, by the time of acceptance into the MN program to be considered for need-based scholarship funding.
- **Health Equity Reimagined Scholarships** provide new MSN, DNP, and Nurse Anesthesia students with a scholarship toward tuition. All new degree-seeking graduate students with financial need are considered for the scholarship based on the FAFSA and Admissions applications.
 - Seven new MSN students per cohort are awarded \$30,000 scholarships.
 - Two new post-Master's DNP students per cohort are awarded \$25,000 scholarships.
 - Two new Nurse Anesthesia students per cohort are awarded \$45,000 scholarships.
- **(MSN, DNP only) Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

Duke University Scholars Program

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

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes for up to 5 credit hours per semester for registered nurses within the Duke University Health System who are enrolled in the MSN or DNP Program and meet RNTAP employment eligibility requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the [Duke Human Resources website](#).

Military Benefits

- For eligible veterans, their spouses, and dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students as part of the Yellow Ribbon initiative.
- (MSN, DNP only) **DUSON Active-Duty Military Scholarship**. Active-duty military students may be eligible for a special scholarship program funded by the Duke University School of Nursing. New students apply for scholarship consideration as part of the Admissions application process. For more information, visit the [DUSON website](#).

Loan Programs

All new students interested in applying for federal financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](#), available online through the Department of Education. Duke University's FAFSA school code is 002920. FAFSA applications must be renewed yearly.

- **Federal Direct Loan Program** is the most common student loan program for funding the education of MN, MSN, PGC, and DNP students who are enrolled at least half-time. This loan program provides up to a maximum of \$20,500 per year for MN, MSN, PGC, and DNP students through the [Department of Education](#).

- **Federal Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program. The One Big Beautiful Bill Act (OBBA) eliminated this program, except for students eligible for a limited exception for up to three years. More information may be found at studentaid.gov/understand-aid/types/loans/plus/grad.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive. Duke maintains a [Recommended Lender List](#) but students are not limited to this list of lenders.
- **(MSN, DNP only) Federal HRSA Nurse Faculty Loan Program** is funded by an HRSA grant and assists MSN Nursing Education and post-Master's DNP students enrolled at least half-time with up to \$40,000 per year in tuition expenses for post-Master's DNP and MSN Nursing Education students. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation.

Funding is awarded annually by Health Resources Services Administration (HRSA) and is not guaranteed. The federal government paused Nurse Faculty Loan funding in June 2025.

North Carolina State Education Assistance Programs

Forgivable Education Loans for Service provides financial assistance to qualified North Carolina residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing) in direct patient care. More information may be found at cfnc.org/fels.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.
- **(MSN and BSN-DNP only) National Health Service Corps (NHSC) Scholarships** provide tuition funding plus monthly living expense payments for nurse practitioner students who agree to work for two to four years after graduation in a health professional shortage area (HPSA).
- **(MSN and BSN-DNP only) National Health Service Corps (NHSC) Loan Repayment Program** provides nurse practitioners with up to \$50,000 to repay student loans in exchange for two years of service in a community-based site in a high-need HPSA that has applied to and been approved by the NHSC as a service site.
- **(DNP only) Federal HRSA Faculty Loan Repayment Program** repays up to \$40,000 of the student loan balance of selected applicants from disadvantaged backgrounds in exchange for two years of service as faculty of an accredited health professions college or university.

PhD Program in Nursing Financial Aid

The [PhD Program in Nursing](#) is a program of the Duke University Graduate School and follows Duke University policies and requirements. Funding support for PhD students is arranged through The Graduate School and not through the School of Nursing. Consult the Graduate School [website](#) for information about this program.

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

The School of Nursing expects PhD students to take an active role in the funding of their education by applying for Graduate School Fellowships. They also will apply for individual National Research Service Awards (NRSA) and other applicable external awards or become funded on a sponsored research grant. In addition, there are often certain fellowships, scholarships, and loan opportunities available to our PhD students. Contact the PhD Program Coordinator at SONPhDProgram@duke.edu or (919) 684-8456 for additional information about the funding support policy of the PhD Program.

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

Financial Aid

Applying for Financial Aid

Eligibility

Any MN, MSN, PGC, or DNP applicant or current student who is a US citizen or an eligible noncitizen is eligible to apply for federal financial aid through the FAFSA.

Generally, a student is considered an eligible noncitizen if they are:

- a US permanent resident with a Permanent Resident Card (I-551);

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

Nondegree, professional, and specialty certificate students, and international students who do not meet the criteria outlined above are not eligible for financial aid.

Federal regulations governing the student financial assistance programs stipulate that in order to continue to be eligible for Title IV funds (e.g., Federal Direct Subsidized/Unsubsidized Loan, Federal Graduate PLUS Loan) students must maintain satisfactory academic progress toward a degree. To maintain satisfactory academic progress, students must achieve a required minimum grade point average (GPA), complete a minimum number of credit hours, and graduate within a specified time frame.

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

PROGRAM	QUALITATIVE (GPA)	QUANTITATIVE (PACE)	MAXIMUM TIMEFRAME
MN	2.0	Completing two-thirds (67%) of attempted coursework	3 years
MSN & Post-Graduate Certificates	2.7		5 years
DNP	2.7		5 years (7 years post-bachelor's)

For more information, visit the Financial Aid Policies and Procedures page on the Duke University School of Nursing website.

Additional Resources

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

- **Foundation and Organization Scholarships.** Some students with unique needs or who meet specific qualifications may find additional scholarships or loan assistance through foundations and other organizations. Additional information regarding outside scholarships may be found in the Financial Aid and Scholarships section of the Duke University School of Nursing website.
- **Student Bills and the Bursar’s Office.** The Duke University [Office of the Bursar](#) manages tuition and fee charges and can assist with billing and payment questions. Students should contact the Bursar’s Office to inquire about refunds and billing inquiries.

All Programs

Doctoral Programs

[Doctor of Nursing Practice](#)

[Doctor of Nursing Practice, Executive Leadership](#)

[Doctor of Nursing Practice, Nurse Anesthesia](#)

[Nursing PhD](#)

Master's Programs

[Master of Nursing, pre-licensure](#)

[Master of Science in Nursing](#)

Specialty Programs and Certificates

[Post-Graduate Certificate](#)

[Specialty Certificates](#)

Doctor of Nursing Practice (DNP)

Program Code: R-DNP

Degree Designation: Doctor of Nursing Practice

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/bsn-dnp (Post-BSN) & nursing.duke.edu/academic-programs/dnp-program-nursing (Post-MSN)

Program Summary

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

The Duke DNP is a practice doctorate, which provides students with the skills and tools necessary to assess the evidence gained through nursing research, evaluate the impact of that evidence on their practice, and, as necessary, make changes to enhance quality of care. As nursing leaders in interdisciplinary health care teams, graduates of the Duke Doctor of Nursing Practice Program work to advance health equity and social justice by preparing nurse leaders and innovators with a commitment to improving health outcomes through transformative excellence in education, clinical practice, and nursing science.

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

The DNP Program is designed specifically to meet the needs of employed nursing professionals to continue in their jobs while also pursuing this graduate degree. Students receive rigorous online and distance-based courses in the DNP program. It is expected that students will attend on-campus intensives as required.

A DNP Project course (for all students) and an advanced practice synthesis (for post-BSN students only) are the integrating courses that bring together the practice and scholarship elements of the degree.

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

The School of Nursing also offers a doctorate of nursing practice with specialization in nurse anesthesia (a 36-month full-time program, requiring the completion of 93 credit hours, as well as a nine-credit hours Executive Leadership Specialty), and optional nine credit nurse innovation and entrepreneurship specialty to fulfill elective credits.

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

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

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

DNP Program Outcomes

The program outcomes of the DNP program reflect integration and application of the knowledge and skills obtained in the program.

Thus, at the completion of the program, the DNP graduate will be able to:

- Use evidence-based practice and quality improvement methods to identify, implement, and evaluate best practices to improve care delivery and outcomes.
- Act as a practice scholar to design, direct, and/or evaluate system changes to improve care delivery and outcomes.
- Engage in complex, evidence-based advanced-nursing practice and evaluate innovative approaches to care delivery for individuals, communities, and populations.
- Develop and lead interprofessional teams to improve care delivery and outcomes.
- Apply leadership principles to influence care delivery and outcomes.
- Apply information systems and technology to integrate, evaluate, and interpret data that will improve programs of care, outcomes of care, and care systems.

DNP prerequisite: Graduate Research Methods or Graduate Inferential Statistics course.

Academic Requirements

Sample DNP Matriculation Plan for Post-MSN Entry Student

Required Courses by Semester	Credit Hours
YEAR 1 FALL (TOTAL)	7
Nursing 959 (Appraising and Synthesizing for Evidence-Based Practice)	4
Nursing 966 (Quantitative Analysis for Evaluating Health Care Practices)	3
YEAR 1 SPRING (TOTAL)	7
Nursing 971 (Healthcare Quality Improvement Methods)	3
Nursing 961 (Implementing and Evaluating for Evidence-Based Practice)	3
Nursing 975 (DNP Project)*	1
YEAR 1 SUMMER (TOTAL)	7
Nursing 963 (Data Driven Health Care Improvement)	3
Nursing 964 (Effective Leadership)	3
Nursing 975 (DNP Project)*	1
YEAR 2 FALL (TOTAL)	7
Nursing 962 (Transforming the Nation's Health)	3
Nursing 975 (DNP Project)*	1
Elective	3
YEAR 2 SPRING (TOTAL)	7
Nursing 703 (Application of Finance and Budget Planning)	2
Nursing 975 (DNP Project)*	1
Elective	3
Total Program Credit Hours (minimum requirements)	35

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

Doctor of Nursing Practice (R-DNP)

Doctor of Nursing Practice, Executive Leadership

Program Code: R-EXLD-DNP

Degree Designation: Doctor of Nursing Practice

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/dnp-program-nursing/dnp-executive-leadership-specialty-certificate

Program Summary

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

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

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

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

ELS Prerequisites: ELS applicants need a graduate leadership AND finance course which they can transfer or take as part of the DNP program.

Academic Requirements

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

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

A sample matriculation plan for the ELS is available on the [School of Nursing website](#). This includes the completion of 1000 clinical hours (post BSN) to include at least 400 hours for the DNP project.

Doctor of Nursing Practice (R-DNP)

Doctor of Nursing Practice, Nurse Anesthesia

Program Code: R-NAP-DNP

Degree Designation: Doctor of Nursing Practice

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/dnp-program-nursing/nurse-anesthesia-dnp

Program Summary

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

The Duke DNP with specialization in nurse anesthesia is a 36-month, full-time, on-campus program. The degree requires completion of an 93-credit-hour curriculum that integrates DNP and nurse anesthesia specialty courses, with courses taught on-campus and online. Part-time options are not available. The program culminates in completion of a DNP Scholarly Project addressing a process improvement/quality improvement/project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

All students must complete the academic standards as required by the Council of Accreditation of Nurse Anesthesia Education Programs.

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

Academic Requirements

Sample Matriculation Plan for DNP with Nurse Anesthesia Specialization

Required Courses by Semester	Credit Hours
YEAR 1, FALL SEMESTER 1 (TOTAL)	16
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)	3
Nursing 925 (Advanced Physiology)	4
Nursing 926 (Pharmacology for Nurse Anesthetists)	3
Nursing 927 (Chemistry and Physics Related to Anesthesia)	3
Nursing 933 (Diagnostic Reasoning and Physical Assessment for Nurse Anesthetists)	3
Nursing 939 (Seminars in Anesthesia)	0
YEAR 1, SPRING SEMESTER 2 (TOTAL)	12.5
Nursing 928 (Basic Principles of Anesthesia)	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I)	3
Nursing 939 (Seminars in Anesthesia)	0
Nursing 942A (Clinical Anesthesia Practicum: 2 days simulation lab/week)	2.5
YEAR 1, SUMMER SEMESTER 3 (TOTAL)	12
Nursing 931 (Advanced Principles of Anesthesia I)	4
Nursing 935 (Advanced Pathophysiology Across the Lifespan for Nurse Anesthetists II)	3
Nursing 936A (Anesthesia Specialty Techniques)	4
Nursing 939 (Seminars in Anesthesia)	0
Nursing 943 (Clinical Anesthesia Practicum, semester 3: 2 days clinical/week)	1
YEAR 2, FALL SEMESTER 4 (TOTAL)	11.5
Nursing 934 (Advanced Principles of Anesthesia II)	3
Nursing 939 (Seminars in Anesthesia)	0.5
Nursing 944 (Clinical Anesthesia Practicum, semester 4: 2 days clinical/week)	1
Nursing 959 (Appraising and Synthesizing For Evidence-Based Practice)	4
Nursing 966 (Quantitative Methods for Evaluating Health Care Practices)	3
YEAR 2, SPRING SEMESTER 5 (TOTAL)	11.5
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice)	3
Nursing 937 (Advanced Principles of Anesthesia III)	3
Nursing 939 (Seminars in Anesthesia)	0.5
Nursing 945 (Clinical Anesthesia Practicum, semester 5: 3 days clinical/week)	2
Nursing 971 (Health Care Quality Improvement Methods)	3
YEAR 2, SUMMER SEMESTER 6 (TOTAL)	9.5
Nursing 939 (Seminars in Anesthesia)	0.5
Nursing 946 (Clinical Anesthesia Practicum, semester 6: 4 days clinical/week)	2
Nursing 961 (Implementing and Evaluating for Evidence-Based Practice)	3
Nursing 963 (Data Driven Health Care Improvements)	3
Nursing 975 (DNP Scholarly Project)	1
YEAR 3, FALL SEMESTER 7 (TOTAL)	9
Nursing 939 (Seminars in Anesthesia)	0
Nursing 947 (Clinical Anesthesia Practicum, semester 7: 4 days clinical/week)	2
Nursing 962 (Transforming the Nation's Health)	3
Nursing 964 (Effective Leadership)	3
Nursing 975 (DNP Project)	1
YEAR 3, SPRING SEMESTER 8 (TOTAL)	7

Nursing 703 (Application of Finance and Budget Planning)	3
Nursing 939 (Seminars in Anesthesia)	0
Nursing 940 (Senior Anesthesia Review Essentials (SARE) I)	1
Nursing 948 (Clinical Anesthesia Practicum, semester 8: 4 days clinical/week)	2
Nursing 975 (DNP Project)	1
YEAR 3, SUMMER SEMESTER 9 (TOTAL)	4
Nursing 939 (Seminars in Anesthesia)	0
Nursing 941 (Senior Anesthesia Review Essentials (SARE) II)	1
Nursing 949 (Clinical Anesthesia Practicum, semester 9: 4 days clinical/week)	2
Nursing 975 (DNP Scholarly Project)	1
Total Program Credit Hours (minimum requirements)	93

Nursing PhD

Program Code: G-NUR-PHD

Degree Designation: Doctor of Philosophy

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/phd-program-nursing

PhD programs follow the policies outlined in [The Graduate School Bulletin](#).

Program Summary

The PhD Program in Nursing prepares nurse scholars who will advance nursing science and promote equitable health outcomes and care systems, with a focus on social determinants of health (SDOH). Students will acquire the knowledge and skills necessary to design, implement, and evaluate innovative models of care that improve health outcomes across diverse populations. Graduates of the program will be prepared to lead and transform nursing practice, policy, and research to promote health equity and social justice. PhD student tuition and 12-month stipends are fully funded for up to five years.

At Duke University School of Nursing, we admit a small number of highly qualified, diverse applicants that work closely with one or more faculty members in a series of mentored experiences supported by formal coursework.

A baccalaureate or master's degree in nursing from a program accredited by ACEN, CNEA, or CCNE is required for admission to the PhD in nursing program.

The PhD program is an in-person program administered by and follows the policies of The Graduate School. Refer to The Graduate School's Bulletin at graduateschool.bulletins.duke.edu for information about its policies.

For additional information about the PhD in nursing program and curriculum details, consult nursing.duke.edu/academic-programs/phd-program-nursing.

Prospective students may also contact the PhD Program Coordinator at (919) 684-8456 or cmhoglen@duke.edu.

Academic Requirements

The PhD Program in Nursing requires a minimum of 52 credit hours of graduate coursework. Students will work on research projects; it is expected most will graduate with several publications. Coursework is structured with a substantive core of nursing science and research methods to be taken in the School of Nursing. This core is expanded with elective courses that typically support the student's dissertation and future research career. These can be taken in other Duke University departments or other Universities that have an arrangement with Duke (e.g., University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University). Additional requirements include research practicums and elective credits that may count towards specialty certificates (e.g., teaching, global health, data science, entrepreneurship, etc.).

