

# Bulletin of Duke University

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School of Nursing  
2023-2024

# Duke University

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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 2023-2024 and is accurate and current, to the greatest extent possible, as of August 2023. 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.

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

# About Duke University

## 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

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.

## Duke University

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."

## Duke University Leadership

Full leadership profiles for those listed below are available at [duke.edu/about/leadership](https://duke.edu/about/leadership).

### Executive Leadership

Vincent Price, President | [president.duke.edu](https://president.duke.edu)

Daniel Ennis, Executive Vice President

Jennifer Francis, Interim Provost

A. Eugene Washington, Chancellor for Health Affairs, Duke University, President and CEO, DUHS

### 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, Graduate School

Gary Bennett, Dean, Trinity College of Arts and Sciences

William Boulding, Dean, Fuqua School of Business

Edgardo Colón-Emeric, Dean, Divinity School

Vincent Guilamo-Ramos, Dean, School of Nursing and Vice Chancellor for Nursing Affairs

Judith Kelley, Dean, Sanford School of Public Policy

Mary E. Klotman, Dean, School of Medicine

Jerome P. Lynch, Dean, Pratt School of Engineering

Toddi Steelman, Stanback Dean, Nicholas School of the Environment

#### Vice Provosts

Edward Balleisen, Vice Provost for Interdisciplinary Studies

Abbas Benmamoun, Vice Provost for Faculty Advancement

John Brown, Vice Provost for the Arts

Yakut Gazi, Vice Provost for Learning Innovation and Digital Education

Mohamed Noor, Interim Vice Provost for Academic Affairs

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

Amy Oates, Interim Vice Provost for Finance & Administration

Noah Pickus, Associate Provost

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

Candis Watts Smith, Interim Vice Provost for Undergraduate Education

### University Administration



## Duke University

Pamela J. Bernard, Vice President and General Counsel

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 and Chief Diversity Officer

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

John J. Noonan, Vice President for Facilities

Rachel Satterfield, Vice President for Finance

Chris Simmons, Interim Vice President for Public Affairs & Government Relations

Russell Thompson, Interim Vice President for Operations

Neal Triplett, President, DUMAC

Stefanie Williams, Vice President for Durham & 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. Duke currently has two Nobel Laureates among its faculty. Many others hold appointments in the National Academy of Sciences. Their books and publications are numerous and influential.

Duke professors are also excellent teachers. There is an 8-to-1 ratio of students to faculty. Professors are committed to giving students the individual attention that pushes them to excel while nurturing their ideas. Undergraduates, even in their first year, interact with senior faculty on a regular basis in efforts such as the Focus Program, a series of first-year interdisciplinary seminars focused on a theme. In addition, many serve as advisors to students, including those who choose to design their program of study and as mentors to undergraduates who pursue hands-on research.

Profiles of Duke's faculty members are available via [Scholars@Duke](mailto:Scholars@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 the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

### 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](http://police.duke.edu/news-stats/clery) for more details.

### Duke's Commitment to Diversity and Inclusion

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.

### Excellence, Diversity, and Inclusion: A statement by the faculty, Provost, and President



## Duke University

To achieve our mission and meet the needs of a rapidly changing world, Duke strives to create a climate of collaboration, creativity, and innovation within and across disciplines. Our success depends upon the robust exchange of ideas – an exchange that flourishes best when the rich diversity of human knowledge, perspectives, and experiences is heard. We nonetheless acknowledge that our policies and practices have often failed to ensure equality of participation within our community. Our renewed commitment and responsibility to one another is articulated in the following statement.

### Duke University Community Commitment

Because diversity is essential to fulfilling the university's mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member—whatever their race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

### 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](mailto: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 the *The Duke Community Standard in Practice: A Guide for Students*.

### 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.

## Duke University

For additional information about FERPA, see [ed.gov/policy/gen/guid/fpco/ferpa/index.html](https://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](https://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. The institution prohibits discrimination on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the institution. 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. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, North Carolina 27708, and can be contacted at (919) 684-8222.

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

### **Discrimination in employment or educational programs and activities:**

Cynthia Clinton, AVP Harassment and Discrimination Prevention 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

Additional information, including the complete text of Duke's Policy on Prohibiting Discrimination, Harassment and Related Misconduct and appropriate complaint procedures, may be found here. For further information visit the U.S. Department of Education Office for Civil Rights, or call 1-800-421-3481.

## University Resources, Campus Life & Activities

### Agreements with other Universities

#### **Neighboring Universities (Interinstitutional Agreement)**

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. Under the same conditions, one interinstitutional course per summer may be taken at a neighboring institution participating in this agreement provided that the student is concurrently enrolled at Duke for one full course credit. This agreement does not apply to contract programs such as the American Dance Festival or to study abroad programs.

Approval forms for courses to be taken at these neighboring institutions may be obtained from the offices of the academic deans and the university registrar. Forms are also available online at the Office of the University Registrar website ([registrar.duke.edu](https://registrar.duke.edu)), in the Registration section. Only those courses not offered at Duke will be approved. Approval must be obtained at Duke from the director of undergraduate studies of the subject of the course and the student's academic dean. 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. The courses may be eligible for Areas of Knowledge and Modes of Inquiry coding. The student pays any special fees required of students at the host institution.

## Duke University

Courses taken at The University of North Carolina at Chapel Hill by Duke students in the Robertson Scholarship Program (a joint scholarship program for students at Duke and The University of North Carolina at Chapel Hill) are interinstitutional courses. However, the restriction on the number of courses and the kind of courses (i.e., those not offered at Duke) permitted does not always apply. Robertson Scholars should refer to program materials for specific regulations.

### Domestic Exchange Programs

Trinity College has exchange programs with two domestic institutions: Howard University in Washington, DC, and Spelman College in Atlanta, Georgia. Duke students may study for a semester at either institution, while students from these institutions enroll for the same period at Duke. Students may enroll in a wide variety of courses at either Howard University or Spelman College for which they will receive transfer credit at Duke. Transfer credits earned under this exchange program do not count against the maximum allowable domestic or study abroad transfer credits. For more information about these programs, visit 011 Allen.

### Career Center

The Career Center, working in partnership with faculty and colleagues, provides career advising to all Duke undergraduates, graduate students, and alumni. Recognizing the unique talents and needs of each individual, the Career Center encourages students to make the most of their Duke experience by accessing relevant campus resources, developing career interests and values, and establishing and maintaining important human relationships with their peers as well as Duke faculty, staff, and alumni. The Career Center works to build and maintain relationships with alumni and employers who can provide internships and learning opportunities, entry-level positions, and opportunities for experienced professionals. For more information, visit [careerhub.students.duke.edu](http://careerhub.students.duke.edu).

## Continuing Studies

### Academic Study

Admission to the Continuing Studies Program is discretionary. For consideration for admission, applicants to the Continuing Studies Program must meet at least one of the following two criteria.

- Earned bachelor's degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education.
- Age 25 or older, and intend to initiate or complete academic study in a Duke University academic program.

Students are given academic counseling by the Office of Continuing Studies and Summer Session, and are subject 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 through the Office of Continuing Studies for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact the Office of Continuing Studies.

**Minimum GPA Requirement.** Successful applicants are expected to have earned a minimum 3.0 GPA in their most recent program.

Applicants who fail to meet the minimum GPA requirement, are subject to additional review and may be admitted on a provisional basis. As part of the additional review, the following will be taken under consideration:

- the applicant has not been enrolled as a full-time student in the last 4 years, and
- the applicant demonstrates the ability to successfully complete college level coursework by earning a passing grade (B or better) in a minimum of 4 courses during the last 2 years.

As part of a provisional admission, a student must earn a minimum 3.0 GPA in the semester immediately following the provisional admission.

**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 Continuing Studies (see the Satisfactory Continuation Requirements outlined on page 51 of 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.

## Duke University

Academic Probation	<ul style="list-style-type: none"><li>• Earned D or D-in at least one course</li><li>• Earned F in one course, and C-or better in at least two courses</li></ul>
Academic Dismissal	<ul style="list-style-type: none"><li>• Earned F in at least one course</li></ul>

Students placed on academic probation must acknowledge their probationary status in writing to the academic dean for Continuing Studies students, 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 their 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 from Duke Continuing Studies. 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.

## Certificate Programs

Professional certificate programs offered include human resource management, management accounting, digital media and marketing, big data and data science, technical communications, business communications, business ethics, paralegal studies, financial planning, event development, Six Sigma Green Belt, entrepreneurship, supply side management, sustainable management, online learning, finance essentials, legal nurse consulting, and others.

## Nonprofit Management Program

Students interested in the nonprofit sector or in community development are invited to explore the noncredit course offerings of this program. Taught by experts and practitioners, these short courses offer instruction concerning financial and resource management, management of personnel and volunteers, leadership development, fundraising, planning and evaluation, board development/governance, and media relations.

## Osher Lifelong Learning Institute (OLLI) at Duke

OLLI at Duke began in 1977 as the Duke Institute for Learning in Retirement. Since 2004 the membership organization has been a member of the Osher Lifelong Learning Network, a group of more than 120 institutes across the country dedicated to meeting the needs of older learners and extending the demographic served by traditional universities. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as fall and spring retreats, language tables, reading groups, film and lecture series, and volunteer opportunities.

## Duke Youth Programs

For more than thirty-five years, Duke Youth Programs has offered academic enrichment opportunities for middle and high school students in the summer. Current offerings range from camps in biosciences and engineering, forensic science, game design, drones, math, cryptography, neurosciences, creative writing, SAT preparation, video production, and a college admissions boot camp.

For more information, call the Office of Continuing Studies and Summer Session at (919) 684-6259, or visit [learnmore.duke.edu](http://learnmore.duke.edu).

## Institutes, Initiatives & Centers

### University Institutes

- **Bass Connections** bridges the classroom and the world beyond the university, giving students from all of Duke's schools a chance to tackle complex societal problems alongside our superb faculty. For more information, visit [bassconnections.duke.edu](http://bassconnections.duke.edu).
- **The Duke Global Health Institute (DGHI)** brings together knowledge and resources from across the university to address the most important global health issues of our time. DGHI faculty, staff and students are engaged in research and educational projects in more than 40 countries, including the United States. For more information, visit [globalhealth.duke.edu](http://globalhealth.duke.edu).
- **The Duke Institute for Brain Sciences (DIBS)** provides a vibrant hub for all who share our vision of making neuroscience greater than the sum of its parts by integrating schools, disciplines, analysis and education to accelerate breakthroughs and benefit society. For more information, visit [dibs.duke.edu](http://dibs.duke.edu).
- **The John Hope Franklin Humanities Institute (FHI)** is built on a fundamentally collaborative model befitting the Duke University emphasis on knowledge in the service of society. Through interdisciplinary cross-fertilization, we seek to encourage the conversations, partnerships, and collaborations that continually stimulate creative and fresh humanistic research, writing, teaching, and practice at Duke. For more information, visit [fhi.duke.edu](http://fhi.duke.edu).

## Duke University

- **The Kenan Institute for Ethics** is an interdisciplinary think and do tank committed to promoting moral reflection and commitment, conducting interdisciplinary research, and shaping policy and practice at Duke and beyond. For more information, visit [kenan.ethics.duke.edu](http://kenan.ethics.duke.edu).
- **The Nicholas Institute for Energy, Environment & Sustainability** advances the university's mission to build a more sustainable world by developing transformative educational experiences; galvanizing and conducting impactful research; and engaging with key decision makers at the global, national, state, and local levels. For more information, visit [nicholasinstitute.duke.edu](http://nicholasinstitute.duke.edu).
- **The Social Science Research Institute (SSRI)** brings together researchers with interests in problems that cross the various social and behavioral sciences, including problems that connect with the humanities and natural sciences. For more information, visit [ssri.duke.edu](http://ssri.duke.edu).

## Initiatives

- **The Duke Initiative for Science & Society** ("Science & Society") fosters research, education, communication, democratic deliberation, and policy engagement on the ethical progress of science and technology in society. For more information, visit [scienceandsociety.duke.edu](http://scienceandsociety.duke.edu).
- **Innovation & Entrepreneurship Initiative (I&E)** believes all Duke students benefit from learning about innovation and entrepreneurship—from those who wish to found a company, to those who want to change the world with innovation, to those who simply want to cultivate a more creative and entrepreneurial mindset. I&E partners with schools and departments across Duke to offer interdisciplinary, experience-based education. For more information, visit [entrepreneurship.duke.edu](http://entrepreneurship.duke.edu).
- **MEDx** (Medicine + Engineering at Duke) was forged in 2015 to enhance existing ties and foster new interdisciplinary collaborations between the School of Medicine and Pratt School of Engineering. An initiative rather than an institute, MEDx is structured to enhance existing ties and encourage new collaborations among faculty from both schools as well as other schools, institutes and initiatives at Duke. For more information, visit [medx.duke.edu](http://medx.duke.edu).
- **The Rhodes Information Initiative at Duke (iiD)** is an interdisciplinary program designed to increase "big data" computational research and expand opportunities for student engagement in this rapidly growing field. For more information, visit [bigdata.duke.edu](http://bigdata.duke.edu).