In addition to course work, the PhD Program in Nursing will require each student to develop a scholarly portfolio, successful completion of a preliminary examination, and a dissertation. Students are expected to disseminate their work through scholarly venues such as publications and conference presentations.

PhD Program in Nursing Plan of Studies

Required Courses by Semester	Credit Hours
YEAR 1 FALL (TOTAL)	12
Nursing 901 (Philosophy of Science & Theory Development)	3
Nursing 902 (Quantitative Research Methods and Designs)	3
Nursing 907A (Doctoral Seminar on Health Equity and Social Determinants of Health I: Synthesis Review)	3
Nursing 911 (Introductory Statistics)	3
YEAR 1 SPRING (TOTAL)	9
Nursing 903 (The General Linear Models)	3
Nursing 906 (Qualitative Research Methodology)	3
Nursing 908A (Doctoral Seminar on Health Equity and Social Determinants of Health II: Grant Writing)	3
YEAR 2 FALL (TOTAL)	12
Nursing 905 (Longitudinal Methods)	3
Nursing 909 (intervention Research Methods)	3
Elective (any semester)	3
Elective (any semester)	3
YEAR 2 SPRING (TOTAL)	13
Nursing 921 (Integrated Research Practicum -- any semester)	1
Nursing 741 (Facilitating Student Learning and Teaching Innovation) (any semester)	3
Elective (any semester)	3
Elective (any semester)	3
Elective (any semester)	3
YEAR 3 FALL (TOTAL)	6
Nursing 910 (Doctoral Seminar in Nursing Science Dissertation)	3
Nursing 744 (Implementing the Nurse Educator Role: Synthesis) (any semester)	2
Nursing 918 (Leadership in Science: The Role of the Nurse Scientist)	1
YEAR 3 SPRING (TOTAL)	0
Dissertation	0
YEAR 4 (OPTIONAL)	
Total Program Credit Hours (minimum requirement)	52

Master of Nursing (MN)

Program Code: R-NURS-MN

Degree Designation: Master of Nursing

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/mn-master-nursing

Program Summary

The Duke University School of Nursing offers a Master of Nursing (MN) Program as a full-time, campus-based, 16-month program designed for individuals who have completed an undergraduate degree in a non-nursing field as well as other prerequisites as a pathway to becoming a registered nurse (RN). Upon completing the MN degree, graduates are eligible to take the RN licensing exam (NCLEX-RN®) and seamlessly transition into clinical practice. Graduates may also elect to continue their education to become advanced practice nurses, nurse educators, and nurse informaticists.

The MN Program is completed in four semesters, with students taking between 15 and 17 credit hours per semester. The program includes 6 credit hours of electives with graduate credit. In the MN program, 1 credit hour is granted for the completion of each 56 clinical hours.

Master of Nursing Program Outcomes

Integration of education, clinical practice, and clinical scholarship serves as the foundation for the MN program.

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

- Contribute to the ethical advancement of nursing scholarship, integrating the best evidence into nursing practice.

- Cultivate a nursing identity demonstrating a commitment to inclusivity, social justice, accountability, perspective, and collaborative disposition.
- Integrate theoretical and empirical knowledge derived from physical and behavioral sciences, humanities, and nursing science to inform clinical judgment as a basis for professional nursing practice.
- Engage in deliberate and respectful collaborations with multidisciplinary care team members and partnerships to improve equitable health outcomes.
- Demonstrate adaptability to change, commitment to self-reflection, personal well-being, leadership development, and advocacy for patients and the nursing profession.
- Deliver person-centered care, acknowledging individual uniqueness, values, needs, and resources through advocacy, intentional presence, and individual empowerment, thus creating humanization of wellness and healing.
- Incorporate quality and safety principles into healthcare delivery to ensure effectiveness at the individual, interpersonal, and system levels through equitable, cost-effective, innovative, and evidence-based care.
- Use informatics processes and communication technologies to drive informed decision-making.

DUSON-Trinity College Curriculum Bridge

The DUSON-Trinity College Curriculum Bridge provides a unique opportunity for students of the Duke University Trinity College of Arts & Sciences to transition into the Duke University School of Nursing (DUSON) Master of Nursing (MN) program during their senior year. More detailed information about the Trinity Bridge Program and how to apply may be found on the [School of Nursing website](#).

Academic Requirements

Required Courses by Semester		Credit Hours
SEMESTER 1 (TOTAL)		16
Nursing 503	Evaluating Health & Wellness	3
Nursing 504	Professional Nursing	3
Nursing 505	Clinical Management 1: Common Health Alterations	4
Nursing 506	Pharmacology for Nursing Practice	3
Nursing 507	Physiology and Pathophysiology for Nurses	3
SEMESTER 2 (TOTAL)		15
Nursing 509	Clinical Management 2: Chronic Health Alterations	5
Nursing 510	Holistic Behavioral, Psychiatric and Mental Health Nursing Care	2
Nursing 511	Promoting Health within the Community to Achieve Health Equity	3
Nursing 512	Introduction to Healthcare Systems and Informatics	3
Nursing 519	Gerontological Nursing: Caring for an Aging Population	2
SEMESTER 3 (TOTAL)		17
Nursing 514	Fostering Health Equity in Care: Care Management for Childbearing Families	3
Nursing 515	Family-Centered Care from Infancy to Adolescence: Pediatric Nursing Essentials	3
Nursing 516	Clinical Management 3: Complex Health Alterations	5
Nursing 580	Nurse as a Scholar 2	3
Nursing XXX	Elective*	3
SEMESTER 4 (TOTAL)		15
Nursing 518	Transition to Professional Practice	5
Nursing 520	Professional and Leadership Development	3
Nursing 521	NCLEX-RN Success	1
Nursing 582	Population Health	3
Nursing XXX	Elective*	3
Total Credit Hours Required for MN Degree		63

*Electives can be taken at the school of nursing or one of the other schools/colleges at Duke University with permission of the instructor.

Master of Science in Nursing (MSN)

Program Summary

The Master of Science in Nursing curriculum is offered in a distance-based and online format. The number of credit hours required for completion of a major varies from 42 to 49, depending on the major.

There are a few primary study options within the MSN Program at the Duke University School of Nursing:

- an MSN degree in one of eight advanced practice registered nurse (APRN) majors.
- a post-graduate certificate for those who already hold a Master of Science in Nursing (MSN) degree from an ACEN- or CCNE-accredited school to gain specialized knowledge in specific majors or clinical specialties.
- a clinical specialty or professional certificate in one of four clinical areas as an addition to an APRN degrees or PGC certificates or as a nondegree enrollment option.
- professional certificates in nursing education or health informatics

In the MSN program, 1 credit hour is granted for the completion of each 56 clinical or practicum hours. No students enrolled in graduate programs of the School of Nursing may take undergraduate courses (those numbered 499 or below) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

MSN Majors

Each major has its own degree requirements in addition to the core degree requirements. These major requirements are available at the links below.

- [Advanced Practice Registered Nurse \(APRN\) Majors](#)
 - Adult-Gerontology Nurse Practitioner – Acute Care
 - Adult-Gerontology Nurse Practitioner – Primary Care
 - Family Nurse Practitioner
 - Neonatal Nurse Practitioner
 - Pediatric Nurse Practitioner – Acute Care
 - Pediatric Nurse Practitioner – Primary Care
 - Psychiatric Mental Health Nurse Practitioner
 - Women's Health Nurse Practitioner

Advanced Practice Registered Nurse Majors

All APRN majors in the MSN curriculum are offered as distance-based programs. Didactic course content is delivered via a virtual learning platform. Students in these majors are also required to come to the School of Nursing campus for on-campus intensives. These sessions include face-to-face interactions, simulation, and other hands-on activities with DUSON faculty and other experts. Dates for on-campus intensives are announced several months in advance. These intensives are mandatory and full attendance is required to successfully complete the associated course.

In addition to the MSN core and MSN clinical core courses, all APRN majors complete didactic and clinical courses focused on a particular population or clinical area of expertise. As a final clinical experience, all APRN majors complete a clinical synthesis under the mentorship of an experienced clinician. The minimum number of credit hours required for completion of the MSN degree varies by major, ranging from 42 to 49 credit hours.

Clinical experience requirements for the MSN degree in all APRN majors meet or exceed the requirements of national credentialing organizations such as the American Academy of Nurse Practitioners Certification Board (AANPCB), American Association of Critical Care of Nursing (AACN), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC), and Pediatric Nursing Certification Board (PNCB). Upon graduation, students are qualified to sit for the appropriate certification examination.

Requirements for Completion of MSN Specialties for APRN Majors

Students who are interested in adding a specialty certificate to their academic plan must complete and submit an Add a Specialty form to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester. Brief descriptions and requirements for the completion of each specialty can be found on the School of Nursing website.

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

- [Cardiology](#)
- [Endocrinology](#)
- [Oncology](#)
- [Orthopedics](#)

MSN Program Outcomes

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

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

Master of Science in Nursing (MSN)

MSN Advanced Practice Registered Nurse (APRN) Majors

Core Requirements	Credit Hours
MSN CORE COURSES FOR ALL MSN MAJORS (TOTAL)	12
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice)	3
Nursing 582 (Population Health in a Global Society)	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice)	3
CLINICAL CORE COURSES FOR ALL APRN MAJORS* (TOTAL)	11
Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)	4
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing)	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
NURSE PRACTITIONER INTENSIVE COURSES FOR ALL APRN MAJORS (TOTAL)	0
Nursing 617 (Nurse Practitioner Intensive I: Collaboration, Care Management, and Professional Identity Formation)	0
Nursing 618 (Nurse Practitioner Intensive II: Care Management, Information Management, Collaboration, and Contextual Relevance)	0
Nursing 619 (Nurse Practitioner Intensive III: Collaboration, Leadership, and Scholarship)	0

*Clinical Core Requirements are modified for the Neonatal Nurse Practitioner major.

Adult-Gerontology Nurse Practitioner – Acute Care

Program Code: R-AGNPAC-M

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/adult-gerontology-nurse-practitioner-acute-care

The adult-gerontology acute care nurse practitioner (AGNP-AC) major in the Duke MSN Program provides rigorous, high-quality preparation for advanced practice nurses care for patients who are acutely ill. This program equips students with the knowledge and clinical expertise to manage patients experiencing acute and complex health conditions, including critical illness, hospitalization, and chronic disease exacerbations requiring advanced medical technologies. The AGNP-AC curriculum delivers comprehensive, patient-centered care to individuals from mid-adolescence through the end of life. Emphasis is placed on caring for diverse populations across a range of acute care environments, including rural and underserved communities.

On-campus intensives complement a well-established curriculum designed to prepare nurse practitioners to care for technologically dependent, physiologically unstable, and highly vulnerable patients. The in-person immersive educational experience integrates coursework, state-of-the-art simulation, cadaver-based learning, and interprofessional collaboration. Experiential learning opportunities, including clinical immersion rotations, prepare graduates to function effectively as members of high-performing healthcare teams. Graduates are prepared to practice across a variety of acute care settings, including emergency and urgent care departments, hospitalist services, intensive care units, step-down units, and specialty or community-based healthcare environments.

This major is also available as a Post-Graduate Certificate

Academic Requirements

48 credit hours, including 752 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
AGNP–Acute Care Clinical Courses	25
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 664 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I)	3
Nursing 667 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical)	3
Nursing 668 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II)	3
Nursing 669A (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II: Clinical)	5
Nursing 693 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Synthesis)	5
Minimum Requirements for MSN in this Major	48

Adult-Gerontology Nurse Practitioner – Primary Care

Program Code: R-AGNP-MSN

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/adult-gerontology-nurse-practitioner-primary-care

The adult-gerontology primary care nurse practitioner (AGNP-PC) major in the Duke MSN Program provides a comprehensive education that prepares graduates to deliver high-quality primary and specialty care to individuals from adolescence through older adulthood. The program equips students with advanced clinical reasoning skills and the expertise needed to manage both acute and chronic conditions across the adult lifespan (ages 13 to senescence). AGNP-PC students develop proficiency in disease management, medication optimization, preventive care, and continuity of care. The AGNP-PC program ensures that students gain strong expertise in health promotion, disease prevention, and complex care coordination, preparing them to meet the evolving needs of an aging population.

Students learn from outstanding faculty who offer a blend of didactic instruction, simulation-based training, and diverse clinical experiences. Training occurs in both academic and rural settings, giving students exposure to a wide range of care models and patient needs. Graduates are prepared to practice in private practices, community health centers, hospital-based outpatient clinics, residential and transitional care settings, home-based care, and specialty practices. The curriculum emphasizes evidence-based practice, culturally responsive care, and the use of advanced technology to ensure graduates are fully prepared for independent clinical practice. They leave the program confident in how to assess, manage, communicate, and collaborate effectively with interdisciplinary and specialty colleagues.

This major is also available as a Post-Graduate Certificate.

Academic Requirements

42 credit hours, including 728 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
AGNP–Primary Care Clinical Courses	19
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adults and Older Adult Patients I: Clinical)	3
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)	4
Nursing 694 (Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis)	6
Minimum Requirements for MSN in this Major	42

Family Nurse Practitioner

Program Code: R-FNP-MSN

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/family-nurse-practitioner

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

Clinical preparation and state-of-the-art simulation techniques prepare students for clinical practice in a variety of one-on-one clinical settings such as primary care and specialty settings, family practices, internal medicine, community health centers, rural health centers, urgent care, home care, global clinical sites, and academic health care centers.

This major is also available as a Post-Graduate Certificate.

Academic Requirements

49 credit hours, including 784 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
FNP Clinical Courses	26
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	3
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)	4
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	2
Nursing 686 (Women's Reproductive Care in Advanced Practice Nursing)	3
Nursing 695A (Advanced Practice Nursing in Family Practice Patients Synthesis)	5
Minimum Requirements for MSN in this Major	49

Neonatal Nurse Practitioner

Program Code: R-NNP-MSN

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/neonatal-nurse-practitioner

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

Students receive one-on-one clinical practice experience in diverse settings such as neonatal intensive care units, neonatal transitional care and step-down units, pediatric/neonatal surgery and radiology, and pediatric/neonatal transport. NNP graduates are prepared to manage neonate (pre-term infant to 2-years) caseloads in collaboration with inter-professional healthcare teams, educate families and clinical staff, and conduct quality improvement projects and clinical research.

This major is also available as a Post-Graduate Certificate.

Academic Requirements

43 credit hours, including 652 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	8
Nursing 589R (Advanced Physiology/Pathophysiology Across the Lifespan: Refresher), taken instead of Nursing 589	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing)	4
Nursing 598 (Clinical Pharmacology for the Neonatal Nurse Practitioner), taken instead of Nursing 596	3
NNP Clinical Courses	23
Nursing 631 (Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers)	3
Nursing 635 (Advanced Practice Nursing in Neonatal Patients I)	3
Nursing 636 (Advanced Practice Nursing in Neonatal Patients I: Clinical)	2
Nursing 637 (Advanced Practice Nursing in Neonatal Patients II)	3
Nursing 638 (Advanced Practice Nursing in Neonatal Patients II: Clinical)	3
Nursing 639 (Primary and Complex Care of the Infant and Toddler)	3
Nursing 690 (Advanced Practice Nursing in Neonatal Patients Synthesis)	6
Minimum Requirements for MSN in this Major	43

Pediatric Nurse Practitioner – Acute Care

Program Code: R-PNPAC-M

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/msn-pediatric-nurse-practitioner-acute-care

The pediatric nurse practitioner – acute care (PNP-AC) major in the Duke MSN Program is specifically designed to prepare graduates to meet the needs health care needs of infants and children (aged newborn to 22 yrs) with complex and rapidly changing clinical conditions across acute care settings. Emphasis is placed on family-centered, culturally-sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as pediatric intensive care units, pediatric surgery, pediatric step-down units, inpatient units, emergency departments, pediatric/neonatal transport, and ambulatory, rehabilitative, and specialty-based clinics. Graduates also gain pediatric primary care clinical preparation and experiences and work collaboratively with inter-professional pediatric healthcare teams across the spectrum of care.

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

This major is also available as a Post-Graduate Certificate.