## Centers

- **The Center for Documentary Studies (CDS)** offers an interdisciplinary program in the documentary arts—photography, audio, film/video, narrative writing, new media, and other means of creative expression—that emphasizes active engagement in the world beyond the university campus. For more information, visit [documentarystudies.duke.edu](http://documentarystudies.duke.edu).
- **The Dewitt Wallace Center for Media and Democracy (DWC)** is Duke University's hub for the study of journalism. DWC studies the interaction between news media and policy, supports watchdog and accountability reporting in the United States and around the world, and teaches about the media's role in democracy. The center is part of the Sanford School of Public Policy, and shares in the Sanford School's mission of teaching, research, and policy engagement, with the goal of putting knowledge in service to society. For more information, visit [dewitt.sanford.duke.edu](http://dewitt.sanford.duke.edu).
- **Duke Civic Engagement (DCE)** strengthens and connects the ways in which Duke partners with communities. DCE supports Duke's collaborations on pressing social challenges by increasing the capacity of the campus to sustain partnerships and sharing best practices in community engagement. For more information, visit [civic.duke.edu](http://civic.duke.edu).
- **The Duke University Center for International and Global Studies (DUCIGS)** grounds its research, teaching, and programming on the deep, region and culture-specific knowledge and experience of its organizational units while exploring global topics, pursuing interdisciplinary and cross-regional collaboration, and welcoming new approaches within areas studies and global studies. DUCIGS is home to various international area studies centers, councils, and initiatives. Visit the DUCIGS website at [igs.duke.edu](http://igs.duke.edu) to learn more about the many centers and initiatives it houses.
- **DukeEngage** provides fully-funded opportunities that enable students and faculty to collaborate with organizations across the globe to address critical societal needs through an immersive summer of civic engagement. For more information, visit [dukeengage.duke.edu](http://dukeengage.duke.edu).
- **The Margolis Center for Health Policy** catalyzes Duke University's leading capabilities including interdisciplinary academic research and capacity for education and engagement, to inform policy making and implementation for better health and health care. The Center has offices and staff on Duke University's campus in Durham, North Carolina and at the Duke in DC offices in the heart of the nation's capital. For more information, visit [healthpolicy.duke.edu](http://healthpolicy.duke.edu).

## Libraries & Technology

# Duke University

## 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, the Pearse Memorial Library at the Duke Marine Lab 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.

### All Libraries

- Perkins & Bostock Libraries ([library.duke.edu](http://library.duke.edu))
- David M. Rubenstein Rare Book & Manuscript Library ([library.duke.edu/rubenstein](http://library.duke.edu/rubenstein))
- Duke University Archives ([library.duke.edu/rubenstein/uarchives](http://library.duke.edu/rubenstein/uarchives))
- Lilly Library ([library.duke.edu/lilly](http://library.duke.edu/lilly))
- Music Library ([library.duke.edu/music](http://library.duke.edu/music))
- Marine Lab Library ([library.duke.edu/marine](http://library.duke.edu/marine))
- Library Service Center ([library.duke.edu/lsc](http://library.duke.edu/lsc))
- Divinity School Library ([library.divinity.duke.edu](http://library.divinity.duke.edu))
- Duke Kunshan University Library ([dukekunshan.edu.cn/en/academics/library](http://dukekunshan.edu.cn/en/academics/library))
- Ford Library, Fuqua School of Business ([library.fuqua.duke.edu](http://library.fuqua.duke.edu))
- Goodson Law Library ([law.duke.edu/lib](http://law.duke.edu/lib))
- Medical Center Library ([mclibrary.duke.edu](http://mclibrary.duke.edu))

## Technology Resources

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

## Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) recognizes disability as an aspect of diversity that is integral to society and to our campus community. Accessibility is an essential feature of the Duke campus, and we strive to create an inclusive community for our students. We strive to ensure that students with disabilities are provided the tools they need to fully access all aspects of student life inside and outside of the classroom.

### Core Functions of SDAO

- Partner with students with disabilities to establish services for their access and inclusion on campus
- Manage, coordinate, implement and evaluate accommodation/service programs
- Serve as a resource to students/faculty/staff to ensure effective provision of services
- Provide educational and resource support to the campus community to increase awareness regarding how to create and sustain access and inclusion for students with disabilities in all aspects of the university
- Provide resource and referral information to the campus community and prospective student and their families

SDAO works with each student individually to establish academic adjustments and auxiliary aids and services, more frequently referred to as academic accommodations for the purpose of eliminating the environmental barriers impacting the student's equitable access to the campus facilities, programs and activities. To find out more information about how to establish services with SDAO you can contact us in the following ways.

In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, a student must have a physical or mental impairment that substantially limits one or more major life activities. Students requesting accommodations under the provisions of the ADA, ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (e.g., academic, accessibility, housing) must contact the Student Disability Access Office to explore possible coverage. Students with medical conditions not covered under the provisions of the ADA and the ADA Amendments Act may wish to contact Duke Student Health Service. Additional information and requests for accommodations may be found on the SDAO website.

For more information, visit [access.duke.edu/students](http://access.duke.edu/students).

## Housing, Dining, & Transportation

### Housing and Residence Life (HRL)

**Undergraduate Housing.** Housing, Dining and Residence Life manages all aspects of the university's three-year undergraduate residency requirement. Residential programs are designed to build positive communities that value learning, create new opportunities for faculty engagement, and generate positive social connections. HRL, student residents and others in the Duke community develop and maintain environments that support classroom learning and encourage students to seek learning opportunities in the world around them. HRL promotes opportunities for students to connect with others and develop a strong and enduring sense of belonging; and intentionally provide opportunities for students to grow and develop as they continue to negotiate developmental issues related to identity, autonomy, and responsibility. HRL programs are rooted in the concepts of mutual respect and civility, and recognize and celebrate the dignity and self-worth of all members. For more information, visit [studentaffairs.duke.edu/hdrl](http://studentaffairs.duke.edu/hdrl).

**Graduate and Professional Student Apartments.** Limited on-campus housing is available to full-time graduate students. For more information on graduate student housing application timeline and facility amenities, visit [students.duke.edu/living/housing/graduate-professional-housing](http://students.duke.edu/living/housing/graduate-professional-housing). Assignments are made in the order of receipt of completed applications.

**Off-Campus Housing.** The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham at [durhamgradhousing.com](http://durhamgradhousing.com).

Duke Housing and Residence Life (HRL) operates a website specifically to simplify the off-campus housing search for students, parents, faculty and staff, and for area property owners and managers at [nearduke.com/housing](http://nearduke.com/housing).

**Duke Dining.** Duke is home to one of the most innovative, dynamic, and cutting edge collegiate dining programs in the country, with access to over 50 dining locations that include 33 on-campus locations, Merchants-on-Points (off-campus restaurants that deliver), and food trucks. Find more information at [students.duke.edu/living/dining](http://students.duke.edu/living/dining).

### DukeCard

All Duke students are issued electronic Duke University identification cards through their mobile devices. This identification should be carried at all times. DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to them as university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in loss of student privileges or suspension. For more information, visit [dukecard.duke.edu](http://dukecard.duke.edu).

### Parking & Transportation

Duke Parking & Transportation provides the Duke community with parking options that balance price and convenience while managing supply and demand across the parking system. A valid permit is required in all locations; most locations are gated and the permit activates the entry and exit gates. Visitors who do not have a permit pay by the hour in facilities specially set aside for them. Accommodations are also available for patrons that require accessible parking or transportation.

Options include annual permits and short-term permits that allow for flexible or occasional parking. Anyone affiliated with Duke is eligible to purchase on-campus parking in available locations. There are also many transportation options available at Duke, including Duke Transit (buses), vans, city and regional buses, private taxi service, and a ride-hailing program. For more information, visit [parking.duke.edu](http://parking.duke.edu).

## Student Affairs & Organizations

The Division of Student Affairs is critically engaged in supporting the holistic engagement and personal growth of all students who attend Duke. The Division collaborates with student leaders, faculty, families, community members and many others in the delivery of key services.

Its programs and services are designed to support holistic wellbeing, foster an inclusive and dynamic community, and complement Duke's commitment to academic excellence. For more information, visit [studentaffairs.duke.edu](http://studentaffairs.duke.edu).

The Student Affairs Identity and Cultural Centers also serve as important resources and places of connection and support for many of our students. The centers are offering programming and support throughout the year, including summer. ICCs include:

- Center for Multicultural Affairs
- Center for Muslim Life
- Center for Sexual and Gender Diversity
- Duke International Student Center



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- Jewish Life at Duke
- Mary Lou Williams Center for Black Culture
- Women's Center

### Graduate and Professional Student Government

The Graduate and Professional Student Government of Duke University (GPSG) is the umbrella student government organization for Duke's nine graduate and professional schools. Its purpose is to: represent and advocate on behalf of graduate and professional students at Duke University; serve as a liaison among the student governments of the graduate and professional schools of the University; serve as a liaison between graduate and professional students and the University Administration; nominate graduate and professional student representatives to University committees; program events of interest to the graduate and professional student community; and financially support the programming of graduate and professional student groups.

Visit the GPSG website at [gpsg.duke.edu](http://gpsg.duke.edu). Contact GPSG ([gpsgexec@duke.edu](mailto:gpsgexec@duke.edu)) for additional details on how students can become involved.

### The Black Graduate and Professional Student Association

The Black Graduate and Professional Student Association (BGPSA) represents all minority graduate and professional students on the Duke University campus. The association's primary mission is to enhance the Duke experience for its members through community service, social, and academically based programming events. As an umbrella organization, the association welcomes students from groups including the Black & Latino MBA Organization, Black Law Students Association, Black Seminarians Union, Bouchet Society, Hurston-James Society, and Student National Medical Association. Through its academic forums, luncheons, community service initiatives, social events, and recognition ceremony the group hopes to assist in the development of future minority leadership in the Duke community and in the world.

### Religious Life

In partnership with the Division of Student Affairs, the Chapel convenes, supports, and advocates for all of the officially recognized Religious Life groups on campus that serve students, including Buddhist, Catholic, Hindu, Jewish, Latter-Day Saints, Muslim, Orthodox, and Protestant organizations and groups. There are about two dozen Religious Life groups at Duke; find a listing of them at [chapel.duke.edu/religiouslife](http://chapel.duke.edu/religiouslife).

With a mission of "bridging faith and learning," the Chapel holds ceremonies, concerts, Christian worship services, and more. It is a sanctuary open to all people for important personal moments of prayer, reflection, grief, and gratitude. The Chapel's Student Ministries provides opportunities for undergraduate students to hear and respond to God's call for their lives on campus, in Durham, and beyond through study, artistic expression, counsel, service, and community. Learn more at [chapel.duke.edu](http://chapel.duke.edu).

### Intercollegiate Athletics

The Athletic Department fosters intercollegiate athletics by striving for excellence and by providing the best possible framework within which highly accomplished student-athletes can compete. The department has a dual responsibility to provide a high-quality athletic program and environment so that all students have the opportunity to compete to the fullest extent of their abilities. Duke is a member of the National Collegiate Athletic Association (NCAA) and the Atlantic Coast Conference (ACC).

## Student Health & Safety

### Campus Police

It is the mission of the Duke University Police Department to protect and serve the people and property of Duke. We are guardians of a community of world class education, research and healthcare and must prevent violence, reduce fear, and build relationships. For more information, visit [police.duke.edu](http://police.duke.edu).

### Counseling & Psychological Services (CAPS)

CAPS helps Duke students enhance their strengths and learn to cope with the trials of living, growing, and learning. CAPS offers many services to Duke undergraduate, graduate, and professional students, including brief individual counseling/psychotherapy, consultation, couples and group counseling, and assistance with referrals. CAPS' staff also provide outreach education programs to student communities, promoting an empathic and supportive culture. Staff members are available for consultation with faculty

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concerning students or other matters relating to mental health in the university community. The CAPS staff includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. CAPS' staff carefully adhere to professional standards of ethics, privacy, and confidentiality. For more information, visit [studentaffairs.duke.edu/caps](http://studentaffairs.duke.edu/caps).

### DukeReach

DukeReach provides direct case management services including interventions, advocacy, referrals and follow-up services for students who are experiencing significant difficulties related to mental health, physical health, and/or psycho-social adjustment. The Assistant and Associate Deans in DukeReach coordinate student services and provide connections with campus departments as well as outside agencies and providers. For more information, visit [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach).

### DuWell

DuWell works to enhance the educational experience for Duke students by addressing substance use and abuse issues and promoting healthy physical, emotional and social development, including issues related to sexual health. It offers one-on-one screening (for substance use) and health coaching, workshops and trainings on the different topic areas of wellness (including Social Host Education, Stress and Sexual Health workshops) and programs for student groups upon request. Consultation on prevention of high-risk behavior and promotion of wellness is available to students, faculty, professionals and staff. DuWell is dedicated to fostering a living/learning environment on campus and within the surrounding community that encourages the full development of the individual as an engaged member of the community. For more information, visit [studentaffairs.duke.edu/duwell](http://studentaffairs.duke.edu/duwell).

### Student Health

Student Health Services at Duke University is jointly supported by the Division of Student Affairs and the Department of Pediatrics. The Duke Student Health Center is the primary source for a wide range of healthcare services, many of which are covered by the Student Health Fee. Its mission is to provide evidence-based, patient-centered health care to the Duke student community in a professional and compassionate manner that directly contributes to the student's well-being and overall success. For more information, visit [studentaffairs.duke.edu/studenthealth](http://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](http://nursing.duke.edu/student-resources/academic-calendar).

The PhD in Nursing follows the Graduate School calendar, available at [graduateschool.bulletins.duke.edu/about/calendar](http://graduateschool.bulletins.duke.edu/about/calendar).

Academic Calendar

### ABSN Program Calendar

SUMMER 2023
<b>May</b> May 15 (M) Summer classes begin May 29 (M) Memorial Day holiday. No classes May 31 (W) Drop/Add ends for summer
<b>June</b> June 19 (M) Juneteenth holiday. No classes
<b>July</b> July 4 (T) Independence Day holiday. No classes
<b>August</b> August 8 (T) Classes end August 9-12 (W-S) Final exams
FALL 2023
<b>August</b> August 21-25 (M-F) New student orientation August 23 (W, 4pm) Welcome reception for graduate and professional school students August 28 (M) Fall semester classes begin

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<b>SUMMER 2023</b>
<b>September</b> September 4 (M) Labor Day. No classes are held September 8 (F) Drop/Add ends for fall September 28-October 1 (Th-Su) Founders' Weekend
<b>October</b> October 13 (F, 8pm) Fall break begins October 20 (F, 8pm) Classes resume October 24 (T) Shopping carts open for Spring 2024
<b>November</b> November 1 (W) Registration begins for Spring 2024 November 13 (M) Registration ends for Spring 2024 November 21 (T 10:30pm) Thanksgiving recess begins November 27 (M) classes resume
<b>December</b> December 2 (S) Classes end December 4-5 (M-Tu) ATI Live Review (mandatory for 4th semester ABSN students) December 4-8 (M-F) Final exams December 9 (Sa) School of Nursing Graduation Ceremony (tentative)
<b>SPRING 2024</b>
<b>January</b> January 8-9 (M-Tu) New student orientation January 10 (W) Spring semester classes begin (Monday class meeting schedule is in effect on this day) January 15 (M) Martin Luther King, Jr. Day holiday. No classes January 24 (W) Drop/Add ends for spring
<b>February</b> February 19 (M) Registration begins for Summer 2023
<b>March</b> March 8 (F, 7pm) Spring recess begins March 18 (M) Classes resume March 25 (M) Shopping carts open for Fall 2024
<b>April</b> April 3 (W) Registration begins for Fall 2024 April 11 (T) Registration ends for Fall 2024 April 14 (Su) Classes end April 15-19 (M-F) Final exams
<b>May</b> May 6-7 (M-Tu) ATI Live Review (4th semester ABSN students only) May 10-12 (F-Su) Commencement Weekend May 12 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)
<b>SUMMER 2024</b>
<b>May</b> May 13 (M) Summer classes begin May 27 (M) Memorial Day holiday. No classes May 29 (W) Drop/Add ends for summer
<b>June</b> June 19 (W) Juneteenth holiday. No classes
<b>July</b> July 4 (Th) Independence Day holiday. No classes
<b>August</b> August 8 (Th) Classes end August 9-10 (F-Sa) Final exams

**SUMMER 2023**

Academic Calendar

## MSN & DNP Program Calendar

<b>SUMMER 2023</b>
<b>May</b> May 17 (W) Summer classes begin May 29 (M) Memorial Day holiday. No classes May 31 (W) Drop/Add ends for summer
<b>June</b> June 19 (M) Juneteenth holiday. No classes
<b>July</b> July 4 (T) Independence Day holiday. No classes
<b>August</b> August 10 (Th) Classes end August 11-13 (F-Su) Final exams
<b>FALL 2023</b>
<b>August</b> August 23 (W) New student orientation and welcome reception for graduate and professional school students August 28 (M) Fall semester classes begin
<b>September</b> September 4 (M) Labor Day. Classes in session September 8 (F) Drop/Add ends for fall September 28-October 1 (Th-Su) Founders' Weekend
<b>October</b> October 13 (F, 7pm) Fall break begins October 18 (W) Classes resume October 24 (T) Shopping carts open for Spring 2024
<b>November</b> November 1 (W) Registration begins for Spring 2024 November 13 (M) Registration ends for Spring 2024 November 21-27 (T-Su) Thanksgiving recess
<b>December</b> December 1 (F) Classes end December 13-18 (W-M) Final exams December 9 (Sa) School of Nursing Graduation Ceremony (tentative)
<b>SPRING 2024</b>
<b>January</b> January 8 (M) New student orientation January 10 (W) Spring semester classes begin (Monday class meeting schedule is in effect on this day) January 15 (M) Martin Luther King, Jr. Day holiday. No classes January 24 (W) Drop/Add ends for spring
<b>February</b> February 19 (M) Registration begins for Summer 2023
<b>March</b> March 8 (F, 7pm) Spring recess begins March 18 (M) Classes resume March 25 (M) Shopping carts open for Fall 2024

<b>SUMMER 2023</b>
<b>April</b> April 3 (W) Registration begins for Fall 2024 April 11 (Th) Registration ends for Fall 2024 April 17 (Su) Classes end April 29 (M) Final exams begin
<b>May</b> May 4 (Sa) Final exams end May 10-12 (F-Su) Commencement Weekend May 12 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)
<b>SUMMER 2024</b>
<b>May</b> May 15 (W) Summer classes begin May 27 (M) Memorial Day holiday. No classes May 29 (W) Drop/Add ends for summer
<b>June</b> June 19 (W) Juneteenth holiday. No classes
<b>July</b> July 4 (Th) Independence Day holiday. No classes
<b>August</b> August 8 (Th) Classes end August 9-11 (F-Su) Final exams

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

## DNP Nurse Anesthesia Program Calendar

<b>SUMMER 2023</b>
<b>May</b> May 15 (M) Summer classes begin May 29 (M) Memorial Day holiday. No classes/clinicals May 31 (W) Drop/Add ends for summer
<b>June</b> June 19 (M) Juneteenth holiday. No classes/clinicals
<b>July</b> July 4 (T) Independence Day holiday. No classes/clinicals July 31 (M) Summer clinical classes end (Nursing 943, 946, and 949)
<b>August</b> August 1 (T) Fall clinical classes begin (Nursing 944 and 977) August 4 (F) Classes end August 11-13 (F-Su) Final exams
<b>FALL 2023</b>
<b>August</b> August 15 (Tu) or 16 (W) New Student Orientation August 23 (W) New Student Orientation and Welcome reception for graduate and professional school students August 28 (M) Fall classes begin
<b>September</b> September 4 (M) Labor Day. No classes held September 8 (F) Drop/Add ends for fall September 28-October 1 (Th-Su) Founders' Weekend

<b>SUMMER 2023</b>
<b>October</b> October 9 (F, 7pm) Fall break begins October 10 (M) Classes resume October 24 (Tu) Shopping carts open for Spring 2024
<b>November</b> November 1 (W) Registration begins for Spring 2024 November 13 (M) Registration ends for Spring 2024 November 21-26 (W-Su) Thanksgiving recess November 30 (Th) Fall didactic and clinical classes (Nursing 944 and 947) end
<b>December</b> December 1 (F) Spring clinical classes begin (Nursing 942, 945, and 948) December 4-6 (M-W) Final exams December 19 (Sa) School of Nursing Graduation Ceremony (tentative)
<b>SPRING 2024</b>
<b>January</b> January 8 (M) Spring didactic classes begin January 15 (M) Martin Luther King, Jr. Day holiday. No classes January 24 (W) Drop/Add ends for spring
<b>February</b> February 19 (M) Registration begins for Summer 2024
<b>March</b> March 4 (F) Spring recess begins March 5 (Tu) Classes resume March 25 (M) Shopping carts open for Fall 2024
<b>April</b> April 3 (W) Registration begins for Fall 2024 April 11 (Th) Registration ends for Fall 2024 April 19 (F) Spring didactic classes end April 22-26 (M-F) Final exams April 30 (Tu) Spring clinical classes end (Nursing 942, 945, and 948)
<b>May</b> May 1 (W) Summer clinical classes begin (Nursing 943, 946, 949) May 10-12 (F-Su) Commencement Weekend May 12 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)
<b>SUMMER 2024</b>
<b>May</b> May 13 (M) Summer classes begin May 27 (M) Memorial Day holiday. No classes/clinicals May 29 (W) Drop/Add ends for summer
<b>June</b> June 19 (W) Juneteenth holiday. No classes/clinicals
<b>July</b> July 4 (Th) Independence Day holiday. No classes/clinicals July 31 (W) Summer clinical practicum classes end (Nursing 943, 946, and 949)
<b>August</b> August 1 (Th) Fall clinical practicum classes begin (Nursing 944 and 947) August 4 (Su) Summer didactic classes end August 9-11 (F-Su) Final exams

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.

## PhD Program Calendar

<b>FALL 2023</b>
<b>August</b> August 23 (W, 4pm) Welcome reception for new graduate and professional school students August 25 (F) New student orientation August 28 (M) Fall semester classes begin
<b>September</b> September 4 (M) Labor Day. No classes are held September 8 (F) Drop/Add ends for fall September 28-October 1 (Th-Su) Founders' Weekend
<b>October</b> October 13 (F, 7pm) Fall break begins October 18 (W) Classes resume October 24 (T) Shopping carts open for Spring 2024
<b>November</b> November 1 (W) Registration begins for Spring 2024 November 13 (M) Registration ends for Spring 2024 November 21-26 (T-Su) Thanksgiving recess
<b>December</b> December 1 (F) Classes end December 2-12 (Sa-Tu) Reading period December 13-18 (W-M) Final exams
<b>SPRING 2024</b>
<b>January</b> January 10 (W) Spring semester classes begin (Monday class meeting schedule is in effect on this day) January 15 (M) Martin Luther King, Jr. Day holiday. No classes January 24 (W) Drop/Add ends for spring
<b>February</b> February 19 (M) Registration begins for Summer 2024
<b>March</b> March 8 (F, 7pm) Spring break begins March 18 (M) Classes resume March 25 (M) Shopping carts open for Fall 2024
<b>April</b> April 3 (W) Registration begins for Fall 2024 April 11 (Th) Registration ends for Fall 2024 April 17 (W) Classes end April 18-28 (Th-Su) Reading period April 29 (M) Final exams begin
<b>May</b> May 4 (Sa) Final exams end May 10 -12 (F-Su) Commencement weekend May 12 (Su) DUSON Hooding and Recognition Ceremony (tentative)

## Accreditation

The Accelerated Bachelor of Science in Nursing Program, the Master of Science in Nursing Program, and the Doctor of Nursing Practice Program at the Duke University School of Nursing are accredited by the Commission on Collegiate Nursing Education (ccnaccreditation.org). The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

## Administration & Faculty



## Duke University

### Duke Health and Duke University Health System Administration

Craig T. Albanese MD, MBA, Chief Executive Officer, Duke University Health System

Chris Beyrer, MD, MPH, Director, Duke Global Health Institute and Professor of Medicine, Duke University

Rhonda Brandon, Senior Vice President and Chief Human Resources Officer, Duke University Health System

Ian Brown, Chief Employee Experience Officer and Vice President, Duke University Health System

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

Edward Buckley, MD, Vice Chancellor for Duke-NUS Affairs

Debra Clark Jones, Associate Vice President for Community Health

Thomas M. Coffman, Dean, Duke-NUS Medical School

Jeffrey Ferranti, MD, Senior Vice President and Chief Digital Officer

Mary Ann Fuchs, DNP, RN, NEA-BC, FAAN, Executive Advisor to the CEO of Duke University Health System

Christy M. Gudaitis, JD, Deputy General Counsel for Health Affairs

Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean and Professor of the Duke University School of Nursing and Vice Chancellor for Nursing Affairs. Founding director of the Center for Latino Adolescent and Family Health (CLAFH), Duke University

Mary E. Klotman, MD, Executive Vice President for Health Affairs, Dean, Duke University School of Medicine and Chief Academic Officer, Duke Health

Catherine Liao, Associate Vice President for Government Relations

Mark B. McClellan, MD, PhD, Director of the Duke-Margolis Center for Health Policy and Robert J. Margolis, MD, Professor of Business, Medicine and Health Policy at Duke University

Ellen Medearis, Vice President, Duke Health Development and Alumni Affairs

Thomas A. Owens, MD, Executive Vice President and Chief Operating Officer, Duke University Health System

John H. Sampson, MD, PhD, MBA, Senior Vice President, Duke University Health System

Colleen Shannon, Chief Compliance and Privacy Officer, Duke University Health System

Richard P. Shannon, MD, Senior Vice President and Chief Medical Officer, Duke University Health System and Chief Quality Officer, Duke Health

### School of Nursing Administration

Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean of the School of Nursing; Vice Chancellor for Nursing Affairs, Duke University

David S. Bowersox, MBA, Vice Dean, Finance and Administration

Valerie K. Sabol, PhD, MBA, ACNP, GNP, ANEF, FAANP, FAAN, Interim Vice Dean, Academic Affairs

Sharron L. Docherty, PhD, PNP, FAAN, Vice Dean, Research Affairs

Anita Stallings, BA, Associate Dean, Development and Alumni Relations

Michael V. Relf, PhD, RN, ACNS-BC, AACRN, ANEF, CNE, FAAN, Associate Dean for Global and Community Health Affairs

Ernest Grant, PhD, RN, FAAN, Interim Vice Dean, Diversity, Equity and Inclusion

Stephanie Gedzyk-Nieman, DNP, MSN, RNC-MNN, Interim Assistant Dean, Accelerated Bachelor of Science in Nursing Program

Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, Assistant Dean, Master of Science in Nursing Program

Julee Waldrop, DNP, PNP, FAANP, FAAN, Assistant Dean, Doctor of Nursing Practice Program

Rosa Gonzalez-Guarda, PhD, PhD, MPH, RN, CPH, FAAN, Assistant Dean, PhD in Nursing Program

### School of Nursing Faculty

This list of faculty is accurate as of July 2023. A current, searchable listing of School of Nursing faculty is available at [nursing.duke.edu/directories](https://nursing.duke.edu/directories).