Academic Requirements

43 credit hours, including 616 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
PNP-AC Clinical Courses	20
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	1
Nursing 660 (Advanced Practice Nursing in Acute Care Pediatric Patients I)	3
Nursing 661 (Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical)	1
Nursing 662 (Advanced Practice Nursing in Acute Care Pediatric Patients II)	3
Nursing 663 (Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical)	2
Nursing 692 (Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis)	7
Minimum Requirements for MSN in this Major	43

Pediatric Nurse Practitioner – Primary Care

Program Code: R-PNP-MSN

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/pediatric-nurse-practitioner-primary-care

The pediatric nurse practitioner – primary care (PNP-PC) major in the Duke MSN Program prepares pediatric nurses to provide comprehensive, family-centered, and culturally responsive primary health care to children and adolescents of all ages (newborn to age 25 years). The curriculum emphasizes content areas such as health maintenance, prevention, management of common acute and chronic pediatric illnesses, developmental and behavioral issues, and patient/family education. The program includes additional preparation in behavioral and mental health assessment and management that allows graduates to become dual certified in pediatric behavioral and mental health (PBMH).

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

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

This major is also available as a Post-Graduate Certificate.

Academic Requirements

43 credit hours, including 616 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
PNP-PC Clinical Courses	21
Nursing 630A (Pediatric Developmental, Behavioral, & Mental Health Assessment & Management)	4
Nursing 642 (Advanced Practice Nursing in Primary Care Pediatric Patients I)	3
Nursing 644 (Advanced Practice Nursing in Primary Care Pediatric Patients II)	3
Nursing 647 (APN in Pediatric Primary Care Patients I: Clinical)	3
Nursing 649 (APN in Pediatric Primary Care Patients II: Clinical)	3
Nursing 691 (Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis)	5
Minimum Requirements for MSN in this Major	44

Psychiatric Mental Health Nurse Practitioner

Program Code: R-PMHNP-M

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/psychiatric-mental-health-nurse-practitioner

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

PMHNP students benefit from gaining a certification in tele-psychiatry upon completion of the major, as well as the option to pursue a certificate in veterans' health care.

This major is also available as a Post-Graduate Certificate.

Academic Requirements

49 credit hours, including 560 clinical hours

REQUIRED COURSES	CREDIT HOURS
MSN Core Courses	12
Clinical Core Courses	11
PMHNP Clinical Courses	26
Nursing 759 (Introduction to Advanced Practice Psychiatric Mental Health Nursing)	3
Nursing 762 (Neurophysiology)	2
Nursing 763 (Psychopharmacology for the Advanced Practice Nurse)	3
Nursing 764 (Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan)	2
Nursing 765 (Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical)	2
Nursing 766 (Assessment and Management of Addictive Disorders for the APRN)	3
Nursing 769 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I)	4
Nursing 770 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II)	4
Nursing 772 (Delivering Evidence-Based Mental Health Care to Historically marginalized and Underrepresented Populations)	3
Minimum Requirements for MSN in this Major	49

Women's Health

Program Code: R-WHNP-MSN

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/womens-health-nurse-practitioner

The women's health nurse practitioner (WHNP) major in the Duke MSN program combines broad foundational advanced practice nursing knowledge with specialty knowledge essential to provide comprehensive health care that meets the unique health needs of women and those that identify as female gender, across the lifespan. WHNP students are highly engaged during on campus learning sessions and state-of-the-art simulation experiences.

Clinical experiences and simulation techniques prepare students for clinical practice in diverse settings such as women's health clinics, OB-GYN settings, perinatal clinics, primary care and specialty settings, family practice, internal medicine, community health centers, rural health centers, global clinical sites, and academic health care centers. Upon completion of the program, graduates will have demonstrated the necessary skills to provide primary and specialty health care to women as part of an interprofessional team.

This major is also available as a Post-Graduate Certificate.

Academic Requirements

45 credit hours, including 672 clinical hours

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

Post-Graduate Certificate (PGC)

The post-graduate certificate in nursing option provides opportunities for students who already have a Master of Science in Nursing degree from an ACEN-, CNEA-, or CCNE-accredited school of nursing to gain specialized knowledge in a variety of majors and clinical specialties. Completion of the post-graduate certificate will be documented in the student's academic transcript. Post-graduate certificates are available in the following specialties:

- Adult-Gerontology Nurse Practitioner – Acute Care
- Adult-Gerontology Nurse Practitioner – Primary Care
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Nurse Practitioner – Acute Care
- Pediatric Nurse Practitioner – Primary Care
- Psychiatric Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner

Post-Graduate Certificate Requirements

Post-graduate certificate students must successfully complete graduate didactic and clinical requirements of the major in a specified role and population focus. PGC students are expected to master the same outcome criteria as nurse practitioner students in the master's degree-granting program. PGC students in APRN majors will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours. PGC students in Women's Health Nurse Practitioner plan of study or Neonatal Nurse Practitioner plan of study are required to have a minimum of 600 supervised, direct patient care clinical hours.

An individual analysis of prior education (gap analysis) will be completed for each post-graduate certificate candidate prior to enrollment. The candidate's previous academic work will be evaluated in the context of the full requirements for the corresponding major in the MSN curriculum to identify gaps in academic preparation for the desired PGC major. After this analysis, the matriculation plan outlining coursework required for completion of the post-graduate certificate will be determined on an individual basis and provided to the student prior to enrollment. Therefore, the total number of credit hours required to complete the certificate in any given PGC major will vary, depending on the nature and extent of gaps in each student's previous academic experience. Precepted training experiences from prior degrees cannot be applied to those required for the new PGC major.

Additional information about the PGC option can be accessed via the [Post-Graduate Certificates](#) section of the School of Nursing website.

Specialty Certificates

Certificates are available in the following areas.

Clinical Certificates

- [Cardiology](#)
- [Endocrinology](#)
- [Oncology](#)
- [Orthopedics](#)

Professional Certificates

- [Executive Leadership \(Post-DNP only\)](#)
- [Nurse Innovator and Entrepreneur](#)
- [Nursing Education](#)
- [Health Informatics](#)

Individuals currently enrolled in one of the nurse practitioner majors of the Duke University School of Nursing MSN or DNP Program who are interested in the above clinical certificates must complete and submit the [Add a Specialty form](#).

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

Other licensed health care providers (physician assistants, MDs) with a master’s or higher degree from a nationally accredited institution also may apply for enrollment as non-degree students.

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

Specialty Certificates (SCT)

Cardiology Certificate

Program Code: R-CARD-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/cardiology-specialty

Program Summary

The cardiology specialty offers students a unique opportunity to develop advanced expertise in the care of individuals with cardiovascular disease. The online curriculum is grounded in the American College of Cardiology NP/PA core competencies and integrates the current evidence-based practices in cardiovascular care. On-campus intensive experiences provide hands-on learning through high-fidelity simulation, cardiac ultrasound training, and interactive sessions with practicing cardiovascular clinicians, allowing students to explore emerging research and innovative approaches to care. As a culminating experience, students engage in mentored clinical practice alongside expert cardiology clinicians, applying knowledge in real-world settings.

Coursework and clinical experiences are designed to prepare graduates for practice across diverse inpatient and outpatient cardiovascular environments nationwide. Graduates leave the program equipped with the knowledge, clinical reasoning, and technical skills required to deliver comprehensive cardiovascular care. Alumni of the program have successfully secured positions in a wide range of cardiology specialties, including general cardiology, hospital-based cardiology, electrophysiology, heart failure, cardiac transplantation, vascular medicine, and lipid management.

Academic Requirements

9 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 801 (Advanced Practice Nursing: Cardiovascular Specialty I)	3
Nursing 803 (Advanced Practice Nursing: Cardiovascular Specialty II)	3
Nursing 805 (Advanced Practice Nursing in Adult-Gerontology Cardiovascular Synthesis)	3
Minimum Requirements for Completion of Specialty	9

Specialty Certificates (SCT)

Endocrinology Certificate

Program Code: R-ENDO-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/endocrinology-specialty

Program Summary

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

Academic Requirements

9 credit hours (minimum), including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 831 (Advanced Practice Nursing: Endocrinology Specialty I (Diabetes))	3
Nursing 833 (Advanced Practice Nursing: Endocrinology Specialty II)	3
Nursing 835 (Advanced Practice Nursing in Endocrinology Specialty Synthesis)	3
Minimum Requirements for Completion of the Specialty	9

Specialty Certificates (SCT)

Oncology Certificate

Program Code: R-ONC-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/oncology-specialty

Program Summary

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

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

Academic Requirements

10 credit hours, including 224 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 811 (Advanced Practice Nursing: Oncology Specialty I)	3
Nursing 813 (Advanced Practice Nursing: Oncology Specialty II)	3
Nursing 815 (Advanced Practice Nursing in Oncology Specialty Synthesis)	4
Minimum Requirements for Completion of the Specialty	10

Specialty Certificates (SCT)

Orthopedics Certificate

Program Code: R-ORTH-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/msn-master-science-nursing/orthopedics-specialty

Program Summary

The orthopedic specialty program is a graduate-level program designed to prepare advanced practice nurses and students for comprehensive musculoskeletal and orthopedic care across the lifespan. The curriculum emphasizes orthopedic clinical reasoning, evidence-based management, procedural skill development, imaging interpretation, and mentored clinical practice in musculoskeletal care settings.

Students develop competency in evaluating and managing acute and chronic musculoskeletal conditions affecting the spine, upper and lower extremities, pediatric populations, fractures, sports-related injuries, inflammatory conditions, musculoskeletal infections, and metabolic bone disorders. The specialty also includes hands-on lab experiences focused on orthopedic physical examination techniques, injections and aspirations, casting and splinting, fracture management principles, wound management, and suturing.

The program culminates in a mentored clinical synthesis experience in orthopedic and musculoskeletal practice settings aligned with students’ professional interests and career goals. This experience may be waived for those with musculoskeletal practice experience. Graduates are prepared to provide advanced musculoskeletal care in orthopedic specialty practices, urgent care, sports medicine, occupational health, military and veteran healthcare systems, rehabilitation settings, emergency care, and primary care settings where musculoskeletal conditions are commonly encountered.

The Orthopedics Specialty is available to MSN and DNP students at Duke or other accredited graduate programs, as well as to practicing APRNs seeking to transition to musculoskeletal practice or to advance their knowledge and skill set. Students may use the specialty courses as electives toward their graduate degree.

Academic Requirements

9 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 821 (Advanced Practice Nursing: Musculoskeletal Specialty I)	3
Nursing 823 (Advanced Practice Nursing: Musculoskeletal Specialty II)	3
Nursing 825 (Advanced Practice Nursing: Musculoskeletal Specialty Synthesis)	3
Minimum Requirements for Completion of Specialty	9

Specialty Certificates (SCT)

Executive Leadership Certificate

Program Code: R-ELS-SCT

Degree Designation: Certificate

Department: School of Nursing

The Doctor of Nursing Practice Executive Leadership Specialty provides seasoned nurse leaders with the knowledge and skills needed to lead complex and changing organizations and health care systems. The certificate is open to registered nurses with a DNP degree from an ACEN-, NLN-CNEA- or CCNE-accredited nursing school and who have five or more years of experience in a leadership role. Information about the Executive Leadership Specialty Certificate can be found [here](#) or on the School of Nursing website [here](#).

Specialty Certificates (SCT)

Nurse Innovation and Entrepreneur Certificate

Program Code: R-NIE-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: nursing.duke.edu/academic-programs/dnp-program-nursing/dnp-nurse-innovator-entrepreneur-specialty

Program Summary

The Doctor of Nursing Practice Nurse Innovation and Entrepreneur Specialty provides nurse leaders with the knowledge and skills to drive healthcare transformation through innovation, develop entrepreneurial solutions to unmet needs, and successfully launch and manage sustainable healthcare practices and ventures. This nine (9) credit specialty is offered in the Doctor of Nursing Practice Program as a specialty certificate. Six credits can be used to fulfill the elective requirement.

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

- **Lead healthcare innovation** by analyzing trends, applying design thinking, and developing sustainable, impactful solutions to complex challenges.
- **Develop and launch entrepreneurial ventures** through opportunity analysis, business planning, and the integration of legal, financial, and technological strategies.
- **Apply leadership and management skills** to balance clinical care delivery with operational and strategic business demands in healthcare settings.
- **Ensure quality, safety, and compliance** by designing effective human resource strategies, establishing regulatory-compliant policies, and maintaining high standards of care or product delivery.
- **Leverage financial and health technologies** to drive sustainability, profitability, and data-informed decision-making in healthcare ventures.

Academic Requirements

The courses in the Doctor of Nursing Practice with the Nurse innovator and Nurse Entrepreneur Specialty include:

- **Nursing 980 Nurse Innovator.** Students learn to lead healthcare transformation through innovation, applying design thinking and strategic methods to develop solutions for pressing nursing and healthcare challenges.
- **Nursing 981 Nurse Entrepreneur.** This course introduces students to healthcare entrepreneurship by guiding them through identifying unmet needs and developing business plans for innovative clinical practices or marketable products.
- **Nursing 982 Creating and Operating an Entrepreneurial Practice or Venture.** Students gain practical skills to launch and manage healthcare practice and ventures by exploring business operations, leadership, and strategic planning to ensure high-quality care and sustainable success.

A sample matriculation plan for the Nurse Innovator and Entrepreneur Specialty courses is available on the [School of Nursing website](#). This includes the completion of 1,000 clinical hours (post BSN) to include at least 400 hours for the DNP project.

Specialty Certificates (SCT)

Nursing Education Certificate

Program Code: R-NSED-SCT
Degree Designation: Certificate
Department: School of Nursing

Program Summary

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

Academic Requirements

REQUIRED COURSES	CREDIT HOURS
Nursing 741 (Facilitating Student Learning and Teaching Innovation)	3
Nursing 742 (Curriculum Development in Nursing Education)	1
Nursing 743 (Assessment and Evaluation Strategies in Nursing Education)	2
Nursing XXX (Nursing Education Elective)	1
Nursing 744 (Implementing Educator Role: Synthesis)	2 (112 practicum hours)
Minimum Requirements for Completion of Specialty	9

Specialty Certificates (SCT)

Health Informatics Certificate

Program Code: R-HLTINF-C
Degree Designation: Certificate
Department: School of Nursing

The Health Informatics Certificate provides students with the opportunity to develop knowledge and skills in clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge builds on concepts of data-information-knowledge meta-structures and incorporates systems lifecycle planning and expert clinical domain modeling. This certificate is available to those to those with at least one year of health-related work experience who have a bachelor’s or graduate degree.

All Courses

NURSING502 - Health Promotion and Disease Prevention

Course Description

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.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING503 - Evaluating Health and Wellness

Course Description

This course introduces the learner to key health assessments through interviewing skills, therapeutic communication, comprehensive health histories, examining physical and psychosocial findings, applying levels of prevention, and developing health education skills, while integrating health equity and social determinants of health throughout the lifespan. Upon completing the course, learners will demonstrate competency in conducting effective interviews, constructing comprehensive health histories, performing focused assessments, and implementing health education, to address various clinical situations while incorporating considerations for health equity and social determinants of health.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING504 - Professional Nursing

Course Description

This course explores nursing as an ethical discipline shaped by historical, societal, systemic, and economic factors. Learners will begin to form a nursing identity grounded in inclusivity, social justice, advocacy, compassionate care, ethics, and professional accountability. Upon completion of this course, learners will demonstrate commitment to self-reflection, personal well-being, leadership development, and the practice of self-care.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING505 - Clinical Management 1: Common Health Alterations

Course Description

This integrated clinical and theory course introduces fundamental nursing concepts and common health conditions across diverse populations. Learners will develop competencies in clinical reasoning, therapeutic communication, and the nursing process to deliver competent, evidence-based, safe, and holistic care. Upon completion, learners will demonstrate proficiency in providing fundamental, evidence-based, and equitable care in various clinical settings, including simulation.