## Duke University

Marissa Abram, PhD, PMHNP-BC, CARN-AP, FIAAN, Assistant Professor  
Mary Lou Affronti, DNP, MHSc, RN, ANP, FAAN, Professor  
Tara Albrecht, PhD, ACNP-BC, ACHPN, RN, Associate Professor  
Donald E. Bailey, Jr., PhD, RN, FAAN, Associate Professor  
Donna J. Biederman, DrPH, MN, RN, FAAN, Associate Professor  
Thomas Blodgett, PhD, RN, AGACNP-BC, Assistant Professor  
Margaret T. Bowers, DNP, RN, FNP-BC, CHSE, AACCC, FAANP, FAAN, Professor  
Debra H. Brandon, PhD, RN, CCNS, FAAN, Associate Professor  
Jill Brennan-Cook, DNP, RN, CNE, Associate Professor  
Marion E. Broome, PhD, RN, FAAN, Ruby Wilson Professor of Nursing  
Margaret Ann Bush, PhD, MBA, RPh, Professor  
Allen Cadavero, PhD, RN, CCRN, Assistant Professor  
Michael P. Cary, PhD, RN, Associate Professor  
Sean Convoy, DNP, PMHNP-BC, Associate Professor  
Nancy Crego, PhD, RN, CCRN, CHSE, Assistant Professor  
Jennie De Gagne, PhD, DNP, RN, NPD-BC, CNE, ANEF, FAAN, Professor  
Anne L. Derouin, DNP, RN, CPNP, FAANP, Professor  
Sharron L. Docherty, PhD, PNP-BC, FAAN, Associate Professor  
Alison H. Edie, DNP, APRN, FNP-BC, FAANP, Associate Professor  
Irene Felsman, DNP, MPH, RN, C-GH, Assistant Professor  
Emily Funk, DNP, CRNA, Assistant Professor  
Kais Gadhomi, PhD, Assistant Professor  
Stephanie Gedzyk-Nieman, DNP, MSN, RNC-MNN, Assistant Professor  
Derrick Glymph, PhD, DNAP, CRNA, APRN, COL, USAR, FAANA, FAAN, Faculty  
Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, Associate Professor  
Bradi B. Granger, PhD, MSN, RN, FAAN, Professor  
Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean  
Ann Michelle Hartman, DNP, RN, NP, Assistant Professor  
Cristina C. Hendrix, DNS, GNP-BC, FNP, FAAN, Associate Professor  
Rémi M. Hueckel, DNP, CPNP-AC, CHSE, FAANP, Associate Professor  
Stephanie Ibemere, PhD, RN, Assistant Professor  
Ragan Johnson, DNP, MSN, APRN-BC, Associate Professor  
Elaine D. Kauschinger, PhD, ARNP, FNP-BC, Assistant Professor  
Mariam Kayle, PhD, RN, CCNS, Assistant Professor  
Maryellen Kelly, DNP, CPNP, MHSc, Assistant Professor  
Brandon Knettel, PhD, Assistant Professor  
Mitchell R. Knisely, PhD, RN-BC, ACNS-BC, PMGT-BC Associate Professor  
Amie Koch, DNP, FNP-C, RN, ACHPN, Associate Professor  
Kathryn E. Kreider, DNP, APRN, FNP-BC, FAANP, Associate Professor  
Christina Leonard, APRN, DNP, FNP-C, CNL, Assistant Professor  
Allison Lewinski, PhD, MPH, RN, Assistant Professor  
Lisa Lewis, EdD, MSN, RN, CNE, Associate Professor  
Isaac M. Lipkus, PhD, Professor

## Duke University

Jamison Lord, DNP, MSN, RNC, PMHNP-BC, Assistant Professor  
Eleanor S. McConnell, PhD, MSN, RN, GCNS, BC, Associate Professor  
Kara McGee, DMS, MSPH, PA-C, AAHIVS, Associate Professor  
Jacquelyn M. McMillian-Bohler, PhD, MSN, BSN, CNM, CNE, Assistant Professor  
Margory A. Molloy, DNP, RN, CNE, CHSE, Associate Professor  
Marta Mulawa, PhD, MHS, Assistant Professor  
Desi Newberry, DNP, NNP-BC, Associate Professor  
Devon Noonan, PhD, MPH, FNP-BC, Associate Professor  
Marilyn H. Oermann, PhD, RN, ANEF, FAAN, Thelma M. Ingles Professor of Nursing  
Tolu O. Oyesanya, PhD, RN, Associate Professor  
Blanca Iris Padilla, PhD, FNP-BC, FAANP, Associate Professor  
Wei Pan, PhD, Associate Professor  
Nicole Petsas Blodgett, PhD, RN, CHSE, Assistant Professor  
Tonia Poteat, PhD, MPH, PA-C, Professor  
Schenita D. Randolph, PhD, MPH, RN, CNE, Associate Professor  
Michael V. Relf, PhD, RN, ACNS-BC, AACRN, ANEF, CNE, FAAN, Professor  
Karin Reuter-Rice, PhD, CPNP-AC, FCCM, FAAN, Associate Professor  
Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRNP, CPHQ, Associate Professor  
Sharron Rushton, DNP, MSN, MS, RN, CCM, Assistant Professor  
Valerie K. Sabol, PhD, MBA, ACNP, GNP, ANEF, FAANP, FAAN, Professor  
Ryan J Shaw, PhD, RN, Associate Professor  
Susan G. Silva, PhD, Associate Professor  
Virginia (Chris) Simmons, DNP, CRNA, CHSE-A, FAANA. FAAN, Professor  
Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, Associate Professor  
Sophia K. Smith, PhD, MSW, Associate Professor  
Allison Stafford, PhD, RN, Assistant Professor  
Eleanor L. Stevenson, PhD, RN, FAAN, Professor  
Jessica Szydlowski Pitman, DNP, CRNA, MSN, ACNP, Assistant Professor  
Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN, Laurel Chadwick Professor of Nursing  
Malinda Teague, DNP, RN, CPNP-AC/PC, Assistant Professor  
Carolina Tennyson, DNP, ACNP-BC, AACCC, CHSE Assistant Professor  
Deirdre K. Thornlow, PhD, RN, CPHQ, Associate Professor  
Kathryn J. Trotter, DNP, CNM, FNP-C, CHSE, FAANP, FAAN, Associate Professor  
Barbara S. Turner, PhD, RN, FAAN, Elizabeth P. Hanes Professor of Nursing  
Kathleen M. Turner, DNP, RN, Associate Professor  
Julee Waldrop, DNP, PNP, FAANP, FAAN, Professor  
Julia K. Walker, PhD, Professor  
AnnMarie L. Walton, PhD, RN, MPH, OCN, CHES, FAAN, Associate Professor  
Michelle Webb, DNP, RN, CHPCA, Assistant Professor  
Hanzhang Xu, PhD, RN, Assistant Professor  
Qing Yang, PhD, Associate Professor  
Tracey L. Yap, PhD, RN, CNE, WCC, FGSA, FAAN, Professor  
Michael E. Zychowicz, DNP, ANP, ONP, FAAN, FAANP, Professor

### Other Faculty Appointments

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

**Professor Emeritus of Nursing:** Ruth A. Anderson, PhD, RN, FAAN; Mary T. Champagne, PhD, RN, FAAN; Linda Lindsey Davis, PhD, RN, FAAN; Catherine L. Gilliss, PhD, RN, FAAN; Marilyn Hockenberry, PhD, RN, PNP-BC, FAAN; Janice Humphreys, PhD, RN, FAAN; Brenda Marion Nevidjon, MSN, RN, FAAN; Katherine Pereira, DNP, RN, FNP, ADM-BC, FAAN, FAANP; Dorothy Lewis 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 Margaret 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 Lynette 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, & 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](http://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 Accelerated BSN and MSN Programs and for nurse anesthesia students as well as the master's 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.

In 2021, 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. The CND received its first accreditation in 2017. DUSON is the only nursing school in North Carolina and one of three nursing schools in the United States to have received this accreditation.

#### Office of Global and Community Health Initiatives

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

**Local Activities.** The DUSON Community Health Improvement Partnership Program (D-CHIPP) is working to improve health outcomes through strategic partnerships and research to develop and support programs and policies that will promote a healthy productive life for all who live in our community. D-CHIPP was established in 2017 out of DUSON's strategic plan, with the goal to advance health through community partnerships. ABSN students complete clinical placement experiences with a variety of community partners including the Durham Housing Authority, Urban Ministries of Durham, El Centro Hispano, and Families Moving Forward. 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 HRSA to create a mobile health clinic, M-PACT (Mobile Prevention and Care Team). In addition to the mobile health clinic, DUSON has created two new elective courses that address social drivers of health in rural and underserved urban communities. M-PACT Scholars taking the elective course have

## Duke University

unique community health clinicals 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 ABSN program, 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.

## 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, 2015-2024; 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 School of Nursing and the Duke University Health System have sought opportunities to work collaboratively to prepare future health care providers. For example, the Schools of Nursing and Medicine have collaborated to offer interprofessional education opportunities to nursing, medical, physical therapy, occupational therapy, and physician assistant students for their future roles as part of the health care teams of providers. This collaborative relationship was greatly enhanced in 2019 with the creation of the Duke Center for Interprofessional Education and Care (IPEC). This center has representation from all Duke health professions education schools and programs as well as from the broader Durham community. The IPEC Center's mission is to encourage IPE programs for learners, teachers, clinicians, and staff across the health system. The IPEC Center assists with the evaluation and assessment of all program offerings with a focus on shared competencies, outcomes, and accreditations.

Additionally, DUSON has a formal academic-practice partnership with Duke University Health System Nursing, known as the Duke Advancement of Nursing, Center of Excellence (DANCE). This partnership is co-led by the SON 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.

## Diversity and Inclusion

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

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

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

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

## History of Duke University School of Nursing

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

Focused on its mission to advance health equity, the School of Nursing ranks first in the country for all participating Nursing Master's Programs and Specialties and all participating Nursing DNP Programs and Specialties in the U.S. News & World Report's 2023-24 graduate school rankings. Among the top rankings, the School of Nursing's MSN and DNP programs each lead with six specialties ranked number one: Family, Adult-Gerontology—Primary Care, Adult-Gerontology—Acute Care, Psychiatric/Mental Health, Executive Leadership (DNP)/Nursing Administration (MSN), and Pediatric Primary Care. The DNP program ranks number two in the country overall. The School of Nursing ranks third for the Best Bachelor of Science in Nursing (BSN) program. 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, and inclusion: a Health Professions Higher Education Excellence in Diversity Award (Insight into Diversity, 2021) and the award for Best Nursing School for Men in Nursing from the American Association for Men in Nursing. The school is also consistently among top-ranked schools for veterans of the U.S. Armed Forces.

More than 1200 students are now enrolled across DUSON's innovative degree and certificate programs. The DNP and MSN programs are offered in online and distance-based formats and are meeting the needs of students in disparate geographic locations in the United States and in sites around the world.

Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care; providing high-quality, cost-effective care; and preparing health care leaders for today and tomorrow.

## 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, an enclosed study and reading room for those seeking a quiet environment, and an open lounge for collaborative study. Also located on the first floor are computer kiosks where students can check email and print documents. Both the information technology and financial aid offices are on the first floor in convenient and easy-to-find locations. The building also contains two single gender-neutral restrooms as well as a lactation pump room, which 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, is connected to the existing Pearson Building through enclosed hallways on all three School of Nursing floors. The new building provides expanded class and meeting rooms; home to the Health Innovation Lab, with its innovation workshop and seven standardized patient and simulation exam rooms; dedicated space for Student Services; rooms for students with special test-taking accommodations; treadmill workstation kiosks; and space to house the Center for Nursing Research, the Office of Global and Community Health Initiatives and the PhD Program. The addition of this space brings the School of Nursing's capacity to 219,772 square feet.

## Clinical Facilities

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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, Core 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."

### Core Values

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

### 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.

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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

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.

Information about the Duke University Division of Student Affairs is available in the Duke University Bulletin.

### 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 prospects by providing venues to ask and receive information through our online resources, webinars, and presence at out-of-state recruitment events and on-campus events. Admission officers assist students in accessing and submitting the application for admission. The staff is available as well to guide students through the process, provide transcript evaluations, and supply general information about the interview selection process.

### Office of Student Services

The office 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

Inaugurated in the 2021 fall semester, the Student Success Center is designed to provide a wide array of services on an individual and collective basis to help students address barriers and achieve individual goals. Students can access Student Success Center Services either by submitting a consultation request or through a faculty referral. The Student Success Center helps students enhance critical academic skills such as time management, note-taking, study tips, and test-taking strategies. Students can also meet with the Student Success Center staff for career services to receive guidance on cover letter and resume writing, mock interviewing, job searches, and career fairs. The Student Success Center also provides support for general wellness, such as stress reduction and work/life balance; referrals for campus and community resources; and help with navigating academic accommodations from the Student Disability and Accessibility Office.

### Career Services

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. Services are available to current students and alumni both in person and virtually.

## Student Government

## Duke University School of Nursing Student Council

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

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.

## Tuition Deposits

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

## Health and Immunization Record

All matriculating students must show documentation of the immunizations required by the State of North Carolina and Duke University School of Nursing. Students will be prompted to submit documentation of immunizations through the online credentialing system upon matriculation. Accelerated BSN students 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

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

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documentation and information. Once the information is submitted, it is forwarded to the 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.

### Training Modules

**Clinical Core Orientation and Post-Test.** As a mandatory compliance requirement, all students enrolled in the ABSN Program are required to review the Clinical Core Orientation PowerPoint presentation and upload the completed certificate into the online credentialing system. Review of Clinical Core and certificate of completion is required upon matriculation and then annually 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 ABSN 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 ABSN Program are required to complete the Community Health Engagement Training module. This will be completed at the time of pre-enrollment and confirmation of completion will be verified by the Office of 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.

### 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.

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- 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 Advanced Cardiovascular Life Support (ACLS) certification and Pediatric Advanced Life Support (PALS) certification.
- Each of these certifications must be valid for the duration of the student's program. 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 ABSN Program, the PhD Program, and the DNP Program with nurse anesthesia specialization are campus-based.

### Definition of Full-Time Enrollment Status

Full-time status is defined as follows:

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

### Required Level of Courses

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

## 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

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

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

Certain courses have a designation of “credit.” These courses include, but are not limited to, directed 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 may not graduate with incomplete grades on their transcript.

## Transfer of Credits

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

**ABSN Program:** All 58 credit hours of the ABSN curriculum must be taken at Duke 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 graduate programs of the School of Nursing and the many clinical agencies and other entities with which it collaborates to provide appropriate placement sites.

Students are assigned to faculty-approved clinical learning sites based on the learning objectives of the course. All students who participate in clinical education must be prepared to be flexible with scheduling requirements for placement rotations that potentially include evenings, nights, and weekends. This is particularly important for master of science in nursing (MSN) and post-graduate certificate (PGC) students who are placed in individually precepted clinical or systems sites. Although faculty and staff will make every effort to identify sites for precepted rotations as close to the student’s place of residence as possible, statutory regulations, requirements of health care provider sites, competition for sites, etc., may limit the location and selection of sites. MSN and PGC students may be required to attend a site in a state other than their resident state and/or to travel a significant distance within their resident state or another, depending on the availability of suitable sites. In most cases, the travel will be less than 120 miles or two

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hours. However, some students may be required to travel farther. MSN and PGC students should also be aware that in very rare instances, in order to finish the clinical requirements of a degree and graduate, they may need to relocate to North Carolina to finish the clinical or systems course requirements.

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

Students are responsible for notifying their faculty advisors, Student Services (via Duke HUB), and CPO of residence changes in writing. Students contemplating a change in residence during the program should notify clinical faculty or faculty advisor to discuss implications of the change. The notification must occur as soon as possible to allow the CPO time to search for a new site. Depending upon the timing of the move and/or the location of the student's new residence, the School of Nursing may not be able to guarantee that a clinical placement in any one location or state can be secured. Students are also responsible for changing their contact information (name, address, telephone numbers, etc.) in DukeHub.

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

## Expectations/Requirements for Clinical Learning Experiences

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

## Course Participation

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

## Religious Observance and Holidays

The Duke University School of Nursing has established procedures 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:

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

All ABSN, 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. The School of Nursing uses a 4.0 point grading scale.

### ABSN Program Policy on Academic Warning/Academic Probation

An ABSN student who is not meeting program, course, and/or clinical objectives may be placed on a Learning Improvement Plan to help facilitate student success.

Prior to the completion of 30 credit hours, an ABSN student whose cumulative GPA falls below 2.0 will be placed on academic probation, will be notified in writing of the academic probation, and must meet with their faculty advisor to develop a personal plan for improvement, known as a Learning Improvement Plan. A student whose performance does not meet the objectives of the Learning Improvement Plan may be subject to course failure and/or administrative withdrawal from the School of Nursing.

A student whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and will be required to meet with their faculty advisor. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel.

To help facilitate student success and to connect students to available resources, the ABSN Program Office, in consultation with course faculty, sends out midterm advisory letters to ABSN students. Any student who is on a Learning Improvement Plan and/or has a midterm course average below 70% will receive a letter indicating unsatisfactory performance. A student whose midterm course average is between 70.0% and 76% will receive a letter indicating marginal performance.

### 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.

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

### PhD Program in Nursing Policy on Academic Warning/Academic Probation

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

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

an annual progress report to the PhD Program Director. The PhD Program Committee reviews the progress of all PhD students annually in March/April.

## Separation from the School of Nursing

A student 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

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Integrity Policy, professional standards of care, the Code of Ethics for Nurses, and regulations governing nursing practice through the individual state/district Nurse Practice Acts.

### Administrative Withdrawal for Academic Performance

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

**ABSN Program:** ABSN students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be administratively withdrawn from the program. Two F grades in nursing courses (courses with a Nursing prefix) will result in administrative withdrawal from the program at the end of the semester in which the second F grade 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 three (3) courses and have a cumulative GPA less than 2.5, two C grades, or an F or NCr in any DNP course will be withdrawn from the School of Nursing.

**Nurse Anesthesia:** Students who have a GPA less than a 3.0 at any time during the program will be administratively withdrawn. A grade of B- (80.0-82.9) in any graduate level course will result in administrative withdrawal from the Nurse Anesthesia Program at the end of the semester in which the grade is received. Students are required to 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 ABSN 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 ABSN Program, MSN Program, and DNP Program, as well as other enrollment options.

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

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

**DNP with Specialization in Nurse Anesthesia** Application Priority Deadline:

- August 15 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 review.

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

### Certificate 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

## Accelerated Bachelor of Science in Nursing (ABSN) Admissions Information

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:

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

### Prerequisites

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

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

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a non-refundable tuition deposit of \$500 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. 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 Accelerated Bachelor of Science in Nursing Program.
- Official educational transcripts from all institutions attended. International transcripts should be accompanied by a course-by-course evaluation from a National Association of Credential Evaluation Services (NACES)-approved credential evaluation agency.
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character, from persons not related to the applicant.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit or debit card online.

#### Program Admissions

## Master of Science in Nursing (MSN) Admissions Information

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, previous life experiences, and a personal interview. 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 at [nora.harrington@duke.edu](mailto:nora.harrington@duke.edu).

- A bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) or an associate degree in nursing or a diploma in nursing with a BS/BA from a regionally accredited program in another field of study.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale for the courses required for the undergraduate nursing degree(s).
- 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

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

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

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

## Additional Admission Pathways to the MSN Degree Program

### ABSN-to-MSN Early Decision Option

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

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

### BS/BA + RN Eligibility

The BS/BA + RN Pathway provides an opportunity for nurses with an associate degree or diploma in nursing from a CCNE- or ACEN-accredited program and a bachelor's degree not within the field of nursing from a regionally accredited institution to be considered for MSN admission. In all other respects, the admission requirements for the BS/BA + RN Pathway and the admission requirements for the Master of Science in Nursing Degree Program are the same.

## The MSN 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 Master's 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 non-refundable tuition deposit of \$1000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Program Admissions

## Post-Graduate Certificate (PGC) Admissions Information

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) 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.

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- 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.

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

## 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 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.
- 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.
- Following the interview, the 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 non-refundable tuition deposit of \$1000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges. Individuals who elect not to enroll after paying the enrollment deposit will forfeit the funds.

Program Admissions

## Doctor of Nursing Practice (DNP) Admissions Information

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 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 acute care experience as a registered nurse in a critical care setting that offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on 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 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.

### 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 83-credit hour curriculum that integrates DNP and nurse anesthesia specialty courses. The program culminates in completion of a DNP Scholarly Project addressing a process improvement, quality improvement, or other project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

### Admission Requirements

- Bachelor's degree with an upper division nursing major from a program accredited by the Accreditation Commission for Education in Nursing (ACEN) 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 3.0 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



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- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) certification, and Pediatric Advanced Life Support (PALS) certification 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, acute 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, pediatric or neonatal 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 (83.0 course credits) requires a substantial time commitment averaging 50-60 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 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.

### 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 or ACEN) school of nursing, or master's degree from a regionally accredited institution in a health-related profession.
- 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.
- 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 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.

### 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.

#### Program Admissions

### PhD Program Admissions Information

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 scientists to conduct research in the broad area of Trajectories of Chronic Illness and Care Systems, focusing on the interface between chronically ill individuals and their care environments. It also prepares them in developing expertise in state-of-the-art longitudinal methodologies and quantitative and qualitative techniques of analysis. In addition to the requirements of The Graduate School, the School of Nursing has admission requirements specific to nursing PhD candidates.

PhD students will be admitted once a year for the fall term. Applications must be received by December 1 of the previous calendar year. Prerequisites for admission to the PhD Program include:

- A baccalaureate or master's degree in nursing from a US program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN); or an international program with commensurate standards.
  - Post-master's students. Students entering the PhD Program with a master's degree in nursing must show evidence of satisfactory completion of a graduate course in descriptive and inferential statistics.
  - Post-baccalaureate students. Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a graduate faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a graduate course in descriptive and inferential statistics.
- The Graduate Record Examination (GRE) is 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.

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(Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/Listing tab on the North Carolina Board of Nursing webpage or obtained by mailing a request to the North Carolina Board of Nursing (PO Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919) 782-3211).

- Exceptions to holding a nursing license within the United States for international students should be discussed with the Director of the PhD Program in Nursing.

## Required Application Materials

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

- **Transcript(s).** Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Consult the instructions for scanning and uploading transcripts on The Graduate School website.
  - Applicants should not provide official copies of their transcripts until they receive an offer of admission. Once admitted, individuals should arrange for official confidential transcripts(s) of all college-level coursework to be mailed directly from each institution to: Duke University Graduate School Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.
  - Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript(s) and the official transcript(s).
  - The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or the diploma.)
- **Letters of Recommendation.** Three letters of recommendation attesting to the applicant's academic ability and capacity for graduate work. These letters should be solicited from individuals with doctoral degrees who can address the applicant's academic abilities and potential for doctoral study. The Graduate School requires applicants to submit letters of recommendation electronically via the online application.
- **English Language Proficiency Test Scores.** Foreign graduates must submit either the Test of English as a Foreign Language (TOEFL) or the International Language Testing System (IELTS), but IELTS is preferred.
- **Personal Statement.** Applicants to the PhD Program in Nursing are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. The personal statement must be submitted to The Graduate School as part of the online application (1-2 typed pages, 12-point font, single spaced). Instructions for writing the personal statement can be accessed on the PhD Admission Requirements page of the School of Nursing website.
- **Curriculum Vitae (CV) or Résumé.** Applicants to the PhD Program must also submit their CV or résumé directly to the PhD Program in Nursing at SONPhDProgram@duke.edu (The Graduate School does not require a copy of the CV or résumé.)
- **Application Fee.** A nonrefundable \$95 application fee must accompany the application. This fee must be submitted electronically to The Graduate School Enrollment Services Office. No application is processed without the application fee.

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

## International Student Requirements

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

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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 ABSN Program, MSN Program, and DNP Program. See the visa eligibility section below for more information. (The PhD Program does not require proof of adequate financial support, because its students are currently fully supported for a minimum of five consecutive years, beginning with their year of matriculation. See the PhD Program in Nursing Graduate Student Handbook for further information about financial support for PhD students.)

### Proof of English Proficiency

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

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

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

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

### Visa Eligibility

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

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

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

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

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

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

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

### Course Load Requirements for Students with F-1 Visa

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

- ABSN
- MSN
- PGC
- DNP

## Tuition

### ABSN Students

Tuition for all ABSN students is charged on a per semester basis. ABSN tuition is \$25,258 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, tuition is charged at the graduate per-credit-hour tuition rate of (\$2,075 as of Fall 2023). To calculate tuition for the academic year, multiply the number of credit hours enrolled by the per-credit-hour rate.

## Fees

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

## Academic Program Fees

## Duke University

Unless otherwise indicated, the fees described below pertain to ABSN, MSN, PGC DNP, 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.

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

**Transcript Fee.** All matriculants pay a one-time 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.

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

**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.

**CRNA Test Preparation Fee (Nurse Anesthesia students only).** A one-time nonrefundable fee is charged to DNP-Nurse Anesthesia students for the CRNA test preparation course.

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

## Student Health & Insurance Fees

All fully enrolled students are assessed a mandatory student health fee each semester. This fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of services covered by the student health fee is available online. 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.

**Additional 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.

Duke University requires that all students enrolled in programs that require payment of the health fee must have adequate medical insurance. Adequate means that the benefits must be similar to those offered by the Duke Student Medical Insurance Plan (SMIP). For international students who hold a J-1 or F-1 visa, participation in the Duke Student Medical Insurance Plan is mandatory.

## Other Nonacademic Fees

**Parking Fee.** 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 for fall and spring semesters charged to the student's bursar account provides full-year membership in the Graduate and Professional Student Council.

**Graduate Student Services Fee.** A fee for fall and spring semesters charged to the student's bursar account funds co-curricular services such as University career services and cultural programming.

**Recreation Fee.** Graduate and professional students are charged a 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 ABSN Program, but it is optional for students in the MSN Program, and DNP Program and for certificate options students.

## 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.

For the avoidance of doubt, and as has been the Policy of Duke University in the past, 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 assure 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 Accelerated Bachelor of Science in 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.



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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 need-based and merit scholarships for students in the ABSN Program, MSN Program, and DNP Program. School of Nursing scholarships are not awarded to certificate and nondegree students. 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 merit scholarship they will be notified of the award.