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Fall and/or Spring

Max Units:

4

NURSING506 - Pharmacology for Nursing Practice

Course Description

This course builds a strong foundation on pharmacologic knowledge of agents used across the lifespan for health promotion, health maintenance, and the treatment of illnesses. Pharmacokinetic and pharmacodynamic concepts are learned and applied across broad categories of medication therapies. Core tenets of nursing care associated with drug therapy are integrated throughout the course. Upon completion of this course, learners will have the knowledge and skills to prepare, administer, and monitor therapeutic agents safely and effectively.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

NURSING507 - Physiology and Pathophysiology for Nurses

Course Description

Using a conceptual approach, this course provides a foundation of normal physiology with a focus on homeostasis. Learners will examine the impact of pathophysiological mechanisms and determinants of health on disease states' development. Upon completion of this course, learners will be able to apply knowledge of physiology and pathophysiological mechanisms to disease states and conditions across the lifespan.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

NURSING509 - Clinical Management 2: Chronic Health Alterations

Course Description

This course integrates clinical practice and theory to address chronic health conditions across diverse populations at all life stages, emphasizing key conditions such as diabetes, cardiovascular disease, chronic obstructive pulmonary disease, stroke, and cancer. Upon completing this course, learners will demonstrate beginning proficiency in providing foundational, evidence-based, and equitable care across various clinical settings, including simulation, in diverse healthcare environments.

Grading Basis

Graded

Course Typically Offered

Spring and Summer

Units

Min Units:

5

Max Units:

5

NURSING510 - Holistic Behavioral, Psychiatric and Mental Health Nursing Care

Course Description

This course will prepare learners to deliver safe, equitable, culturally appropriate, evidence-based psychiatric and mental health nursing care across the lifespan and continuum of care. Upon completing this course, the learner will apply the principles of the therapeutic relationship to deliver person-centered nursing care that supports improved patient outcomes. The learner will incorporate best practices including behavioral interventions, pharmacological care, manage mental health crises, and demonstrate therapeutic communication for the health and well-being of individuals with mental health conditions.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Spring and Summer

Max Units:

2

NURSING511 - Promoting Health within the Community to Achieve Health Equity

Course Description

Learners will explore evidence-based approaches to promote, protect, maintain, and restore health within the community setting, using a health equity lens. The course is designed to foster an understanding of the role of the nurse in responding to health challenges within the community setting framed by various drivers of health. Upon completing the course, learners will be able to assess community needs and assets, determine health priorities, and plan, implement and evaluate health interventions for a specific community/population group.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring and Summer

Max Units:

3

NURSING512 - Introduction to Healthcare Systems and Informatics

Course Description

This course will introduce the learner to systems-based healthcare, information technologies, and communication technologies. Concepts include quality, safety, communication, healthcare financing, ethics, and informatics processes in the setting of systems. Upon completion of this course, learners will demonstrate knowledge of systems-based practice, systemic inequities, and resultant health care outcomes. Learners will also identify how information and communication technology tools are used to provide care, gather data and form information to drive decision making.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring and Summer

Max Units:

3

NURSING514 - Fostering Health Equity in Care: Care Management for Childbearing Families

Course Description

This course explores the holistic, evidenced-based management of pregnancies, covering both typical and the most common complex cases, including antenatal care, labor, neonatal, and postpartum care as well as support for early parenthood. The course is designed to foster an understanding of reproductive justice and the impact of social determinants on family health. Upon completing the course, learners will be able to provide basic, evidence-based, and equitable care for birthing individuals and their families.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING515 - Family-Centered Care from Infancy to Adolescence: Pediatric Nursing Essentials

Course Description

This course empowers learners with the skills and knowledge to provide family-centered nursing care to infants, children, and adolescents with acute and chronic health challenges. Upon completion, learners will competently demonstrate the delivery of evidence-based, high-quality, and equitable care to successfully meet the diverse needs of pediatric patients and their families.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING516 - Clinical Management 3: Complex Health Alterations

Course Description

In this integrated clinical and theory course, Learners will develop the skills to design and deliver comprehensive, evidence-based nursing care for individuals facing complex health issues throughout the lifespan and across diverse care environments. Learners will actively collaborate with interdisciplinary care teams to strategize, implement, and assess care plans for individuals with complex health conditions in acute care settings. Upon completing the course, learners will exhibit proficiency in providing essential, evidence-based, and equitable care across a spectrum of clinical settings, including simulation experiences.

Grading Basis

Graded

Units

Min Units:

5

Course Typically Offered

Fall and Summer

Max Units:

5

NURSING518 - Transition to Professional Practice

Course Description

In this course, Learners combine theoretical knowledge and clinical skills needed for the transition into professional nursing practice. In the weekly seminar, Learners explore diverse clinical and professional nursing subjects, analyzing and reflecting on experiences from the clinical practicum. Upon completing this course, the learner will demonstrate professional nursing practice at the novice level, integrate evidence, apply clinical judgment, consider interprofessional perspectives, and honor patient preferences in providing person-centered care.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

5

Max Units:

5

NURSING519 - Gerontological Nursing: Caring for an Aging Population

Course Description

This course is designed to help students gain specialized knowledge to meet the needs of an aging population. Upon completion of this course, learners will apply age friendly evidence-based care concepts that prioritize equity, leadership and person-centered care to address the diverse needs of older adults across the care continuum.

Grading Basis

Graded

Course Typically Offered

Spring and Summer

Units

Min Units:

2

Max Units:

2

NURSING520 - Professional and Leadership Development

Course Description

This course emphasizes the principles of lifelong learning, leadership development, patient, family, and health policy advocacy, and change management. Learners will engage in self-reflection to foster leadership development and personal and professional growth. Upon completion, learners will demonstrate resilience, adaptability, personal agency, and a commitment to lifelong learning and well-being. Learners will demonstrate proficiency in applying basic leadership theory to advocate for equitable nursing care and health policy.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

NURSING521 - NCLEX-RN Success

Course Description

This course is designed to provide nursing students targeted and practical preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The course focuses on reinforcing key nursing concepts, a structured and consistent application of knowledge and clinical judgment to NCLEX-RN style questions, identifying individual strengths and weaknesses in standardized nursing testing, and the process for licensure and NCLEX testing procedures. Upon completion of this course, learners will create an appropriate individualized study plan for NCLEX-RN and successfully register for licensure and NCLEX-RN.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

NURSING523 - Pediatric Behavioral and Mental Health Assessment and Management I

Course Description

This course is designed to enhance nursing students preparing for advanced practice to prepare for assessment, diagnosis and management of behavioral and mental health disorders seen in children and adolescents. Key components of the course include behavioral and mental health screening, appropriate use of valid and reliable screening tools, assessment and diagnosis formulation consistent with the current edition of the Diagnostics and Statistics Manual, and evidence-based treatment and management. Collaboration with members of the pediatric healthcare team, care coordination and specialist referral strategies will be incorporated into study of each disorder. Open to DUSON ABSN students who have completed at least 2 semesters with faculty consent. Pre-/corequisite: Nursing 590 or Nursing 589

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING525 - Pediatric Behavioral and Mental Health Assessment and Management–Clinical

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

3

NURSING526 - Pediatric Behavioral and Mental Health Assessment and Management II

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING529 - A Planetary Health Approach to Emergency and Disaster Preparedness

Course Description

This course equips healthcare professionals with the knowledge and skills to effectively recognize and respond to environmental disasters and emergencies across settings and populations. Grounded in the principles of planetary health and sustainability, the course content emphasizes the interconnectedness of human health, environmental sustainability, and disaster management. Students will engage in clinical simulations and case-based learning to prepare for real-world scenarios and respond with sustainable solutions.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING530 - Postpartum IP Service-Learning

Course Description

Postpartum Partners is a service-learning course* that brings health professions students together to explore postpartum care through teamwork and community engagement. The course highlights challenges and strengths of postpartum individuals and families while building skills to support them. Students participate in hands-on experiences with professionals in the Durham community and attend interactive workshops led by faculty and local experts. Through reflection and collaboration, students gain practical skills and insight into the complex factors shaping postpartum experiences from a community-based, interprofessional perspective. Permission of instructor is required.

Grading Basis

Credit / No Credit

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING531 - Perioperative Nursing

Course Description

This course introduces students to perioperative nursing, with a focus on the scrub and RN circulator nurse roles and responsibilities. In class and focused observation experiences, students can expect to: (a) learn about how RNs who work in the perioperative environment interact with members of the inter-professional health care team to care for patients before, during, and after surgery, (b) explore patients' and family members' experiences on the day of surgery, and (c) apply previously learned knowledge and skill about evidence-based practice to perioperative clinical practice issues. Students can also expect to learn how RNs advocate for patients during the perioperative period.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING532 - Population Health Practice – Communicable Diseases & Immunizations

Course Description

In this course, students examine historical, ethical, social, economic, and legal aspects of communicable diseases and immunizations. They also integrate concepts of wellness, community / public health nursing, team functioning, and the nursing process to plan, implement, and evaluate a mass immunization campaign.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Fall Only

Max Units:

3

NURSING533 - Interprofessional Care of the Critically Ill Patients

Course Description

This course focuses on collaborative management of critically ill patients. Students will have the opportunity to learn, from, about and with students and experts in multiple health professions. This course focuses on team dynamics, self-awareness and utilizing a team-based approach and application of evidence-based practice, knowledge and advanced skill acquisition needed to care for critically ill patients across the continuum of care.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING535 - Psychiatry and Substance Use Treatment: An Inter-Professional Experience

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

NURSING536 - Obesity and Climate-Informed Healthcare: Navigating a Changing Environment to Address Weight Challen

Course Description

The purpose of this course is to help students develop the core knowledge, skills, and values essential to provide sensitive, safe, quality care to patients living with obesity across the lifespan. Through experiential learning activities, students will explore the influence of multiple determinants from ecological and biopsychosocial perspectives. Clinical decision-making and obesity-targeted treatment modalities are emphasized to optimize patient-family outcomes. Prerequisite: Nursing 388 or Nursing 595.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING537 - Exercise Interventions for Diabetes and Cardiovascular Risk Reduction

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

NURSING538 - Nutritional Management for Diabetes and Cardiovascular Risk Reduction

Course Description

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.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Spring Only

Max Units:

1

NURSING540 - Addressing Social Drivers of Health in Rural and Underserved Communities I

Course Description

This is the first of two courses that provide a foundation to increase nursing student aptitude in addressing social drivers of health. In this course, students assess community needs and assets, determine community health priorities, and appraise evidence-based tools and evidence-based health promotion strategies. The populations of study are persons living in rural communities, marginalized persons, and veterans. MSN students: pre-requisite: N620, N622; instructor permission is required. ABSN students: pre-requisite: N397; instructor permission is required.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Fall and Summer

Max Units:

2

NURSING541A - Addressing Social Drivers of Health in Rural and Underserved Communities IA-Clinical

Course Description

This is the first of two courses that provide a foundation to increase nursing student aptitude in addressing social drivers of health. In this course, students assess community needs and assets and determine community health priorities. In addition, students plan and implement evidence-based health promotion strategies and use clinical skills in a mobile clinic setting to provide culturally appropriate care for rural, urban underserved, and veteran populations. ABSN students: pre-requisite: N397; instructor permission is required.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall and Summer

Max Units:

1

NURSING541B - Addressing Social Drivers of Health in Rural and Underserved Communities IB-Clinical

Course Description

This is the first of two courses that provide a foundation to increase nursing student aptitude in addressing social drivers of health. In this course, students address community needs and assets and determine community health priorities. In addition, students plan and implement evidence-based health promotion strategies and use clinical skills in a mobile clinic setting to provide culturally appropriate care for rural, urban underserved, and veteran populations. MSN students: pre-requisite: NURSING 620, NURSING 622; instructor permission is required.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

1

Max Units:

1

NURSING542 - Addressing Social Drivers of Health in Rural and Underserved Communities II

Course Description

Building on the concepts introduced in Nursing 540, this course will increase nursing student aptitude in addressing social drivers of health. In this course, students evaluate community-based interventions and analyze and recommend changes to health systems and social policies that contribute to health disparities. The populations of study are persons living in rural communities, marginalized persons, and veterans. Prerequisites: Nursing 397 and Nursing 540. Instructor permission required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

2

Max Units:

2

NURSING543A - Addressing Social Drivers of Health in Rural and Underserved Communities IIA

Course Description

Building on the concepts introduced in Nursing 541A, this course provides the foundation to increase nursing student aptitude in addressing social drivers of health. In this course, students evaluate community-based interventions and analyze health systems and social policies contributing to health disparities. In addition, students plan and implement evidence-based health promotion strategies and use clinical skills in a mobile clinic setting to increase access to culturally appropriate care for rural, urban underserved, and veteran populations. Prerequisites: Nursing 397 and Nursing 541A. Instructor permission required.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NURSING543B - Addressing Social Drivers of Health in Rural and Underserved Communities II -- Clinical

Course Description

Building on the concepts introduced in N541B, this course provides the foundation to increase nursing student aptitude in addressing social drivers of health. In this course, students evaluate community-based interventions and analyze health systems and social policies contributing to health disparities. In addition, students plan and implement evidence-based health promotion strategies and use clinical skills in a mobile clinic setting to increase access to culturally appropriate care for rural, urban underserved, and veteran populations. This course is for students enrolled in the Master of Science in Nursing Program.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NURSING554 - Global Clinical Immersion Experience

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

NURSING555 - Exploring Global Patterns of Health and Illness

Course Description

The purpose of this course is to examine global patterns of health and illness. Through experiential learning activities, students will compare and contrast patterns of health and illness across societies and cultures from a bio-psycho-social perspective

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING556 - Global Mental Health

Course Description

In this course, we will focus on the global burden of mental health needs and the role of research and clinical practice in global mental health initiatives. We will explore principles of psychology related to key issues in global mental health and cultural issues related to treatments and outcomes. Readings and discussions will emphasize peer-reviewed literature that push this field forward, contrasting views, and recent research. We will also learn about the personal experiences of individuals affected by mental health needs across vastly different contexts. A primary goal is for us to think critically about complex issues related to mental health care in diverse international settings. Designed for graduate students and advanced undergraduates. Prior research methods course recommended.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING559 - Genetics and Genomics for Healthcare and Society

Course Description

This course introduces students to modern concepts in genetics, genomics, and precision health, including applications and advances in genomic technologies. A wide range of instructional activities are designed to help students succeed in learning concepts focused on clinical, regulatory, policy, and advocacy in genetics, genomics, and precision health. This course also examines the challenges of integrating genetic and genomic technologies into healthcare and society

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING564 - Introduction to Medical Spanish and Cultural Competency in Health Care

Course Description

The course is designed to help health care providers develop basic language skills in medical Spanish and enhance their cultural competency when caring for Latin American populations. Conversational Spanish, as spoken in Latin America, is emphasized, along with basic grammar in present tense. Aspects of Latin American culture—especially those most pertinent to health care—are included in each lesson. Class structure and teaching methods are mostly in Spanish with instructions in English. Instructor consent required. Note: This course requires some synchronous online sessions

Grading Basis

Graded

Course Typically Offered

Fall and Summer

Units

Min Units:

3

Max Units:

3

NURSING565 - Introduction to Medical Spanish and Cultural Competency for Health Care - Level II

Course Description

This is a conversational language course, conducted in Spanish, designed to build language skills for health-related interactions with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized, particularly the use of past and future tenses. Aspects of Latin American culture—especially those most pertinent to health care—are included in each lesson. Prerequisites: Nursing 564- Introduction to Medical Spanish and Cultural Competency in Health Care (enforced). Note: This course requires some synchronous on-line sessions.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING566 - Advanced Medical Spanish and Cultural Competency in Health Care

Course Description

This course is conducted totally in Spanish, designed to help students achieve fluency when engaged in health related interactions with Latin American populations. Conversational Spanish, as spoken in Latin America, is emphasized. Aspects of Latin American culture—especially those most pertinent to health care—are addressed as students engage in more complex or emotionally charged interactions with Latin American populations. Prerequisites: Previous knowledge of Spanish grammar and conversational skills. No previous knowledge of medical Spanish is required. Instructor consent required. Note: This course requires some synchronous online sessions

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING567 - Advanced Medical Spanish and Cultural Competency in Health Care - Level II

Course Description

This is a conversational language course, conducted totally in Spanish, designed to achieve fluency to serve as an interpreter/translator during health related interactions in the absence of a certified translator. Conversational Spanish, as spoken in Latin America, is emphasized and grammar using the present perfect, past, imperfect mood of the past and future tenses is included. Aspects of Latin American culture—especially those most pertinent to health care—are addressed when performing nursing care skills. Prerequisites: Nursing 566 Advanced Medical Spanish and Cultural Competence or instructor's permission. Previous knowledge of Spanish grammar and conversational skills and medical Spanish is required. This course requires some synchronous online sessions.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING568 - Exploring Medicine in Other Cultures - Honduras

Course Description

The purpose of this course is to promote understanding of the cultural background of the people of Honduras and how this history impacts the delivery of healthcare. The course content is designed to facilitate understanding of how art, history, literature, music, geography, ethics and religion influence the practice of healthcare in the Latin American culture

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

3

NURSING569 - Understanding Sickle Cell Disease: A Biopsychosocial Approach

Course Description

This course provides students with an overview of sickle cell disease, including its genetics, epidemiology, pathophysiology, medical complications, psychosocial challenges, and health service utilization from a global perspective. Students will engage in an exploration of the role of discrimination and stigmatization as they affect people with sickle cell disease, as well as differences in how the disease is viewed and managed in various countries.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

AAAS569 SICKLE CELL DISEASE, GLHLTH569 SICKLE CELL DISEASE

NURSING574 - Directed Scholarship

Course Description

This course provides students with the opportunity to work on scholarship projects (research, education, evidence based practice, quality improvement) under the guidance of a faculty member. Students gain practical skills related to scholarly activities and contribute actively to a project currently underway. Consent of instructor required. Fall, spring, summer. Prerequisites: Nursing 307 and 308 recommended but not required as pre/co-requisites

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

NURSING575 - Independent Study

Course Description

The Independent Study course is a directed study of a topic approved and guided by an individual faculty member or other instructor. Typically, Independent Study is used to support students in their desire to know more about a particular topic/issue that is not addressed in great depth in required courses, and its outcome is a scholarly product. On occasion, this option may be structured as a typical course that is designed by faculty and used to fill in gaps during times of curriculum transition or to meet the needs of a particular group of students. Instructor consent required.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

7

NURSING575G - Independent Study

Course Description

This Independent Study course is a directed study of a topic approved and guided by an individual faculty member or other instructor. Typically, Independent Study is used to support students in their desire to know more about a particular topic/issue that is not addressed in great depth in required courses, and its outcome is a scholarly product. On occasion, this option may be structured as a typical course that is designed by faculty and used to fill in gaps during times of curriculum transition or to meet the needs of a particular group of students. This Independent Study receives a letter grade. For credit/non-credit offerings students should enroll in Nursing 575. Instructor consent is required.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

7

NURSING580 - Nurse as Scholar I: Science Development, Study Design & Statistics

Course Description

This first of a two-semester course lays the foundation needed for nurses in advanced roles to engage in the process of scholarly inquiry which includes research, evidenced-based practice and quality improvement. Students are introduced to the concept of a science of nursing and how it develops. They then study research methods, the application and interpretation of statistical methodologies used in health care and nursing research, and the use of evidence and measurement to guide practice

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING581 - Nurse as Scholar II: Evidence-based Practice

Course Description

This second of a two-semester course continues to build the foundation needed for nurses in advanced roles to engage in scholarly practice and quality improvement. Students are helped to appreciate the continuum of scholarly inquiry and how they can contribute to such efforts. They also acquire the knowledge and skills essential to form investigative questions, conduct structured literature and database searches, and critical evaluate research findings and conclusions. Prerequisite: Nursing 580

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring and Summer

Max Units:

3

NURSING582 - Population Health in a Global Society

Course Description

This course addresses how evidence-driven decision making serves to improve the health outcomes of populations and reduce inequities between population groups. The focus is on examining population-level interventions that reflect an understanding of epidemiology, health policy, and social determinants of health using an ethical framework. Students are challenged to address selected population health issues.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING583 - Professional Transitions: Advanced Nursing Practice

Course Description

Investigate the wide range of current and emerging advanced practice roles, while valuing contributions of other health professionals in complex health care environments. Dynamics of access, cost and quality, government and practice regulation, and interprofessional collaboration are major topics of discussion.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring and Summer

Max Units:

3

NURSING589 - Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach

Course Description

After establishing a foundation of advanced normal physiology with a focus on homeostasis, students will examine the impact of pathophysiological mechanisms and determinants of health on the development and trajectory of disease states. This conceptually-based course provides the advanced practice nursing student with a framework to understand pathological conditions seen in clinical practice

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Fall and Summer

Max Units:

4

NURSING589R - Concepts in Advanced Physiology/Pathophysiology Across the Lifespan for the APRN

Course Description

After establishing a foundation of advanced normal physiology with a focus on homeostasis, students will examine the impact of pathophysiological mechanisms and determinants of health on the development and trajectory of disease states. This conceptually based course is intended for the advanced practice nursing student who has already completed an Advanced Pathophysiology course at the Advanced Practice level, with a framework to further understand pathological conditions across the lifespan and apply them to clinical practice. Prerequisite: previously successful completion of an Advanced Pathophysiology Lifespan course for the Advanced Practice Nurse within the past 5 years

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

NURSING595 - Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing

Course Description

The course is designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomy and physiology variations. Prerequisite: Nursing 589 or 591

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Fall and/or Spring

Max Units:

4

NURSING595A - Diagnostic Reasoning and Physical Assessment Refresher

Course Description

The course is designed as a refresher course to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomy and physiology variations. Prerequisite: Completion of a physical assessment course within 2 years prior to course enrollment. Prerequisite: Nursing 589 or 591

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

2

NURSING596 - Clinical Pharmacology for Advanced Practice Nursing

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING596R - Concepts in Clinical Pharmacology for Advanced Practice Nursing

Course Description

This course focuses on knowledge essential to the pharmacological management of common acute and chronic health problems experienced by patients throughout the life span. For selected major drug classifications, the course addresses indications, mechanism of action, pharmacokinetics, and adverse drug events, side effects, interactions, monitoring parameters, medication safety, cost/risk benefits, and evaluation of pharmacologic interventions. This course also addresses the foundations of prescriptive practice, including legal and ethical standards as related to advanced practice nursing. Recommended prerequisite: previously successful completion of an Advanced Pharmacology course for the Advanced Practice Nurse within the past five years.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Fall and/or Spring

Max Units:

2

NURSING597 - Gross Anatomy and Specialty Procedures for the Advanced Practice Nurse

Course Description

This course provides students with learning opportunities essential for development of the cognitive and psychomotor skills required for various advanced practice specialty procedures and techniques. Students will have access to state-of-the-art cadaver laboratory and various other interactive experiences to learn advanced pathophysiology and relevant special procedures.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Summer Only

Max Units:

1

NURSING598 - Clinical Pharmacology for the Neonatal Nurse Practitioner

Course Description

The course focuses on pharmacological management of acute and chronic health problems experienced by patients from birth at any gestational age up to two years. Drug class overviews of all broad category agents are included. Data collection and diagnostic reasoning are emphasized in relation to major drug classifications, mechanisms of action, route of elimination, monitoring, and evaluation of pharmacological interventions. Cost-benefit, risk-benefit, efficacy, side effects, safety, and adverse responses are included to adhere to legal and ethical standards of practice. Pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and prescribing are covered.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING599 - Advanced Physical Assessment and Diagnostic Reasoning for Neonatal Nurse Practitioners

Course Description

This course is designed to increase assessment and diagnostic reasoning skills appropriate for advanced clinical practice with neonates, infants and young children with medical complexity. Provider-patient-family interaction, patient data collection, and oral and written clinical communication are emphasized. Attention is given to development of an extensive set of assessment, communication, and diagnostic reasoning skills, which allow the learner to differentiate the normal anatomy and physiologic variations. Co-requisite: NURSING 589 OR NURSING 589R OR NURSING 631

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING600 - Professional Practice Portfolio for the Advanced Practice Nurse

Course Description

This course will evaluate the competence, skill and confidence of a certified and actively practicing advanced practice registered nurse participating in the post-graduate certificate program. Based on the applicable professional standards, enrolled students will demonstrate competency within their current practice environment under course faculty supervision.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

NURSING617 - Nurse Practitioner Intensive I: Collaboration, Care Management and Identity Formation

Course Description

This course is designed to provide the nurse practitioner student with the knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engage in activities that support role identity and transition. Prerequisites: Nursing 595 and Nursing 596. Instructor consent required.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring and Summer

Units

Min Units:

0

Max Units:

0

NURSING617C - Nurse Practitioner Intensive- Clinical Practicum I

Course Description

This course provides nurse practitioner students with the knowledge, skills and abilities essential to independent and interprofessional practice and support the development of advanced clinical competencies. The course integrates faculty and preceptor facilitated clinical hours with on-campus intensives to ensure students are well-prepared for independent practice at graduation. Emphasis is placed on clinical reasoning, diagnostic acumen, evidence-based decision-making and the delivery of comprehensive, patient-centered care specific to students' specialty populations.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring and Summer

Units

Min Units:

0

Max Units:

0

NURSING618 - Nurse Practitioner Intensive II: Care Mgmt, Information Mgmt, Collaboration & Contextual Relevance

Course Description

This course is designed to expand the nurse practitioner student's knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will propose solutions and management plans specific to their role and the role of other team members within the complex healthcare environment through collaboration and engage in activities that support role identity and transition. Prerequisite: N617 or permission of instructor.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

0

Max Units:

0

NURSING618C - Nurse Practitioner Intensive- Clinical Practicum II

Course Description

This course provides nurse practitioner students with the knowledge, skills and abilities essential to independent and interprofessional practice and support the development of advanced clinical competencies. The course integrates faculty and preceptor facilitated clinical hours with on-campus intensives to ensure students are well-prepared for independent practice at graduation. Emphasis is placed on clinical reasoning, diagnostic acumen, evidence-based decision-making and the delivery of comprehensive, patient-centered care specific to students' specialty populations.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

0

Max Units:

0

NURSING619 - Nurse Practitioner Intensive III: Collaboration, Leadership, and Scholarship

Course Description

This course is designed to solidify the nurse practitioner student's knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will be prepared to lead teams in managing the care of patients specific to their role within the complex healthcare environment using effective leadership skills and collaborative practice. Prerequisite: Nursing 618 or permission of instructor

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0

Max Units:

0

NURSING619C - Nurse Practitioner Intensive- Clinical Practicum III

Course Description

This course provides nurse practitioner students with the knowledge, skills and abilities essential to independent and interprofessional practice and support the development of advanced clinical competencies. The course integrates faculty and preceptor facilitated clinical hours with on-campus intensives to ensure students are well-prepared for independent practice at graduation. Emphasis is placed on clinical reasoning, diagnostic acumen, evidence-based decision-making and the delivery of comprehensive, patient-centered care specific to students' specialty populations.

Grading Basis

Credit / No Credit

Units

Min Units:

0

Course Typically Offered

Fall and/or Spring

Max Units:

0

NURSING620 - Advanced Practice Nursing in Primary Care Adolescents and Adult Patients

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adolescents and adults. The emphasis is on health restoration, health maintenance and evidence-based practice in primary care settings. Prerequisite: Nursing 595, Corequisite: Nursing 596

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Spring and Summer

Max Units:

4

NURSING622 - Advanced Practice Nursing in Primary Care Adolescent, Adult, and Older Adult Patients I – Clinical

Course Description

In this course, Advanced Practice Nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in adolescence - older adult population in the primary care setting. The emphasis is on health restoration, health maintenance and evidence-based practice and inter-professional collaboration in primary care. Prerequisites: Nursing 595 and Nursing 596.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Spring and Summer

Max Units:

4

NURSING624 - Advanced Practice Nursing Care of Older Adult Patients

Course Description

This course is designed to provide the advanced practice nursing student with essential knowledge needed to diagnose and manage selected acute and chronic health problems in older adults. The emphasis is on health promotion, disease prevention and evidence-based practice across care settings. Prerequisite: Nursing 620 for Adult-Gerontology Acute Care students. Nursing 620 and Nursing 622 for Family Nurse Practitioner and Adult-Gerontology Primary Care students.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Fall and Summer

Max Units:

2

NURSING626 - Advanced Practice Nursing in Primary Care Adolescent, Adult and Older Adults Patients II: Clinical

Course Description

This course builds on competencies developed in Advanced Practice Nursing in Primary Care: Clinical I, to provide the Advanced Practice Nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in adolescence - older adult population in the primary care setting. The emphasis is on health restoration, health maintenance, evidence-based practice and inter-professional collaboration in primary care settings. Prerequisite: Nursing 620 and 622.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall and Summer

Max Units:

4

NURSING628 - Advanced Practice Nursing: Pediatric Primary Care Essentials

Course Description

This course is designed to provide the advanced practice nursing student with essential knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: For Family Nurse Practitioner majors: Nursing 620 and (Nursing 621 or 622); For Pediatric-Acute Care majors: Nursing 595 and 596

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING629 - Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical

Course Description

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage common essential acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidence-based practice. Corequisite: Nursing 628

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

NURSING630A - Pediatric Developmental, Behavioral, & Mental Health Assessment & Management

Course Description

Building on theory, students will gain knowledge of typical and atypical pediatric development, behavior, and mental health, including the most common related conditions (developmental delay, autism spectrum, mood and behavior disorders, ADHD, substance use disorder, and eating disorders). Students will examine medical, genetic, and environmental risk factors, social contributors of health, family systems, and parenting styles and understand the appropriate use of valid and reliable screening tools in assessment and diagnosis formulation. Students will demonstrate evidence-based management strategies, including collaborative care, referrals, legal, ethical, and policy issues with a focus on wellness promotion and anticipatory guidance for children and families across developmental stages.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

4

Max Units:

4

NURSING631 - Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers

Course Description

This course builds on the concepts discussed in Pathophysiology across the Lifespan to focus on fetal and neonatal patients. Topics include embryology (congruent with the certification examination) and neonatal-specific diseases affecting the pulmonary, cardiac, neurological, gastrointestinal, muscular-skeletal and renal systems. The course includes normal development of the fetus to second year of life. Prerequisite: Nursing 589. Instructor permission required

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING632 - Advanced Practice Nursing in Perinatal Care

Course Description

This course focuses on perinatal care for women from preconception through pregnancy and the postpartum period including mother-baby dyad care. Strategies for health promotion and disease prevention, prenatal screening, as well as management of selected complications of pregnancy are addressed. The emphasis is on the health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Prerequisite: Nursing 620

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

NURSING634 - Perinatal Care in Advanced Practice Nursing — CL

Course Description

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to collaborate with women during the perinatal period from preconception through pregnancy and the postpartum period including the mother-baby dyad. The emphasis is on health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Available only to students in the FNP or WHNP academic plans

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

4

NURSING635 - Advanced Practice Nursing for Neonatal Patients I

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisite: Nursing 595 and (596 or 598).