- **ABSN Need-Based Scholarship** provides ABSN students who demonstrate greatest financial need with a grant of up to \$60,000. All new ABSN students must have submitted a CSS Profile and required federal tax documents, in addition to the FAFSA, by the posted deadlines to be considered for need-based scholarship funding.
- **ABSN Merit Scholarship** provides one new ABSN student per cohort with a merit scholarship of \$40,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.
- **(MSN, DNP only) Duke SoN Graduate Need-Based Scholarship** provides MSN students who demonstrate significant financial need with a grant toward their tuition for up to six semesters. All new MSN and DNP students interested in applying for the need-based scholarship 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. The FAFSA link and priority deadlines may be found in the Financial Aid and Scholarships pages within the academic program pages on the Duke University School of Nursing website.
- **MSN Merit Scholarship** provides one new MSN student per cohort with a merit scholarship of \$36,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.
- **(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.
- **(DNP only) Doctor of Nursing Practice Merit Scholarships** provide one new post-master's DNP student per cohort with a merit scholarship of \$29,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.
- **Nurse Anesthesia Merit Scholarship** provides one new Nurse Anesthesia student per cohort with a merit scholarship of \$68,400. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.

### 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 apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit the DUSON website.

### Loan Programs



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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 ABSN, MSN, PGC, and DNP students who are enrolled at least half-time. This loan program provides up to \$12,500 per year for ABSN students and up to \$20,500 per year for 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.
- **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.
- **(MSN, DNP only) Federal HRSA Nurse Faculty Loan Program** is funded by an HRSA grant and assists MSN and 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.

## North Carolina State Education Assistance Programs

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

## Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.
- **(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 awards by the end of their first year or become funded on a sponsored research grant. In addition, there are certain scholarship and loan opportunities available to our PhD students. 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.

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- **Duke University Scholarships.** Duke Graduate School provides additional scholarship opportunities to all Duke University Graduate School students. For more information about Graduate School funding or federal loans, contact The Graduate School Financial Aid Office by email at [grad-finaid@duke.edu](mailto:grad-finaid@duke.edu) or call (919) 681-3247.

Financial Aid

## Applying for Financial Aid

### Eligibility

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

Generally, a student is considered an eligible noncitizen if 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
ABSN	2.0	Completing two-thirds (67%) of attempted coursework	87 DUSON credits
MSN & Post-Graduate Certificates	2.7		5 years
DNP	2.7		5 years (7 year 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 Science in Nursing (MSN)

## Bachelor's Programs

Bachelor of Science in Nursing (Accelerated)

## Specialty Programs and Certificates

Post-Graduate Certificate (PGC)

Specialty Certificates (SCT)

## Doctor of Nursing Practice

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](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/bsn-dnp) (Post-BSN) & [nursing.duke.edu/academic-programs/dnp-program-nursing](https://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 83 credit hours, as well as a nine-credit hours Executive Leadership Specialty).

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

### **Academic Requirements**

#### **Sample DNP Matriculation Plan for Post-MSN Entry Student**

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

\*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](https://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

## Duke University

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.

### 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](https://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 first cohort of students in this new program enrolled in the Fall 2014 semester.

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

All students must complete the following clinical minimum:

- 600 cases and didactic minimums
- Professional Aspects of Nurse Anesthesia Practice: 45 hours
- Anatomy, Physiology, Pathophysiology: 135 hours
- Pharmacology of Anesthetic Agents/Adjuvant Drugs: 105 hours
- Principles of Anesthesia Practice: 105 hours
- Evidence-Based Theory and Practice: 90 hours
- Health and Physical Assessment: 45 hours
- Anesthesia Specialty Techniques and Procedures: 45 hours
- DNP Project: Minimum 400 hours

The DNP with specialization in nurse anesthesia prepares graduates for the national CRNA certification examination and provides a solid foundation for their 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 of Nurse Anesthetists.

## Academic Requirements

### Sample Matriculation Plan for DNP with Nurse Anesthesia Specialization

YEAR 1, FALL SEMESTER 1	CREDIT HOURS
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)	3
Nursing 925 (Advanced Physiology)	4
Nursing 926 (Pharmacology for Nurse Anesthetists)	3
Nursing 927 (Chemistry and Physics Related to Anesthesia)	3
Nursing 964 (Effective Leadership)	3
<b>Term Total</b>	<b>16</b>
YEAR 1, SPRING SEMESTER 2	
Nursing 928 (Basic Principles of Anesthesia)	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I)	3
Nursing 933 (Diagnostic Reasoning and Physical Assessment for Nurse Anesthetists)	3
Nursing 942 (Clinical Anesthesia Practicum I, semester 2: 1 day simulation lab/week)	1
<b>Term Total</b>	<b>13</b>
YEAR 1, SUMMER SEMESTER 3	
Nursing 931 (Advanced Principles of Anesthesia I)	4
Nursing 935 (Advanced Pathophysiology Across the Lifespan for Nurse Anesthetists II)	3
Nursing 936 (Anesthesia Specialty Techniques)	3
Nursing 943 (Clinical Anesthesia Practicum, semester 3: 2 days clinical/week)	1
Nursing 959 (Appraising and Synthesizing for Evidence-Based Practice)	4
<b>Term Total</b>	<b>15</b>
YEAR 2, FALL SEMESTER 4	
Nursing 934 (Advanced Principles of Anesthesia II)	3
Nursing 961 (Implementing and Evaluating for Evidence-Based Practice)	3
Nursing 966 (Quantitative Methods for Evaluating Health Care Practices)	3
Nursing 944 (Clinical Anesthesia Practicum: 2 days clinical/week)	1
<b>Term Total</b>	<b>10</b>
YEAR 2, SPRING SEMESTER 5	
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice)	3
Nursing 945 (Clinical Anesthesia Practicum: 3 days clinical/week)	2
Nursing 971 (Health Care Quality Improvement Methods)	3
<b>Term Total</b>	<b>8</b>
YEAR 2, SUMMER SEMESTER 6	
Nursing 946 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 963 (Data Driven Health Care Improvements)	3
Nursing 975 (DNP Project)	1
<b>Term Total</b>	<b>6</b>
YEAR 3, FALL SEMESTER 7	
Nursing 962 (Transforming the Nation's Health)	3
Nursing 947 (Clinical Anesthesia Practicum: 4 days clinical/week)	1
Nursing 975 (DNP Project)	1

YEAR 1, FALL SEMESTER 1	CREDIT HOURS
<b>Term Total</b>	<b>5</b>
<b>YEAR 3, SPRING SEMESTER 8</b>	
Nursing 703 (Application of Finance and Budget Planning)	3
Nursing 948 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 975 (DNP Project)	1
<b>Term Total</b>	<b>6</b>
<b>YEAR 3, SUMMER SEMESTER 9</b>	
Nursing 949 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 975 (DNP Project)	1
<b>Term Total</b>	<b>3</b>
<b>Total Credit Hours (minimum requirements)</b>	<b>83</b>

## 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](https://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 or CCNE is required for admission to the PhD in nursing program.

The PhD program is administered by and follows the policies of The Graduate School. Refer to The Graduate School's Bulletin at [graduateschool.bulletins.duke.edu](https://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](https://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](mailto:cmhoglen@duke.edu).

Nursing PhD (G-NUR-PHD)

## 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



<b>YEAR 1 FALL</b>	<b>CREDIT HOURS</b>
Nursing 901 (Philosophy of Science & Theory Development)	3
Nursing 902 (Quantitative Research Methods and Designs)	3
Nursing 9XX (Doctoral Seminar on Health Equity and Social Determinants of Health I: Synthesis Review)	3
Nursing 911 (Introductory Statistics)	3
<b>Term Total</b>	<b>12</b>
<b>YEAR 1 SPRING</b>	
Nursing 903 (The General Linear Models)	3
Nursing 906 (Qualitative Research Methodology)	3
Nursing 9XX (Doctoral Seminar on Health Equity and Social Determinants of Health II: Grant Writing)	3
<b>Term Total</b>	<b>9</b>
<b>YEAR 2 FALL</b>	
Nursing 905 (Longitudinal Methods)	3
Nursing 909 (intervention Research Methods)	3
Elective (any semester)	3
Elective (any semester)	3
<b>Term Total</b>	<b>12</b>
<b>YEAR 2 SPRING</b>	
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
<b>Term Total</b>	<b>13</b>
<b>YEAR 3 FALL</b>	
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
<b>Term Total</b>	<b>6</b>
<b>YEAR 3 SPRING</b>	
Dissertation	0
<b>Term Total</b>	<b>0</b>
<b>Total Credit Hours (minimum requirement)</b>	<b>52</b>
<b>YEAR 4 (OPTIONAL)</b>	

## 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 36 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 and three systems 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 a variety of majors and clinical specialties.

## Duke University

- a clinical specialty or professional certificate in one of eight clinical areas as an addition to 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 500 or under) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

### 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
- Systems Majors
  - Health Informatics
  - Nursing and Healthcare Leadership
  - Nursing Education

### 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, and students in these majors are required to come to the School of Nursing campus in a few semesters for two to five days. These sessions, known as nurse practitioner intensives, or “NPIs,” include face-to-face interactions, simulation, and other hands-on activities with DUSON faculty and other experts. Dates for nurse practitioner intensives are announced several months in advance.

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 36 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 Program (AANPCP), American Association of Colleges of Nursing (AACN), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC), and Pediatric Nursing Certification Board (PNCB). Upon graduation, students are qualified to sit for the appropriate certification examination.

### Requirements for Completion of MSN Specialties for APRN Majors

Students who are interested in adding a specialty to their academic plan must complete and submit an Add a Specialty form to the MSN Program Office via email ([son-msn@dm.duke.edu](mailto:son-msn@dm.duke.edu)) at least 10 days prior to the start of the semester. Brief descriptions and requirements for the completion of each specialty are provided on the program pages linked below.

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

- Cardiology
- Endocrinology
- HIV
- Oncology

- Orthopedics
- Palliative Care
- Pediatric Behavioral and Mental Health
- Veterans Health Care

### 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)

## Advanced Practice Registered Nurse (APRN) Majors

### Core Requirements

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

## 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](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/adult-gerontology-nurse-practitioner-acute-care)

The adult-gerontology nurse practitioner – acute care major (AGNP-AC) in the Duke MSN Program offers an exceptional preparation to deliver comprehensive health care to adult patients in acute care settings. This major prepares students to manage acute or critical illness requiring hospitalization, complex of chronic conditions, or patients requiring use of medical technology. The AGNP-AC major focuses on developing the knowledge and skills necessary to deliver nursing care to individuals from adolescence to older adulthood across acute care settings, including care of individuals in rural and under-served areas. Intensive courses, state-of-the-art simulation techniques, opportunities to work with interprofessional teams, gain skills in the cadaver lab and participate in immersion clinical rotations, maximize the learning experience and enable students to become active members of an interprofessional health care team.

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

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

## Academic Requirements

48 credit hours, including 728 clinical hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>AGNP–Acute Care Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	1
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 664 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I)	3
Nursing 667 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical)	3
Nursing 668 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II)	3
Nursing 669 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II: Clinical)	4
Nursing 693 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Synthesis)	5
<b>AGNP–Acute Care Clinical Courses Total</b>	<b>25</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>48</b>

## Adult-Gerontology Nurse Practitioner – Primary Care

Program Code: R-AGNP-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/adult-gerontology-nurse-practitioner-primary-care](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/adult-gerontology-nurse-practitioner-primary-care)

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

Graduates from the AGNP-PC major are well-prepared to provide culturally competent, evidence-based, state-of-the-art primary medical care to patients from adolescence (>13 yrs) through senescence.

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

## Academic Requirements

42 credit hours, including 560 clinical hours

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

## Family Nurse Practitioner

Program Code: R-FNP-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/family-nurse-practitioner](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/family-nurse-practitioner)

## Duke University

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 underserved 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 728 clinical hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>FNP Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)	4
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	2
Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients)	1
Nursing 634 (Perinatal Care in Advanced Practice Nursing: Clinical)	1
Nursing 695 (Advanced Practice Nursing in Family Practice Patients Synthesis)	4
Nursing XXX (Required Elective)	3
<b>FNP Clinical Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>49</b>

### Neonatal Nurse Practitioner

Program Code: R-NNP-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/neonatal-nurse-practitioner](https://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 616 clinical hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>NNP Clinical Courses</b>	
Nursing 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)	2
Nursing 690 (Advanced Practice Nursing in Neonatal Patients Synthesis)	7
<b>NNP Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

## Pediatric Nurse Practitioner – Acute Care

Program Code: R-PNPAC-M

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/msn-pediatric-nurse-practitioner-acute-care](https://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 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
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PNP-AC Clinical Courses</b>	
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	1
Nursing 660 (Advanced Practice Nursing in Acute Care Pediatric Patients I)	3
Nursing 661 (Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical)	1
Nursing 662 (Advanced Practice Nursing in Acute Care Pediatric Patients II)	3
Nursing 663 (Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical)	2
Nursing 692 (Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis)	7
<b>PNP-AC Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

## Pediatric Nurse Practitioner – Primary Care

Program Code: R-PNP-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/pediatric-nurse-practitioner-primary-care](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/pediatric-nurse-practitioner-primary-care)

## Duke University

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

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

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

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

### Academic Requirements

43 credit hours, including 616 clinical hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PNP-PC Clinical Courses</b>	
Nursing 630 (Infant, Child and Adolescent Advanced Development and Behavioral Health)	3
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
<b>PNP-PC Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

### 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](https://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 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 techniques, 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 616 clinical hours



REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PMHNP Clinical Courses</b>	
Nursing 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 XXX (Required Elective)	3
<b>PMHNP Clinical Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>49</b>

## Women's Health

Program Code: R-WHNP-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/womens-health-nurse-practitioner](https://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 have didactic and clinical collaborative activities with Duke physician assistant and doctor of physical therapy students 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
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>WHNP Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	2
Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients)	1
Nursing 634 (Perinatal Care in Advanced Practice Nursing: Clinical)	2
Nursing 680 (Gender and Women's Health)	2
Nursing 681 (Advanced Practice Nursing in Women's Health Across the Lifespan)	3
Nursing 683 (Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical)	4
Nursing 696 (Advanced Practice Nursing in Women's Health Synthesis)	4
<b>WHNP Clinical Courses Total</b>	<b>22</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>45</b>

Master of Science in Nursing (MSN)

## Systems Majors

### Core Requirements

MSN CORE COURSES (ALL MSN MAJORS)	CREDIT HOURS
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice)	3
Nursing 582 (Population Health in a Global Society)	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice)	3
<b>MSN Core Courses Total</b>	<b>12</b>

### Health Informatics

Program Code: R-INFO-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/health-informatics](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/health-informatics)

The health Informatics (INFO) major in the Duke MSN Program prepares advanced practice nurses to serve in key roles in the development and implementation of health care Information Technology (IT) systems in areas such as clinical documentation, computerized practitioner order entry, and electronic health records. Students in the health informatics major develop knowledge and skills in clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge builds on concepts of data-information-knowledge meta-structures and incorporates systems lifecycle planning and expert clinical domain modeling. The rigorous program combines online instruction with one campus session each semester.

The final course in this major is an intensive individualized practicum in a health care organization (minimum of 224 practicum hours) in which the student completes a project under the mentorship of an experienced clinician in the health informatics specialty.

### Academic Requirements

38 credit hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Health Informatics Courses</b>	
Nursing 715 (Database Systems in Health Care: Design, Management and Connectivity)	3
Nursing 716 (Introduction to Health Informatics)	3
Nursing 717 (Health Information Exchange Standards, Methods, and Models)	3
Nursing 721 (System Design, Implementation, Evaluation, and Maintenance)	3
Nursing 722 (Facilitating and Assessing Learning in Non-Academic Settings)	1
Nursing 725 (Synthesis of Specialty Practice)	4
Nursing 726 (Clinical Data Analytics)	3
Nursing 964 (Effective Leadership)	3
Nursing 971 (Healthcare Quality Improvement Methods)	3
<b>Health Informatics Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>38</b>

### Nursing and Healthcare Leadership

Program Code: R-HSL-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/nursing-and-healthcare-leadership](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/nursing-and-healthcare-leadership)

The nursing and health care leadership major (NHCL) in the Duke MSN program offers students a strong foundation in navigating complex systems, organizational theory, financial management, and leadership practice in healthcare agencies and organizations. Traditional health care administration content and innovative approaches to thinking about organizations, management, and leadership prepare NHCL graduates for the challenges of today's and the future's health care environment.

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The major features a cumulative intensive experience working one-on-one in a health care organization with an experienced manager/administrator/executive preceptor on a collaborative project.

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

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

### Academic Requirements

36 credit hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Nursing and Health Care Leadership Courses</b>	
Nursing 700 (Organizational Theory for Integrated Health Care Delivery Systems)	3
Nursing 701 (Managing Complex Health Care Systems)	3
Nursing 703 (Application of Finance and Budget Planning)	3
Nursing 704 (Applied Health Care Economics for Nurses)	3
Nursing 705 (Health Care Operations: Human Resources, Quality, Law, and Ethics)	3
Nursing 708 (Innovation and Influence through Inquiry and Data Management)	3
Nursing 964 (Effective Leadership)	3
Nursing 711 Nursing and Healthcare Leadership Synthesis	3
<b>Nursing and Health Care Leadership Courses Total</b>	<b>24</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>36</b>

### Nursing Education

Program Code: R-NSED-MSN

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/nursing-education](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/nursing-education)

The nursing education (NED) major in the Duke MSN program is designed to prepare nurses for a professional educator role in academic, clinical, or staff development settings. This major reflects the nurse educator competencies developed by national organizations and is comprehensive in nature. The curriculum integrates core master's level concepts, advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology), and education-focused courses (principles of teaching, tests/measurements, curriculum development, etc.). The major culminates in an intensive individualized practicum in which each student collaborates with a master educator to implement the nurse educator role.

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

### Academic Requirements

36 credit hours

REQUIRED COURSES	CREDIT HOURS
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Component</b>	
Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Nursing 730 (Advanced Concepts of Health Assessment)	2
Nursing 752 (Major Health Problem Management Trends)	2
Nursing 753 (Management of Major Health Problems Practicum)	1
<b>Clinical Component Total</b>	<b>12</b>
<b>Nursing Education Courses</b>	
Nursing 741 (Facilitating Student Learning and Teaching Innovation)	3
Nursing 742 (Innovative Curriculum Development in Nursing)	1
Nursing 732 (Innovations in Clinical Teaching and Evaluation)	1
Nursing 735 (Educational Program Evaluation and Accreditation)	1
Nursing 743 (Assessment and Evaluation Strategies in Nursing Education)	2
Nursing 744 (Implementing Educator Role: Synthesis)	2
Nursing XXX (Required Elective)	2
<b>Nursing Education Courses Total</b>	<b>12</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>36</b>

## Bachelor of Science in Nursing (Accelerated)

Program Code: R-BSN

Degree Designation: Bachelor of Science in Nursing

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/absn-accelerated-bachelor-science-nursing](https://nursing.duke.edu/academic-programs/absn-accelerated-bachelor-science-nursing)

### Program Summary

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

The accelerated bachelor of science in nursing (ABSN) is a full-time campus-based program with 58 credit hours. The program is completed in 16 months (four semesters, with students taking between 12 and 16 credit hours per semester). The program includes 6 credit hours of electives with graduate credit option. In the ABSN program, 1 credit hour is granted for the completion of each 56 clinical hours.

### ABSN Program Outcomes

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

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

- act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.
- express one's identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care and in promoting personal and professional growth in self and others.

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

## 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) Accelerated Bachelor of Science in Nursing (ABSN) 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.

Bachelor of Science in Nursing (Accelerated) (R-BSN)

## Academic Requirements

SEMESTER 1	CREDIT HOURS
Nursing 388 (Health Assessment and Foundations for Nursing Practice Across the Lifespan)	6
Nursing 389 (Wellness/Health Promotion Across the Lifespan)	4
Nursing 392 (Professional Nursing: Past, Present & Future)	2
Nursing 393 (Physiologic Homeostasis and Principles of Pharmacology)	2
<b>Total</b>	<b>14</b>
SEMESTER 2	
Nursing 394 (Professional Nursing: Evolution as an Evidence-Based Clinician)	2
Nursing 395 (Nursing Care of the Childbearing Family)	4
Nursing 396 (Nursing Care of Infants, Children, and Adolescents)	4
Nursing 397 (Community and Public Health Nursing)	4
Nursing 398 (Pathophysiology and Pharmacology I)	2
<b>Total</b>	<b>16</b>
SEMESTER 3	
Nursing 473 (Professional Nursing: Evolution as an Effective Team Member)	2
Nursing 474 (Nursing Management of the Adult Patient with Health Problems)	5
Nursing 475 (Gerontological Nursing: Caring for Older Adults and Their Families)	4
Nursing 476 (Pathophysiology and Pharmacology II)	2
Nursing XXX (Elective)	3
<b>Total</b>	<b>16</b>
SEMESTER 4	
Nursing 483 (Professional Nursing: Evolution as a Leader)	2
Nursing 484 (Nursing Care of Patients with Complex Health Problems)	7
Nursing XXX (Elective)	3
<b>Total</b>	<b>12</b>
<b>Total Required for ABSN Degree</b>	<b>58</b>

## 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- 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
- Health Informatics
- Neonatal Nurse Practitioner
- Nursing and Healthcare Leadership
- Nursing Education
- 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 who are not already nurse practitioners will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours.

An individual analysis of prior education will be completed for each post-graduate certificate candidate prior to enrollment. To identify gaps in academic preparation for the desired PGC major, the candidate's previous academic work will be evaluated in the context of the full requirements for the corresponding major in the MSN curriculum. 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.

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
- HIV
- Oncology
- Orthopedics
- Palliative Care
- Pediatric Behavioral and Mental Health
- Veterans Health Care

### Professional Certificates

- Executive Leadership (Post-DNP only)
- Health Informatics
- Nursing Education

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

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

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

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 in the HIV specialty certificate studies 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

Program Code: R-CARD-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/cardiology-specialty](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/cardiology-specialty)

### Program Summary

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

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

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

Specialty Certificates (SCT)

### Endocrinology

Program Code: R-ENDO-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/endocrinology-specialty](https://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 diabetes and other 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 practicing clinicians and inquire about novel research and innovative practice. In the synthesis course, students will work directly with clinicians practicing in endocrinology across a variety of clinical settings.



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

Specialty Certificates (SCT)

## HIV

Program Code: R-HIV-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/hiv-specialty](http://nursing.duke.edu/academic-programs/msn-master-science-nursing/hiv-specialty)

## Program Summary

The HIV specialty is designed to fulfill the goals of the National HIV/AIDS Strategy to reduce the number of new infections, help people with HIV stay healthy by increasing their access to care, and reduce HIV-related health disparities. The specialty is open to newly enrolled and currently enrolled students in the AGNP and FNP APRN majors in the MSN program. It is also available to students with the same majors who are enrolled in the Duke DNP Program. Nurse practitioner students in the pediatric nurse practitioner program interested in HIV among adolescents and young adults are also welcome to enroll. The eight-credit HIV Specialty is also open as a non-degree option for licensed clinicians who wish to advance their knowledge and expertise in how to care for this unique patient population. Non-degree students earn an HIV Specialty Certificate. The distance-based specialty curriculum includes 5 credit hours of foundational courses that address the primary care needs of adolescents and adults with HIV and various co-morbidities, and a 168-hour clinical practicum under the mentorship of an experienced HIV clinician.

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

## Academic Requirements

9 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 846 (Advanced Practice Nursing: HIV/AIDS Specialty I)	3
Nursing 849 (Advanced Practice Nursing: HIV/AIDS Specialty II)	3
Nursing 848 (Advanced Practice Nursing in HIV/AIDS Synthesis)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>9</b>

Specialty Certificates (SCT)

## Oncology

Program Code: R-ONC-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/oncology-specialty](http://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.

## Duke University

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

### 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
<b>Minimum Requirements for Completion of the Specialty</b>	<b>10</b>

Specialty Certificates (SCT)

### Orthopedics

Program Code: R-ORTH-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/orthopedics-specialty](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/orthopedics-specialty)

### Program Summary

This specialty program will help to build the foundation for solid clinical skills and musculoskeletal expertise for those graduate nursing students aspiring to enter musculoskeletal care setting.

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

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

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

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

Specialty Certificates (SCT)

### Palliative Care

Program Code: R-PALL-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/continuing-education-specialized-programs/palliative-care-specialty](https://nursing.duke.edu/academic-programs/continuing-education-specialized-programs/palliative-care-specialty)

## Program Summary

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

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

## Academic Requirements

9 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 851 (Foundations and Physical Aspects of Palliative Care across the Lifespan)	3
Nursing 853 (Psychosocial Aspects of Palliative Care across the Lifespan)	3
Nursing 855 (Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>9</b>

Specialty Certificates (SCT)

## Pediatric Behavioral and Mental Health

Program Code: R-PBMH-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/pediatric-behavioral-and-mental-health](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/pediatric-behavioral-and-mental-health)

## Program Summary

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

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

## Academic Requirements

9 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 523 (Pediatric Behavioral and Mental Health Assessment and Management I)	3
Nursing 526 (Pediatric Behavioral and Mental Health Assessment and Management II)	3
Nursing 525 (Pediatric Behavioral and Mental Health Assessment and Management: Clinical)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>9</b>

Specialty Certificates (SCT)

## Veterans Health Care

Program Code: R-VAHC-SCT

Degree Designation: Certificate

Department: School of Nursing

Website: [nursing.duke.edu/academic-programs/msn-master-science-nursing/veterans-health-care-specialty](https://nursing.duke.edu/academic-programs/msn-master-science-nursing/veterans-health-care-specialty)

## Program Summary

## Duke University

The Veterans Health Care Specialty is open to students enrolled in FNP, AGNP, WHNP, and PMHNP majors. Students selected for the specialty acquire veteran-centric knowledge and gain 168 hours of clinical experience in Veterans Affairs Medical Center settings. This specialty prepares advanced practice nurses with the knowledge and skills necessary to deliver care that addresses the unique health care needs of the veteran population and their families in either private or VA health care settings. NP students who are interested in this specialty should consult with their academic advisor.

### Academic Requirements

8 credit hours, including 168 clinical hours

REQUIRED COURSES	CREDIT HOURS
Nursing 806 (Foundations in Veterans Health Care)	3
Nursing 771 (Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations)	2
Nursing 807 (Advanced Practice Nursing: Veterans Health Care Specialty Synthesis)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

Specialty Certificates (SCT)

### Executive Leadership

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- 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)

### Health Informatics

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 with at least one year of health-related work experience who have a bachelor's or graduate degree.

Specialty Certificates (SCT)

### Nursing Education

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- or CCNE-accredited nursing school, a PhD or other doctoral degree, or are enrolled in a master's, DNP, or PhD program.