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING636 - Advanced Practice Nursing in Neonatal Patients: Clinical

Course Description

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in neonates and children until age two years. In collaboration with other health care providers, students provide care in neonatal care settings where they integrate health promotion, disease prevention and evidence-based practice. Prerequisite: Nursing 595 and (596 or 598)

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

3

NURSING637 - Advanced Practice Nursing in Neonatal Patients II

Course Description

This course builds on Advanced Practice Nursing for Neonatal Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisites: Nursing 636

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING638 - Advanced Practice Nursing in Neonatal Patients II: Clinical

Course Description

This course builds on the competencies developed in Advanced Practice Nursing for Neonatal Patients - Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in neonates and children until age two years. The emphasis is on health promotion, disease prevention and evidence-based practice in neonatal settings. Prerequisite: Nursing 636 and 637

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

3

NURSING639 - Primary and Complex Care of the Infant and Toddler Through Two Years of Age for Advanced Practice

Course Description

In this course, students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage primary and complex care of infants and toddlers through two years of age. Students will integrate health promotion, disease prevention, and evidence-based practice.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING642 - Advanced Practice Nursing in Primary Care Pediatric Patients I

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: Nursing 595 and 596

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING644 - Advanced Practice Nursing in Primary Care Pediatric Patients II

Course Description

This course builds on Advanced Practice Nursing in Primary Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease preventing and evidence-based practice in primary care settings. Prerequisite: Nursing 643

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING647 - Advanced Practice Nursing in Pediatric Primary Care Patients I – Clinical

Course Description

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidenced-based practice. Prerequisite: Nursing 596. Corequisite: Nursing 642

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING649 - Advanced Practice Nursing in Pediatric Primary Care Patients II – Clinical

Course Description

This course builds on the competencies developed in Advanced Practice Nursing in Primary Care Pediatric Patients - Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health promotion, disease prevention, and evidence-based practice in primary care pediatric settings. Prerequisite: Nursing 643

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING660 - Advanced Practice Nursing in Acute Care Pediatric Patients I

Course Description

This course is designed to provide the advanced practice nursing student with essential knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 596

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING661 - Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical

Course Description

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care. Prerequisite: Nursing 596

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

2

NURSING662 - Advanced Practice Nursing in Acute Care Pediatric Patients II

Course Description

This course builds on Advanced Practice Nursing in Acute Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 661

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING663 - Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical

Course Description

This course builds on competencies developed in Advanced Practice Nursing in Acute Care Pediatrics I: Clinical and Advanced Practice Nursing: Pediatric Primary Care: Clinical to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance, evidence-based practice and inter-professional collaboration in pediatric acute care settings. Prerequisites: Nursing 661

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

2

NURSING664 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients 1

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the geriatric population. The emphasis is on health restoration, health maintenance, and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 620

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING667 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I - Clinical

Course Description

This course is designed to facilitate the advanced practice nursing students' conduction of comprehensive assessments, formulation of differential diagnoses, and development of plans of care to manage acute and chronic health problems in adults and the geriatric population. In collaboration with other health care providers, students provide care for the technologically dependent patient in acute care settings, integrating health restoration, health maintenance, and evidence-based practice. Prerequisite: Nursing 620

Grading Basis

Credit / No Credit

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING668 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II

Course Description

This course builds on Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the geriatric population. The emphasis is on health restoration, health maintenance and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 664 and 667

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING669A - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

5

Max Units:

5

NURSING680 - Gender and Women's Health

Course Description

This course will examine the contemporary issues of women's health care in the United States in the context of societal, political, and cultural influences. It will explore the role of gender norms, values, and inequalities in health care as a barrier to well-being

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

2

Max Units:

2

NURSING681 - Advanced Practice Nursing in Women's Health Across the Lifespan

Course Description

This course includes comprehensive women's health issues in primary care and reproductive health, with emphasis on health promotion, disease prevention and evidence-based practice across settings. Sexual and reproductive healthcare topics inclusive of all gender identities are incorporated. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated. WHNP majors only or others by instructor permission.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING683 - Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical

Course Description

This course builds on the competencies developed in Perinatal Care in Advanced Practice Nursing as well as the adult primary care course, and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in women across the lifespan. The emphasis is on health promotion, disease prevention and evidence-based practice. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated. Prerequisite: Nursing 634. Open only to Women's Health Nurse Practitioner students

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

4

Max Units:

4

NURSING690 - Advanced Practice Nursing in Neonatal Patients Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of neonatal patients. It also assists students to implement the neonatal nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 638

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

7

NURSING691 - Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the primary care pediatric nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 645

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

7

NURSING692 - Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the Acute Care Pediatric nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 628 and 663

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

7

NURSING693 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Clinical Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult gerontology patients. It also assists students to implement the adult-gerontology acute care nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 668 and Nursing 669.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

5

NURSING694 - Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of adolescent, adult and geriatric patients. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 625 or Nursing 626

Grading Basis

Credit / No Credit

Units

Min Units:

4

Course Typically Offered

Spring Only

Max Units:

4

NURSING695 - Advanced Practice Nursing In Family Practice Patients Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of patients across the lifespan. It also assists students to with the implementation of the Family Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 633 or Nursing 634

Grading Basis

Credit / No Credit

Units

Min Units:

4

Course Typically Offered

Spring and Summer

Max Units:

4

NURSING696 - Women's Health Nurse Practitioner Clinical Synthesis Course

Course Description

This course includes comprehensive women's health issues in primary care and reproductive health, with emphasis on health promotion, disease prevention and evidence-based practice across settings. Sexual and reproductive healthcare topics inclusive of all gender identities are incorporated. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

4

NURSING700 - Organizational Theory for Integrated Health Care Delivery Systems

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING701 - Managing Complex Health Care Systems

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING703 - Application of Finance and Budget Planning

Course Description

This course is designed to examine key factors that influence finance and operations across various healthcare settings. Students will apply fundamental financial concepts such as budget development, principles of financial management, the time value of money, and other critical financial elements that drive various healthcare organizations. Students will gain practice skills in analyzing and interpreting financial statements for making strategic decisions that enhances financial performance and operational efficiency in various healthcare settings

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING704 - Applied Health Care Economics for Nurses

Course Description

Economics is the study of how scarce resources are allocated among competing ends. Students will study the way markets supporting health, health care and social determinants of health are organized and financed and how health policy influences markets and health economics. Contemporary public issues and topics in health system payment models will be discussed. The course emphasizes managerial uses of economic principles and de-emphasizes mathematical problem sets or students developing economic models

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING705 - Health Care Operations: Human Resources, Quality, Law and Ethics

Course Description

Students develop a toolkit for continuous improvement within health care organizations and systems and explore selected health law, ethical, and human resources issues in nursing and health care management. Students will apply concepts to practice using relevant theory, quality improvement parameters, ethics modeling, and analysis of landmark legal cases. (Online)

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING708 - Innovation and Influence through Inquiry and Data Management

Course Description

This course will explore how inquiry and data management are utilized for innovation and influence for nursing leaders in healthcare. Innovation is a rigorous process, deriving value and content from the point of care, based on data for structured inquiry. Inquiry is research, evidence- based practice and quality improvement practices. Pre-requisites N581 or an equivalent graduate level research / stats course

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING709 - Quality Management in Healthcare: Human Resources, Law, Ethics and the Social Determinants of Health

Course Description

This course explores foundational concepts and frameworks of quality management essential for best practices and optimal outcomes in healthcare. Upon completion of this course, learners will effectively apply quality management concepts and frameworks to address current and emerging issues related to human resources, legal issues, ethical dilemmas, and the social determinants of health.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING711 - Nursing and Healthcare Leadership Synthesis

Course Description

This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. (Online)

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

3

Max Units:

3

NURSING715 - Database Systems in Healthcare: Design, Management, and Connectivity

Course Description

This course covers database design, connectivity, and management. Topics covered include database modeling, design, structured query language (SQL), querying, database connectivity through web technologies, and the relationship of databases to EHR systems and data exchanges. Emphasis will be placed on the use of databases and their management for healthcare applications. Instructor permission required if not currently enrolled in the informatics program

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING716 - Introduction to Health Informatics

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING717 - Health Information Exchange Standards, Methods, & Models

Course Description

This course introduces students to data standards necessary to achieve interoperability within and across complex healthcare organizations. Active and relevant Standards Development Organizations and processes for developing and defining standards will be discussed. Specific topics covered will include tools related to the planning phases for health information systems, as well as standards for information models, terminology and coding systems, data transport, and structured documents. The development, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for regional and national health information exchange. Instructor permission required if not currently enrolled in the informatics major.

Prerequisites: N716: Introduction to Health Informatics; N715: Database Systems in Healthcare: Design, Management, and Connectivity

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING721 - System Design, Implementation, Evaluation and Maintenance

Course Description

This course introduces students to the challenges and solutions associated with privacy processes and infrastructure requirements related to health information systems. Policy, legal and technological issues that provide for the secure and confidential collection and exchange of health information are explored, along with codes of ethics, risk assessment processes, industry standards, security policies and procedures, HIPAA regulations, and hardware and software concerns.

Consent of instructor required. Prerequisite: Nursing 716

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING722 - Facilitating and Assessing Learning in Non-Academic Settings

Course Description

This course introduces students to the principles of adult learning, as well as the concepts of learning styles and domains of learning. Teaching practices and strategies designed to help adults learn complex concepts are explored, as are classroom assessment techniques.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

1

NURSING725 - Synthesis of Specialty Practice, Informatics

Course Description

This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. Variable credit depending on specialty. (Online)

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

1

Max Units:

4

NURSING726 - Clinical Data Analytics

Course Description

This course provides the foundation needed to understand complex clinical data structures and the requirements for retrieving and analyzing data to address healthcare questions. Students will gain an understanding of the methods and analytic tools required to select and prepare data for analysis and querying data through data and text mining, data analytics techniques and machine learning. Students will also learn advanced techniques for data analytical evaluation and presentation of clinical data, predictive modeling and visual analytics. The course places much weight on the use of case studies with respect to data analysis and findings. Pre-requisite: completion of a course in descriptive and inferential statistics

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING730 - Advanced Concepts of Health Assessment

Course Description

This course is designed for individuals who wish to strengthen their physical assessment knowledge but are not intending to prepare for a clinical APN (advanced practice nursing) role. It helps students enhance theoretical foundations related to conducting a comprehensive, focused assessment of an adult. (Online)

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

2

NURSING732 - Innovations in Clinical Teaching and Evaluation

Course Description

This course provides an overview of traditional and contemporary approaches to teaching and learning in the laboratory and clinical environments, as well as an analysis of issues related to the evaluation of students' clinical/lab performance. Prerequisite: Nursing 731 or Nursing 741. (Online)

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

1

NURSING733 - Integrating Technology into Nursing Education

Course Description

This course provides students with an opportunity to explore the evolving use of technology to facilitate learning and professional development. Issues related to the integration of technology into nursing education will be explored, and students will study specific technologies in depth to determine their most effective use in the educational arena. Prerequisite: Nursing 731 or Nursing 741. (Online)

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

1

NURSING735 - Educational Program Evaluation and Accreditation

Course Description

This course introduces students to the full complexities of evaluating educational programs. It explores the components of program evaluation—what, when, how, who, and disposition of findings—and the role of faculty in designing those components and implementing the evaluation plan. The course also examines the purpose and processes of accreditation, distinguishes accreditation from State Board approval, and explores current issues related to program approval and accreditation. Prerequisite: Nursing 731 or Nursing 741. (Online)

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

NURSING738 - Role of the Nurse Educator: Issues and Challenges

Course Description

This course provides students with the opportunity to explore the multiple dimensions of the nurse educator role and the competencies expected of individuals in that role. Issues and challenges facing nurse educators will be explored along with strategies individuals can employ to manage those challenges.

Prerequisite: Nursing 737 and Corequisite: Nursing 745 (or consent of instructor). (Online)

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

NURSING741 - Facilitating Student Learning and Teaching Innovation

Course Description

This course introduces students to the principles of adult learning, the concepts of learning styles, student engagement, and domains of learning. Teaching practices and strategies designed to help students succeed in learning the complexities of nursing as well as issues related to the integration of technology into nursing education are explored. This course also provides students with an opportunity to examine the evolving use of technology to facilitate learning and professional development

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING742 - Innovative Curriculum Development in Nursing

Course Description

This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for nursing programs. Internal and external factors that influence the development of curricula will be explored. Prerequisite: Nursing 731 or 741

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

1

NURSING743 - Assessment and Evaluation Strategies in Nursing Education

Course Description

This course provides students with the opportunity to explore a wide range of methods that can be used to evaluate student learning, including the create and critique objective tests. It includes the concepts of test blueprinting, exam administration and scoring, test data statistical analysis, grade assignment, and test development software implementation. Students will explore a variety of methods to evaluate learning in the three domains of learning. In addition, issues related to the grading are examined. Prerequisite: Nursing 731 or 741

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

2

NURSING744 - Implementing Educator Role: Synthesis

Course Description

This culminating course provides students with the opportunity to implement the nurse educator role in an academic or staff development setting, under the guidance of and in collaboration with an experienced teacher. Students are expected to plan, implement, and evaluate the effectiveness of a teaching session that is reflective of the program's curriculum framework, appropriate to the specified learning goals, and appropriately integrates technology. In addition, students collaborate with their preceptors to explore how the multiple dimensions and demands of the educator role can be balanced effectively to promote continuous growth as an educator. Prerequisite: Nursing 731 or 741

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

2

Max Units:

3

NURSING746 - Using the Arts and Humanities to Teach Nursing

Course Description

This course is designed to help nurse educators enhance their ability to teach effectively and creatively. Various novels, poems, art work, poetry, film, and other 'art' and 'non-professional' resources will be analyzed for their applicability as teaching tools to meet learning objectives, particularly those in the affective domain. Prerequisite: Nursing 731 or 741

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

NURSING747 - Enhancing Racial/Ethnic Diversity in Schools of Nursing

Course Description

This course is designed to explore evidence-based approaches and strategies for increasing recruitment, retention, graduation, and success among racially/ethnically-diverse nursing students. Attention is focused on facilitators of and barriers to success associated with the educational environment and organizational culture, the context and determinants for success among students, and the context and sensitivities of faculty. Prerequisite: Nursing 731 or 741

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

1

NURSING748 - Using Simulation in Education

Course Description

This course provides an overview of how simulation can be used to facilitate student learning in all domains. It provides students with an opportunity to explore the research related to using simulation, particularly in nursing education, and to develop skills in designing, implementing, and evaluating simulations and post-simulation debriefings. Students will also examine trends and issues in the use of simulation in education. Prerequisite: Nursing 731 or Nursing 741 or instructor permission

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Summer Only

Max Units:

1

NURSING749 - Evidence-based Nursing Education

Course Description

This course introduces students to evidence-based nursing education. Students will explore the development of the science of nursing education, methods used to build a science, and concepts of evidence-based nursing education. Students will identify a teaching method or an educational practice in nursing, conduct an evidence search, evaluate the quality of the evidence, and identify implications for teaching in nursing. Prerequisite: Nursing 581

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Spring Only

Max Units:

1

NURSING750 - Role of the Nursing Professional Development Specialist: Issues and Challenges

Course Description

This course provides students with the opportunity to explore the multiple dimensions and expected competencies of the nurse educator role with a focus on clinical staff education and professional development. Issues and challenges facing the nursing professional development educator will be explored along with strategies individuals can employ to manage those challenges. Prerequisite: Nursing 731 or Nursing 741 or instructor permission

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

NURSING754 - Population Health: Promoting Health Across the Spheres of Care

Course Description

This course examines approaches to meet the needs of populations. The focus will be on promoting health and equity across settings. Methods for assessing, intervening, and evaluating selected population health approaches will be included. The student will consider how healthcare delivery systems must adapt to change and form partnerships to improve the health of populations.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING759 - Introduction to Advanced Practice Psychiatric Mental Health Nursing

Course Description

This course establishes a foundation for advanced practice psychiatric – mental health nursing care across both the lifespan and continuum of care. Relevant theory, diagnostic nosology, evidence-based assessment, and treatment modalities will be introduced. Formative psychiatric skills will be academically introduced and reinforced using low and high-fidelity simulation. This course is restricted to PMHNP majors only or by permission of instructor. Pre-requisite Nursing 595.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING762 - Neurophysiology

Course Description

The focus of this course is physiologic concepts that will be the basis to mental disorders. Concepts covered will include neuroscience, modulators, basis to human behaviors, and the genetic links to stress models. Instructor consent required. Prerequisite: Nursing 589

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Spring Only

Max Units:

2

NURSING763 - Psychopharmacology

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING764 - APN: Diagnosis and Evidence-Based Treatment of Mental Health Disorders Across the Lifespan

Course Description

This course provides the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan by acquiring knowledge of the diagnostic criteria of the DSM. Students will also learn the foundations and elements and strategies of the major psychotherapeutic modalities used in mental health disorders across the lifespan. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 765.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Summer Only

Max Units:

2

NURSING765 - APN: Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical

Course Description

This clinical course builds on the neuropathophysiology and foundations courses providing the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan using the criteria of the DSM. Students will be challenged to develop a treatment plan with interventions based on their diagnosis that include selecting a therapy mode, group process recommendations, follow up intervals, medication recommendations, and referral management in a clinical environment. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 764

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

2

Max Units:

2

NURSING766 - Assessment and Management of Addictive Disorders for the APRN

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING769 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I

Course Description

This course is designed to provide the student with clinical opportunity to synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 765

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

4

NURSING770 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II

Course Description

This course is designed to provide the student with clinical opportunity to further synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 769

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

4

Max Units:

4

NURSING771 - Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations

Course Description

This course provides students an opportunity to explore community-based psychiatric/mental health nursing care strategies within the context of serving vulnerable and underserved populations in the United States. Particular attention will be paid to exploring social influencers of health, community mental health assessment strategies, common barriers to effective healthcare, and risk stratification. The course content serves as a foundation for advanced practice nurses who intend to emerge as Psych Mental Health Nurse Practitioners (PMHNPs) or integrate effective behavioral-mental strategies into practice in other health professions

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

2

NURSING772 - Delivering EB Mental Health Care to Historically Marginalized and Underrepresented Populations

Course Description

This course provides students an opportunity to explore advanced practice psychiatric – mental health nursing care strategies within the context of serving historically marginalized and underrepresented populations in the United States. Particular attention will be paid to understanding historical systems of oppression, the social influencers of health, community mental health assessment strategies, and barriers to care. Upon completion of this course, students will have refined a framework for mental health care that is anti-racist, solution-focused, and reflects cultural intelligence. Recommended prerequisite: for graduate health professional students and prelicensure nursing students during the last two semesters of the program.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING801 - Advanced Practice Nursing: Cardiovascular Specialty I

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected cardiovascular conditions from adolescence through senescence in both inpatient and outpatient settings. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence based knowledge in the field. Prerequisite: Nursing 595 and 596

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING803 - Advanced Practice Nursing: Cardiovascular Specialty II Across the Lifespan

Course Description

This course builds on Advanced Practice Nursing: Cardiovascular Specialty I, and is designed to provide the advanced practice nursing student with the specialized knowledge needed to diagnose and manage selected cardiovascular conditions in patients across the lifespan and across the care settings. Prerequisite: Nursing 801 Advanced Practice Nursing: Cardiovascular Specialty I or instructor permission.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING805 - Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adolescent, adult and geriatric patients with cardiovascular disease. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 802

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

4

NURSING806 - Foundations in Veterans Health Care

Course Description

This course is designed to provide learners with specialized knowledge needed to support the care of veterans and their families. The emphasis is on foundational veteran-centric concepts including: military culture and subcultures, warrior ethos, high volume, high risk and problem prone military service-related health conditions, and specific fundamental social and cultural concepts that impact the care of veterans and their families.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING807 - Advanced Practice Nursing: Veterans Health Care Specialty Synthesis

Course Description

This culminating direct patient-care clinical practicum course builds on the content delivered in the Foundations in Veterans Health Care and the Delivering Evidence Based Mental Health Care to Vulnerable and Under Served Populations courses. The focus is on synthesis and application of Veteran-centric didactic content in the inter-professional clinical practice setting. Designed for students enrolled in the FNP, AGACNP, AGPCNP, WHNP, or PMHNP majors.

Prerequisite: Nursing 771 and 806

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING811 - Advanced Practice Nursing: Oncology Specialty I

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescent, adult and geriatric patients in both inpatient and outpatient settings. The course focuses on the epidemiology, pathophysiology and biobehavioral aspects of cancer across the adult years. Major topics include cancer physiology, prevention and detection, role of the immune system, treatment, and responses to cancer. Prerequisite: Nursing 595 and 596. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING813 - Advanced Practice Nursing: Oncology Specialty II Across the Lifespan

Course Description

This course builds on Advanced Practice Nursing Oncology Specialty I, and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescents, adults and geriatric patients with cancer in both inpatient and outpatient settings. The Scope and Standards for Oncology Nursing Practice serve as a framework for examination of problems and symptom management in patients. This course focuses on the role of the advanced practice nurse in assisting the patient to maintain an acceptable quality of life through the management of both disease and treatment related symptoms. Prerequisites: Nursing 811 Advanced Practice Nursing: Oncology Specialty I or instructor permission.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING815 - Advanced Practice Nursing in Adult-Gerontology: Oncology Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult and geriatric patients with cancer. It also assists students to implement the oncology nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 812

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

4

NURSING821 - Fundamentals of Musculoskeletal Care I

Course Description

This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. Prerequisite: Nursing 595 and 596

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING823 - Advanced Practice Nursing: Musculoskeletal Specialty II Across the Lifespan

Course Description

This course builds on Fundamentals of Musculoskeletal Care I, and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will address both outpatient management and operative interventions for musculoskeletal conditions. Office based procedures to treat musculoskeletal conditions will be included. This distance-based course has one required multiday campus-based session designed primarily to solidify psychomotor and diagnostic reasoning skills. Prerequisite: Nursing 821 Fundamentals of Musculoskeletal Care I or instructor permission.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING825 - Advanced Practice Nursing - Musculoskeletal Synthesis

Course Description

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care patients with musculoskeletal disorders across the lifespan. It also assists students with the implementation of the Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 822

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

4

NURSING831 - Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)

Course Description

Focus on the pathophysiology and management of patients with diabetes and selected metabolic disorders. Content on prevention, diagnosis and clinical treatment for diabetes throughout the adult lifespan, along with surveillance and identification of complications related to diabetes. Prerequisite: Nursing 595 and 596

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING833 - Advanced Practice Nursing: Endocrinology Specialty II Across the Lifespan

Course Description

This course is designed to provide the advanced practice nursing student the specialized knowledge needed to diagnose and manage common endocrine disorders. Concepts include epidemiology, pathophysiology, evaluation and management of adults and adolescents in outpatient settings. Topics will emphasize cost effective and patient-centered care. Prerequisite: Nursing 831 Advanced Practice Nursing: Endocrinology Specialty I (Diabetes) or instructor permission.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING835 - Advanced Practice Nursing: Endocrinology Synthesis

Course Description

This course provides the student with supervised experience in managing patients with diabetes and endocrine disorders in a variety of clinical settings. Students will use the knowledge and critical thinking skills learned in previous Endocrinology courses for effective patient evaluation and management. Students will navigate complex chronic disease management, emphasizing patient-centered and cost-effective care. Prerequisite: Nursing 620 and (Nursing 621 or 622) and Nursing 831

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING846 - Advanced Practice Nursing: HIV Specialty I

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage HIV/AIDS in the adolescent, adult and older patient in the primary care and HIV specialty settings. This course focuses on the epidemiology and pathogenesis of HIV infection, the pharmacologic aspects of HIV/AIDS, and the complex psychosocial, political, legal and ethical aspects associated with HIV/AIDS prevention, care, and treatment. Prerequisite: Nursing 595 and 596 or with instructor permission

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING848 - Advanced Practice Nursing in HIV Synthesis

Course Description

This course is designed to provide the advanced practice nursing student with supervised clinical experience to learn how to manage common health problems experienced by persons living with HIV from adolescence through senescence in the primary care setting. In this course students will participate in a 168-hour supervised clinical practicum within an HIV treatment center with an HIV care provider. Prerequisite: Nursing 846 and 847

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

3

NURSING849 - Advanced Practice Nursing: HIV Specialty II Across the Lifespan

Course Description

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage HIV in the adolescent, adult and older patient in the primary care and HIV specialty settings. This course focuses on common health problems experienced by persons living with HIV from adolescence through senescence. This course will include an on-campus learning intensive (for students enrolled in the HIV Specialty). Prerequisite: Nursing 846: Advanced Practice Nursing: HIV Specialty I or by instructor permission.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING851 - Foundations and Physical Aspects of Palliative Care across the Lifespan

Course Description

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

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING853 - Psychosocial Aspects of Palliative Care across the Lifespan

Course Description

This course will foster knowledge and skills necessary to safely and effectively deliver comprehensive, culturally sensitive palliative care that respects the psychosocial needs, spiritual beliefs, practices, traditions, and values of seriously ill individuals and their families across the lifespan and continuum of care. The domains of palliative care will be explored considering individual and interprofessional psychological, neuropsychiatric, social, spiritual, religious, existential, cultural, ethical, and legal principles and standards of care. Prerequisite Nursing 851 Foundations and Physical Aspects of Palliative Care Across the Lifespan or permission of instructor.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING855 - Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING860 - The Essentials of Care Coordination for Populations and Individuals

Course Description

This course focuses on the exploration of care coordination processes for individual patients as well as populations. This will include a survey of best and evidence-based practice from a multidisciplinary care perspective. The impact of multiple determinants of health for populations and individuals and the interventions to address their needs will be examined. Open to students enrolled in the Duke University School of Nursing or by permission of instructor

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING861 - Applications of Care Coordination of Populations and Individuals

Course Description

This course will address multilevel care coordination process with seamless integration of population and individual perspectives. The examination of the needs of specifically medically and socially vulnerable populations and the individuals within them will be the focus. Practical applications of the population care coordinator process within varied settings will be employed. Prerequisite: Nursing 860

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

NURSING865 - Synthesis of Specialty Practice: Population Care Coordination

Course Description

This course is designed to help students integrate and synthesize prior learning as they transition from the academic environment into professional roles in health care. The major goal of the course is to provide opportunities to increase both competence and confidence in the student's ability to perform in a care coordination role. The course emphasizes synthesis of program content, personal and professional values, creative and critical thinking skills, independent problem-solving, and leadership strategies in the student's chosen area of practice. Prerequisite: Nursing 860 and Nursing 861 or instructor permission

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

NURSING901 - Philosophy of Science and Theory Development

Course Description

Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from philosophy and the history of science and nursing inform discussion about the nature of science and nursing's past, present and future directions in theory and knowledge development. Students will develop skills in concept and theory analysis related to trajectories of chronic illness and care systems. The student will apply knowledge gained to placing their area of scientific focus into a conceptual framework. Department consent required

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING902 - Quantitative Research Methods and Designs

Course Description

This course introduces students to a range of non-experimental, quasi-experimental, and experimental designs used in health equity research addressing social determinants of health (SDOH). Topics include identifying researchable problems, formulating research questions/aims/hypothesis, applying operational definitions of variables, describing sampling designs, addressing ethical issues in research involving humans, evaluating data collection techniques, and critiquing analytical methods.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING903 - The General Linear Models

Course Description

This course focuses on conceptual and methodological issues involved in the analysis of quantitative survey and clinical data using general linear models and extensions of linear models known as generalized linear models. Topics include factorial analysis of variance, analysis of covariance, multiple regression, logistic regression, and Poisson regression. Emphasis is on the application of these statistical methods in the design and analysis of nursing and health sciences research in the area of health equity and social determinants of health (SDOH). The student will apply concepts by analyzing existing datasets.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING903L - Statistical Programming II

Course Description

The course provides students with knowledge of statistical software packages for data processing and analysis. The course covers programming language, data management, data analysis, and data visualizations focusing on analytic procedures for general and generalized linear models in nursing and health sciences. Application to analyzing data focused on health equity and social determinants of health is highlighted.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Spring Only

Max Units:

1

NURSING905 - Longitudinal Methods

Course Description

This course covers longitudinal research design, data management and analysis, and ethical issues in healthcare research including health equity, social determinants of health (SDOH), and global health. Major analytic topics include multilevel modeling and structural equation modeling approaches to the analysis of longitudinal data. Generalized modeling approaches to analysis of longitudinal categorical data as well as survival analysis are also introduced. Relationships between design and analysis, assumptions and limitations of modeling approaches, and strategies to maintain scientific integrity are discussed. Assignments provide the student with hands-on data analytic experience using statistical software.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING905L - Statistical Programming III

Course Description

The course provides students with enhanced knowledge of statistical software packages for data processing and analysis. The course covers advanced programming language, data management, data analysis, and data visualizations focusing on analytic procedures for longitudinal models in nursing and health sciences. Application to analyzing data focused on health equity and social determinants of health is highlighted.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

NURSING906 - Qualitative Research Methodology

Course Description

This course focuses on theoretical and methodological aspects of interpretive research design. This course discusses interpretive approaches from a variety of disciplines and philosophical traditions, with emphasis on the application of research designs, and qualitative data collection and analysis techniques specific to nursing and the health sciences. These approaches will be applied to qualitative research addressing health equity and social determinants of health (SDOH).

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING907 - Overview of Chronic Illness & Care Systems

Course Description

This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems and their intersection. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, the care systems and their intersection through which individuals and groups interact to change illness trajectories. Department consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING907A - Doctoral Seminar on Health Equity and Social Determinants of Health I: Synthesis

Course Description

This doctoral seminar will provide an overview of nursing science as it relates to health equity and social determinants of health (SDOH). Students will work to identify a research question addressing a health inequity and synthesize the literature to help inform gaps that can be addressed through nursing science. Students will begin to delineate opportunities to address these inequities through a nursing science lens.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING908 - Context of Chronic Illness & Care Systems

Course Description

This course focuses on the environmental and organizational context of chronic illness. Faculty and students will explore competing theoretical perspectives and consider how each would guide an empirical study in a specific research area. The semester also addresses scholarly skill development including research synthesis authorship, academic integrity, grant writing, and human subjects, issues with vulnerable populations. Department consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING908A - Doctoral Seminar on Health Equity and Social Determinants of Health II: Grant Writing

Course Description

This course focuses on nursing science related to health equity, social determinants of health (SDOH), and nurse-led models of care. Students will design a research study that applies theory and appropriate methodological approaches to answer a research question or specific aim addressing these topics. The seminar also addresses research synthesis within the scope of grant writing.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING909 - Intervention Research Methods

Course Description

The focus of this course is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design of studies to evaluate interventions used in health equity research addressing social determinants of health (SDOH). Examples of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING910 - Doctoral Seminar in Nursing Science Dissertation

Course Description

In this doctoral seminar, the student will develop and write the dissertation proposal. Topics for discussion will include theoretical, substantive, and methodological issues in planning your current research and development of your research career. Department consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING911 - Introductory Statistics

Course Description

This course explores fundamental knowledge of statistical principles and commonly used univariate and bivariate analyses in health and behavioral sciences. Topics include levels of measurement, descriptive statistics, sampling distribution, parameter estimation, hypothesis testing, t-tests, one-way ANOVA, non-parametric tests, correlation, simple regression, and power and effect size. This course also provides students the opportunity to learn basic data management skills. Assignments provide students with hands-on data analytic experience with relevant statistical software addressing research questions that include health inequities and social determinants of health (SDOH).

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING911L - Statistical Programming I

Course Description

The course introduces statistical software packages for data processing and analysis. The course provides students with fundamental knowledge of the software interface. The course covers programming language, data management, data analysis, and data visualizations focusing on commonly used procedures for univariate and bivariate analyses in nursing and health sciences. Application to analyzing data focused on health equity and social determinants of health is highlighted.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

NURSING912 - Quantitative Observational Research Techniques

Course Description

This course explores quantitative techniques for behavioral observation research. Strategies for developing coding systems, determining reliability and validity, and analyzing data are included. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

NURSING913 - Advanced Qualitative Data Analysis

Course Description

This is an advanced graduate-level course focused on the theory, techniques, and issues of qualitative data analysis and interpretation. The course is designed for graduate students who are taking qualitative/interpretative approaches to their research i.e. using qualitative forms of data and/or qualitative (non-numeric, interpretive) forms of analysis. This course is ideal for students in the late data gathering and analysis phase of their research, although students at the proposal writing and pre-data collection stage will also benefit. The course aims to give students knowledge and experience in applied qualitative analysis practices, but also to enhance their ability to articulate and address the core theoretical and methodological issues of qualitative inquiry

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

NURSING914 - Mixed Methods Research

Course Description

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

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

NURSING915 - Measurement Theory and Practice

Course Description

Instrumentation in chronic illness and care system research involves measurement of biological, psychological and/or sociological phenomena. An overview of the theories, principles and techniques that yield reliable and valid measurement of those phenomena. Opportunities will be provided to evaluate the psychometric properties of measures with an emphasis on those designed to measure change over time. Students will have opportunities to evaluate and critique existing measures and/or develop a new measure. Course is designed to aid the student in writing the measurement section of research proposals and reports

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING916 - Statistical Modeling and Data Analysis

Course Description

This is a seminar course with flexible topics to meet students' needs for their data-based research. The topics will be selected, through a needs assessment of students' common interests, from a list of advanced modeling and analytical techniques that are widely used in the health and behavioral sciences, but may vary from semester to semester. Starting with forming research questions, students in this seminar class work under instructor's guidance and supervision, apply specific modeling and analytical techniques to the research questions, carry out the analysis on existing real-world empirical data, and summarize the research findings. Instructor consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING917 - Achieving Health Behavior Change: Individual and Societal Perspectives

Course Description

Understanding theories and frameworks that explain and predict why and when individuals modify and maintain health behavior change is critical to advancing clinical care and health outcomes in diverse populations and across diverse settings. This course will review main individual and socio-ecological theories and constructs of health behavior change. This will include review of evidence to support their utility to explain and predict health behavior change, how to influence and integrate theoretical constructs into intervention designs, and assessments of key constructs. Prerequisite: Nursing 909

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING918 - Leadership in Science: The Role of the Nurse Scientist

Course Description

In this doctoral seminar, students will examine their future role as a steward of their discipline and leader in their field. They will explore evidence-based leadership frameworks to assess their own strengths and opportunities for growth. Students will be encouraged to challenge the status quo. They will advance their professional identity by creating a vision for their career, utilizing leadership strategies to become powerful contributors and influencers in the field to translate research into interventions and policies that promote health equity and social justice and address social determinants of health (SDOH).

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

NURSING919 - Secondary Analysis Large Datasets in Health-Related Studies: Research Design, Management & Analysis

Course Description

This course will provide the student with expertise in locating, evaluating, obtaining and utilizing large secondary datasets (i.e., electronic health data), useful for health care related studies. Confidentiality requirements, ethical issues and development of data use agreements to facilitate access while protecting privacy will be reviewed. The student will gain experience in hands on use of a variety of data sets to answer specific questions and to inform population health problem definition and to design research studies that incorporate the strengths of chosen datasets while minimizing data limitations.

Recommended pre-requisite: completion of graduate statistics course and graduate research course. Others with strong quantitative backgrounds by permission of instructor.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING920 - Doctoral Mentored Teaching Practicum

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

3

NURSING921 - Integrated Research Practicum

Course Description

Students engage in a research practicum with an experienced researcher. The purpose of the practicum is to develop research skills through participation in the activities of the mentor's program of research. Activities may include grant development, research team meetings, protocol implementation, data analysis and dissemination. Consent required.

Grading Basis

Credit / No Credit

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

3

NURSING922 - Special Readings in School of Nursing

Course Description

Individual reading in advanced study and research areas of School of Nursing. Approval of director of graduate studies required

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Occasionally

Max Units:

3

NURSING925 - Advanced Physiology

Course Description

A study of the anatomic structures and related physiochemical mechanisms governing cellular, respiratory, cardiovascular, neurological, hematological, and renal systems. The course focuses on developing an advanced knowledge base to understand normal human physiological phenomena. Instructor consent required

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Fall Only

Max Units:

4

NURSING926 - Pharmacology for Nurse Anesthetists

Course Description

The first course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING927 - Chemistry and Physics Related to Anesthesia

Course Description

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.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING928 - Basic Principles of Anesthesia

Course Description

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.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING929 - Anesthesia Pharmacology

Course Description

The second course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology.

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Spring Only

Max Units:

4

NURSING930 - Professional Aspects of Nurse Anesthesia Practice

Course Description

Analysis of nurse anesthesia professional associations and councils, legal aspects governing nurse anesthesia practice, hospital and governmental regulator agencies, nurse anesthesia scope of practice, the impaired practitioner, and ethical and professional considerations relating to the nurse anesthesia profession. Instructor consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING931 - Advanced Principles of Anesthesia I

Course Description

Expands concepts introduced in Nursing 928 - Basic Principles of Anesthesia toward increasingly complex application. Designed to address the anesthetic implications of the pediatric, geriatric, and obstetrical populations. Anesthetic implications for specialty surgeries and specific pathophysiological conditions, as well as the administration and management of selected regional anesthetic techniques (spinal, epidural) are also introduced. Prerequisite: Nursing 928. Instructor consent required.

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Summer Only

Max Units:

4

NURSING932 - Advanced Pathophysiology for Nurse Anesthetists I

Course Description

Describes the underlying pathophysiology of selected conditions affecting the cardiovascular, respiratory, musculoskeletal and renal systems. Implications and effects that various diseases states have on anesthesia selection and perioperative management are highlighted. Instructor consent required

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING933 - Diagnostic Reasoning & Physical Assessment for Nurse Anesthetists

Course Description

This course is designed to introduce, develop, and refine the physical assessment skills of the nurse anesthesia practitioner as well as enhance their understanding, interpretation, and application of laboratory measurements and advanced diagnostic procedures in the perioperative setting. The comprehensive health assessment will focus across the lifespan

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

NURSING934 - Advanced Principles of Anesthesia II

Course Description

This course is designed to expand understanding of advanced anesthesia principles and complex pathophysiologic conditions. Anesthetic implications for advanced specialty surgeries (cardiovascular, thoracic, neurosurgical, trauma, burn) and specialty populations (pediatrics, obstetric, chronic pain management) with implications for perioperative management are highlighted.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

NURSING935 - Advanced Pathophysiology for Nurse Anesthetists II

Course Description

This course is designed to help students understand the underlying pathophysiology of selected conditions affecting the hematologic, gastrointestinal, musculoskeletal, hepatic, renal, endocrine, immune, and coagulation systems. Implications and effects that various disease states have on anesthesia selection and perioperative management are highlighted. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

NURSING936 - Nurse Anesthesia Specialty Techniques and Procedures

Course Description

This course provides students with learning opportunities essential for development of the cognitive and psychomotor skills required for various nurse anesthesia specialty procedures and techniques. Specialty procedures and techniques in this course include those required for entry-level nurse anesthesia practice competency

Grading Basis

Credit / No Credit

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING939 - Seminars in Nurse Anesthesia Practice

Course Description

This course offers advance seminars in nurse anesthesia practice to enhance clinical expertise, research, service, teaching, and decision-making. Through case discussions, guest lecturers, workshops, and hands-on practice, the course will explore complex cases, review evidence-based practice, evaluate the literature, and learn critical management techniques. Emphasis will be translation of research on novel concepts, nurse anesthesia-led models of care, development of professional presentation skills, and other various skills needed for safe, effective anesthesia care.

Grading Basis

Credit / No Credit

Units

Min Units:

0

Course Typically Offered

Fall, Spring and Summer

Max Units:

0.5

NURSING942 - Clinical Anesthesia Practicum (semester 2)

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Spring Only

Max Units:

4.5

NURSING943 - Clinical Anesthesia Practicum (semester 3)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

4.5

NURSING944 - Clinical Anesthesia Practicum (semester 4)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

4.5

NURSING945 - Clinical Anesthesia Practicum (semester 5)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

4.5

NURSING946 - Clinical Anesthesia Practicum (semester 6)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

4.5

NURSING947 - Clinical Anesthesia Practicum (semester 7)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

4.5

NURSING948 - Clinical Anesthesia Practicum (semester 8)

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

4.5

NURSING949 - Clinical Anesthesia Practicum (semester 9)

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Summer Only

Max Units:

4.5

NURSING959 - Appraising and Synthesizing for Evidence-Based Practice

Course Description

Course enables student to determine 'best' practices by examining type and level of evidence; evaluating quality of literature and applicability to practice; benchmarking; and exploring/evaluating applicable resources and databases. Students propose clinical questions; search for evidence; appraise qualitative and quantitative research, including systematic reviews and meta-analyses; organize and synthesize results; and determine relevancy for translation into practice. Students focus on evaluating evidence related to their clinical problem and possible innovations that will develop into their DNP project. Students focus on writing and fundamentals of effective scholarly communication. Prerequisite: Graduate-level research methods and applied statistics courses

Grading Basis

Graded

Units

Min Units:

4

Course Typically Offered

Fall, Spring and Summer

Max Units:

4

NURSING961 - Implementing and Evaluating for Evidence-Based Practice

Course Description

Builds on Nursing 960/Nursing 959 using innovation science and quality improvement research to examine the applicability of evidence-based practice (EBP) or practice guidelines in organizational settings, translating evidence into a practice protocol, implementing the protocol, and evaluating effectiveness of the EBP in improving outcomes. Quality improvement models/processes as methods of using EBP to improve outcomes of a group, population or community are addressed. Evaluation strategies include program evaluation designs and metrics, comparative research designs, use of appropriate statistical analysis, fidelity of the intervention, outcome measurement, and sustainability. Prerequisite: (Nursing 960 and 970) or Nursing 959

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING962 - Transforming the Nation's Health

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING963 - Data and Informatics for Health Care Decisions and Policy

Course Description

This course covers the use of data and informatics methods for informing decision-making at all health system levels and influencing health policy. Students will learn to identify and assess the quality of different data sources and the appropriateness of various analytic methods to generate knowledge that can improve patient safety and quality of care. Multi-professional teamwork and informatics solutions are emphasized in the context of a quality improvement culture.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING964 - Effective Leadership

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and Summer

Max Units:

3

NURSING966 - Quantitative Analysis for Evaluating Health Care Practices

Course Description

Enables students to evaluate and interpret findings from quantitative studies. Emphasis is on research design and statistical methods used to generate and assess evidence for nursing practice. The course is designed for students in the Doctor of Nursing Practice (DNP) program. Students outside of the DNP program should obtain the permission of the instructor to register for the course

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall and/or Spring

Max Units:

3

NURSING968 - Comparative International Health Systems

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING969 - Disparities in Health and Health Care in the United States

Course Description

This course is a graduate level introduction to health and healthcare disparities that draws upon an interdisciplinary body of scientific literature to evaluate perspectives and evidence on the distribution, fundamental causes, and consequences of inequities in the United States. This class will focus on multiple levels of influence including individual, provider-patient interactions, health care systems, and systemic and structural causes. Disparities will be discussed relative to race/ethnicity, sexual orientation, gender, disabilities, other identities, and their intersectionality. The influence of power, privilege, and access to resources will also be examined. Master's degree in Nursing, Public Health, or related field. Permission of instructor required for students enrolled in any master's program.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING971 - Healthcare Quality Improvement Methods

Course Description

Examines quality improvement methodologies and implementation strategies. This course will prepare the student to identify quality improvement opportunities to lead, develop, implement, and sustain improvements in practice. Quality improvement methods and tools will be applied and approaches for disseminating results and planning for continuous improvement will be discussed

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring and Summer

Max Units:

3

NURSING974 - DNP Project Global Immersion

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING975 - DNP Project

Course Description

In this multi-semester course, students gain knowledge, skills, and experience in planning, implementing and evaluating an evidence-based project which addresses a practice issue affecting selected populations, organizations, health care systems, or health care policy. The project can take a variety of forms, such as practice change projects, quality and safety improvement projects, clinical program evaluations, and evaluation of practice models. Seminar hours with the advisory committee are integral to the course. A minimum of 4 credits is required for successful completion of the project. Credits may be earned over multiple semesters. Documentation of a minimum of 400 hours of project work is required. Prerequisite: Nursing 959. Instructor consent required

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING976 - Advanced Decision-Making in Health Care Settings

Course Description

Building on foundational principles of strategic, organization, and financial management, this course extends the student's understanding of the multiples sources of data used for executive decision-making in health care. Skills related to weighing options for organizational strategy related to quality care and innovative models of care delivery are acquired through exercises in decision-making and resulting consequences

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING977 - Planning and Evaluating Care for Populations

Course Description

This course focuses on strategic use of population health data in planning systems of health care. Students develop an advanced understanding of population health as applied to proposing, planning, and evaluating care to improve population health outcomes. This course includes strategies on leading and evaluating population health initiatives within health care systems and in the community. Admission to the DNP-Executive Leadership Specialty or permission of instructor

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING978 - Advanced Topics in Health Care Leadership

Course Description

Building on foundational principles of leadership, this course prepares students for the complex issues faced by contemporary corporate nurse executive leaders. Concepts covered include complex health systems, human and social capital management in executive presence and personal development, future workforce planning, and leading high performing teams. Students will learn principles of executive leadership and problem solving adaptable to health care settings in various stages of change

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING980 - The Nurse Innovator

Course Description

This course examines role of nurses in transforming healthcare and improving outcomes through innovation. Students will explore theories, methods, and behaviors that reveal opportunities in nursing and healthcare. Emphasis is placed on design thinking, strategic planning, and implementation science. Students will apply the foundations of innovation to a chosen opportunity, resulting in a prototype and pitch. By the end of the course, students will be equipped to lead initiatives that address pressing healthcare needs and advance nursing practice.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING981 - The Nurse Entrepreneur

Course Description

This course is designed to introduce students to the conceptual and methodological foundations for identifying an entrepreneurial opportunity in healthcare and developing a business plan. Entrepreneurship begins with an identified unmet need in the marketplace leading to the creation of a plan for a business entity, such as an independent clinical practice or for a product to be sold on the market. Pre- or co-requisite: Nursing 703.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING982 - Creating and Operating an Entrepreneurial Practice or Venture

Course Description

This course is designed for students interested in creating and operating a healthcare practice or venture. Students will explore leadership and strategies required to balance clinical care with operational needs. Key topics include financial and operations, HR, regulatory compliance, marketing strategies, and health IT. By course end, students will gain foundational knowledge and skills to lead administrative healthcare ventures that ensure quality care and organizational sustainability, and profitability.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING983 - PhD/DNP Collaborative Nursing Science I: Bridging Research and Practice

Course Description

Collaborative Nursing Science I is designed for PhD and DNP learners to advance healthcare through research and practical application. This course explores the principles and methodologies of implementation and translational science, bridging the gap between research discoveries and their practical application in healthcare. Learners will develop a foundational understanding of the process of translating research findings into real-world practice and policy changes, with a focus on strategies to overcome barriers and facilitate effective implementation.

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall Only

Max Units:

1

NURSING984 - PhD/DNP Collaborative Nursing Science II: From Knowledge to Practice

Course Description

Collaborative Nursing Science II is designed for PhD and DNP students aiming to deepen their experience in translating research into actionable healthcare research and practice. Building on the foundational principles from Collaborative Nursing Science I, this course explores the complexities of executing and evaluating implementation strategies in diverse healthcare environments. It emphasizes the practical application of theories, methodologies, and analytical tools essential for driving evidence-based change and fostering innovation in healthcare. Learners will learn strategies for scaling and sustaining interventions, with a focus on evaluating outcomes, managing change, and addressing system-level challenges.

Grading Basis

Graded

Units

Min Units:

2

Course Typically Offered

Spring Only

Max Units:

2

NURSING985 - Data Science and Informatics for Quality Improvement

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Summer Only

Max Units:

3

NURSING986 - Team-Based Quality Improvement Science Initiative

Course Description

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

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

3

NURSING987 - Executive Decision Making, Innovation, and Organizational Design

Course Description

Building on foundational principles of strategic, organization and financial management, this course extends the student's understanding of the multiples sources of data used for executive decision-making in health care. Students examine how to optimize teams and operations for performance, redesign care delivery, and lead effectively during disruption. New emphasis is placed on mergers and acquisitions, strategic partnerships, and crisis management as tools for sustainable health system transformation.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING990 - Nurse-led Models of Care Addressing Population Health

Course Description

Conceptual and theoretical frameworks that operationalize relationships among community-level factors, healthcare systems, and health outcomes are critical for guiding research that promotes population health. This course will explore novel conceptual models and methodological approaches that serve to guide the development, testing, and implementation of nurse-led models of care (NLMC) in community and healthcare settings addressing population health. Topics will include worldviews that consider alternative epistemological views of health; theories and models informing population health; innovative methods in engagement science and digital health to inform NLMC; and strategies to reach populations with the highest disease burden and limited access to care.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING991 - Engagement Science and Multisector Partnerships

Course Description

This experiential course offers students an opportunity to participate in community-engaged research and multisector partnerships. The focus is on developing, testing, and scaling nurse-led models of care that address population health. Through a seminar, students will learn about the science of community engagement and effective components of multisector partnerships that address health issues prioritized by community members. Students will then work with faculty guidance in a research practicum to plan, conduct, or evaluate research using community engagement principles and effective multisector partnerships.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Spring Only

Max Units:

3

NURSING992 - Digital Solutions and Artificial Intelligence to Optimize Health

Course Description

Emerging technologies in health informatics, digital health, and artificial intelligence are transforming the delivery of health care. This course focuses on the fundamentals and applications of these technologies in patient care and clinical decision-making. Through interactive seminars, students will learn how these technologies are used as tools in emerging nurse-led models of care to optimize health in healthcare systems and population health. They will also work on a research project with faculty guidance to plan, conduct, or evaluate a digital solution in a patient or community setting.

Grading Basis

Graded

Units

Min Units:

3

Course Typically Offered

Fall Only

Max Units:

3

NURSING998 - General Elective

Course Description

This course is to be used for matriculation planning purposes only in lieu of a general elective requirement.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

6

NURSING999 - Clinical Elective

Course Description

This course is to be used for matriculation planning purposes only in lieu of a clinical elective requirement.

Grading Basis

Credit / No Credit

Units

Min Units:

1

Course Typically Offered

Fall, Spring and Summer

Max Units:

6