### Academic Requirements

COURSE NUMBER	COURSE TITLE	CREDITS
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)
<b>TOTAL</b>		9

## All Courses

### NURSING388 - Health Assessment and Foundations for Nursing Practice Across the Lifespan

Subject	Catalog Number	Title
NURSING	388	Health Assessment and Foundations for Nursing Practice Across the Lifespan

#### Description

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

### NURSING389 - Wellness/ Health Promotion Across the Lifespan

Subject	Catalog Number	Title
NURSING	389	Wellness/ Health Promotion Across the Lifespan

#### Description

This course focuses on core knowledge, concepts, and values fundamental to health promotion and nursing across the lifespan with diverse populations. Students apply principals of the nursing process including social determinants of health, levels of prevention and cultural competence. Concepts covered will be care management, identity formation, contextual relevance and leadership. Corequisite: Nursing 393

### NURSING392 - Professional Nursing: Past, Present & Future

Subject	Catalog Number	Title
NURSING	392	Professional Nursing: Past, Present & Future

#### Description

This course introduces students to the rich heritage of nursing and introduces them to issues currently facing the nursing profession. Students will be challenged to envision how nurses can shape the future of the discipline and the future of health care. The multiple roles assumed by nurses are explored, and students begin their journey toward establishing their professional identities as caregivers, scholars and leaders

### NURSING393 - Physiologic Homeostasis and Principles of Pharmacology

Subject	Catalog Number	Title
NURSING	393	Physiologic Homeostasis and Principles of Pharmacology

#### Description

An overview of the nurse's role in supporting the body's homeostatic response to internal and external changes across the lifespan. This course includes pharmacological concepts and interventions as one strategy to promote all aspects of health

## NURSING394 - Professional Nursing: Evolution as an Evidence-based Clinician

Subject	Catalog Number	Title
NURSING	394	Professional Nursing: Evolution as an Evidence-based Clinician

### Description

This course introduces students to the concept of evidence-based practice and its relevance to their practice as professional nurses. It is designed to facilitate an understanding of the meaning and significance of evidence-based nursing practice and an appreciation of how theory and research shape that practice and enhance the quality of care provided. Prerequisite: Nursing 392

## NURSING395 - Nursing Care of the Childbearing Family

Subject	Catalog Number	Title
NURSING	395	Nursing Care of the Childbearing Family

### Description

This course provides students with opportunities to provide nursing care of the childbearing family. Normal and deviations from normal pregnancy are addressed, as are labor and delivery care, care of the neonate, and assisting families with early parenthood. The clinical component includes nursing care in a variety of care settings. Prerequisite: Nursing 392 and 393. Corequisite: Nursing 394 and 398

## NURSING396 - Nursing Care of Infants, Children and Adolescents

Subject	Catalog Number	Title
NURSING	396	Nursing Care of Infants, Children and Adolescents

### Description

This course focuses on the provision of developmentally-appropriate family-centered nursing care for infants, children, and adolescents with acute and chronic health problems. The clinical component of the course provides learning experiences in pediatric acute care settings as well as clinical settings where students care for children with chronic or unique healthcare needs. Prerequisite: Nursing 395. Corequisite: Nursing 394 and 398

## NURSING397 - Community and Public Health Nursing

Subject	Catalog Number	Title
NURSING	397	Community and Public Health Nursing

### Description

In this course, students integrate nursing and public health science to promote, protect, maintain and restore the health of populations. Evidence-based interventions which are implemented with individuals/families, communities, and systems are explored, as are the unique health needs of vulnerable populations and measures to eliminate health disparities in a multicultural and global environment. Prerequisite: Nursing 392, 393, 388, and 389

## NURSING398 - Pathophysiology and Pharmacology I

Subject	Catalog Number	Title
NURSING	398	Pathophysiology and Pharmacology I

### Description

In this course, students learn the biologic bases and pharmacologic treatments of acute and chronic alterations in physical, mental and emotional health that commonly occur in diverse childbearing families, infants, children and adolescents. Students consider the contributions of genomics and environment, including social determinants of health, on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 393

## NURSING462 - Perioperative Nursing

Subject	Catalog Number	Title
NURSING	462	Perioperative Nursing

### Description

This course introduces ABSN 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 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.

## NURSING463 - Perioperative Nursing II

Subject	Catalog Number	Title
NURSING	463	Perioperative Nursing II

### Description

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

## NURSING465 - Psychiatry and Substance Use Treatment: An Inter-Professional Experience

Subject	Catalog Number	Title
NURSING	465	Psychiatry and Substance Use Treatment: An Inter-Professional Experience

### 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.

## NURSING466 - Neuroscience Nursing

Subject	Catalog Number	Title
NURSING	466	Neuroscience Nursing

### Description

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

Prerequisite: Nursing 474.

## NURSING467 - Pediatric Critical Care Nursing

Subject	Catalog Number	Title
NURSING	467	Pediatric Critical Care Nursing

### Description

This course is designed to provide students with specialized knowledge needed to plan holistic, evidence-based nursing care for critically ill infants, children, adolescents and their families.

Prerequisite: Nursing 474.

## NURSING468 - Population Health Practice – Communicable Diseases & Immunizations

Subject	Catalog Number	Title
NURSING	468	Population Health Practice – Communicable Diseases & Immunizations

### 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. Prerequisite: Nursing 398.

## NURSING473 - Professional Nursing: Evolution as an Effective Team Member

Subject	Catalog Number	Title
NURSING	473	Professional Nursing: Evolution as an Effective Team Member

### Description

This course provides students with the opportunity to enhance their identity as a significant member of health care teams. It addresses the complexity of team development, characteristics of effective teams, ways to incorporate the patient/family into the team, and quality outcomes of effective teams. Prerequisite: Nursing 394.



## NURSING474 - Nursing Management of the Adult Patient with Health Problems

Subject	Catalog Number	Title
NURSING	474	Nursing Management of the Adult Patient with Health Problems

### Description

This course is designed to help students develop the knowledge, skills and values essential to provide safe, quality, patient/family-centered care to adults with health problems. The clinical component of the course engages students in the collaborative management of care for patients and the use of information technology to promote human flourishing in order to optimize patient-family outcomes in an acute care environment. Prerequisite: Nursing 396. Corequisite: Nursing 476.

## NURSING475 - Gerontological Nursing: Caring for Older Adults and Their Families

Subject	Catalog Number	Title
NURSING	475	Gerontological Nursing: Caring for Older Adults and Their Families

### Description

This course is designed to help students design and provide nursing care to older adults experiencing acute and chronic health problems, and evaluate the effectiveness of that care. The clinical component provides students with opportunities to use evidence-based geriatric nursing protocols in caring for older adults in long-term care settings (assisted living, continuing care retirement communities, skilled nursing facilities), and acute care settings specializing in care of older adults (NICHE Units). Prerequisite: Nursing 474. Corequisite: Nursing 476.

## NURSING476 - Pathophysiology and Pharmacology II

Subject	Catalog Number	Title
NURSING	476	Pathophysiology and Pharmacology II

### Description

In this course students learn about the biologic basis and approaches to pharmacologic management of acute and chronic alterations in physical and mental health in diverse adult and older adult/geriatric populations. Students consider the contributions genomics and environment, including social determinants of health, make on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 398.

## NURSING483 - Professional Nursing: Evolution as a Leader

Subject	Catalog Number	Title
NURSING	483	Professional Nursing: Evolution as a Leader

### Description

This course challenges students to assume the role of leader in ways that continually improve nursing care and advance the profession across practice, academic, and policy arenas. Students engage in self-reflection regarding their leadership skills and outline a plan to enhance those skills throughout their nursing careers. Prerequisite: Nursing 473

## NURSING484 - Nursing Care of Patients with Complex Health Problems

Subject	Catalog Number	Title
NURSING	484	Nursing Care of Patients with Complex Health Problems

### Description

This course will help students design and provide holistic, evidence-based nursing care to individuals with complex health problems across the lifespan and across care settings. Students collaborate with members of the health care team to plan, implement and evaluate the care provided to individuals with complex health problems. Prerequisite: Nursing 475 and 476

## NURSING485 - From Their Lens: Multiple Perspectives in Mental Health Issues

Subject	Catalog Number	Title
NURSING	485	From Their Lens: Multiple Perspectives in Mental Health Issues

### Description

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

## NURSING488 - Interprofessional Care of the Critically Ill Adult Patient

Subject	Catalog Number	Title
NURSING	488	Interprofessional Care of the Critically Ill Adult Patient

### Description

This course focuses on collaborative management of critically ill adult 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. Instructor consent required. Prerequisite: Nursing 474; Corequisite: Nursing 483 and Nursing 484

## NURSING494 - Neuroscience Nursing

Subject	Catalog Number	Title
NURSING	494	Neuroscience Nursing

### Description

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

## NURSING502 - Health Promotion and Disease Prevention

Subject	Catalog Number	Title
NURSING	502	Health Promotion and Disease Prevention

### 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.

## NURSING523 - Pediatric Behavioral and Mental Health Assessment and Management I

Subject	Catalog Number	Title
NURSING	523	Pediatric Behavioral and Mental Health Assessment and Management I

### 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 DUSONABSN students who have completed at least 2 semesters with faculty consent. Pre-/corequisite: Nursing 590 or Nursing 589

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

Subject	Catalog Number	Title
NURSING	525	Pediatric Behavioral and Mental Health Assessment and Management–Clinical

### 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

## NURSING526 - Pediatric Behavioral and Mental Health Assessment and Management II

Subject	Catalog Number	Title
NURSING	526	Pediatric Behavioral and Mental Health Assessment and Management II

### 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.

## NURSING536 - Obesity: Fundamentals for Healthcare Providers

Subject	Catalog Number	Title
NURSING	536	Obesity: Fundamentals for Healthcare Providers

### Description

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

## NURSING537 - Exercise Interventions for Diabetes and Cardiovascular Risk Reduction

Subject	Catalog Number	Title
NURSING	537	Exercise Interventions for Diabetes and Cardiovascular Risk Reduction

### 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

## NURSING538 - Nutritional Management for Diabetes and Cardiovascular Risk Reduction

Subject	Catalog Number	Title
NURSING	538	Nutritional Management for Diabetes and Cardiovascular Risk Reduction

### 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.

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

Subject	Catalog Number	Title
NURSING	540	Addressing Social Drivers of Health in Rural and Underserved Communities I

### 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.

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	541A	Addressing Social Drivers of Health in Rural and Underserved Communities IA-Clinical

### **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.

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	541B	Addressing Social Drivers of Health in Rural and Underserved Communities IB-Clinical

### **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.

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	542	Addressing Social Drivers of Health in Rural and Underserved Communities II

### **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.

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	543A	Addressing Social Drivers of Health in Rural and Underserved Communities IIA

### **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.

## NURSING554 - Global Clinical Immersion Experience

Subject	Catalog Number	Title
NURSING	554	Global Clinical Immersion Experience

### 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

## NURSING555 - Exploring Global Patterns of Health and Illness

Subject	Catalog Number	Title
NURSING	555	Exploring Global Patterns of Health and Illness

### 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

## NURSING556 - Global Mental Health

Subject	Catalog Number	Title
NURSING	556	Global Mental Health

### 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.

## NURSING559 - Genetics and Genomics for Healthcare and Society

Subject	Catalog Number	Title
NURSING	559	Genetics and Genomics for Healthcare and Society

### 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

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

Subject	Catalog Number	Title
NURSING	564	Introduction to Medical Spanish and Cultural Competency in Health Care

### 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

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

Subject	Catalog Number	Title
NURSING	565	Introduction to Medical Spanish and Cultural Competency for Health Care - Level II

### 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.

## NURSING566 - Advanced Medical Spanish and Cultural Competency in Health Care

Subject	Catalog Number	Title
NURSING	566	Advanced Medical Spanish and Cultural Competency in Health Care

### 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

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

Subject	Catalog Number	Title
NURSING	567	Advanced Medical Spanish and Cultural Competency in Health Care - Level II

### 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.

## NURSING568 - Exploring Medicine in Other Cultures - Honduras

Subject	Catalog Number	Title
NURSING	568	Exploring Medicine in Other Cultures - Honduras

### 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

## NURSING569 - Understanding Sickle Cell Disease: A Biopsychosocial Approach

Subject	Catalog Number	Title
NURSING	569	Understanding Sickle Cell Disease: A Biopsychosocial Approach

### 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.

## NURSING574 - Directed Scholarship

Subject	Catalog Number	Title
NURSING	574	Directed Scholarship

### 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

## NURSING575 - Independent Study

Subject	Catalog Number	Title
NURSING	575	Independent Study

### 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



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

Subject	Catalog Number	Title
NURSING	580	Nurse as Scholar I: Science Development, Study Design & Statistics

### 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

## NURSING581 - Nurse as Scholar II: Evidence-based Practice

Subject	Catalog Number	Title
NURSING	581	Nurse as Scholar II: Evidence-based Practice

### 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

## NURSING582 - Population Health in a Global Society

Subject	Catalog Number	Title
NURSING	582	Population Health in a Global Society

### 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.

## NURSING583 - Professional Transitions: Advanced Nursing Practice

Subject	Catalog Number	Title
NURSING	583	Professional Transitions: Advanced Nursing Practice

### 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.

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

Subject	Catalog Number	Title
NURSING	589	Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach

### **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

## **NURSING595 - Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing**

Subject	Catalog Number	Title
NURSING	595	Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing

### **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

## **NURSING595A - Diagnostic Reasoning and Physical Assessment Refresher**

Subject	Catalog Number	Title
NURSING	595A	Diagnostic Reasoning and Physical Assessment Refresher

### **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

## **NURSING596 - Clinical Pharmacology for Advanced Practice Nursing**

Subject	Catalog Number	Title
NURSING	596	Clinical Pharmacology for Advanced Practice Nursing

### **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

## NURSING600 - Professional Practice Portfolio for the Advanced Practice Nurse

Subject	Catalog Number	Title
NURSING	600	Professional Practice Portfolio for the Advanced Practice Nurse

### Description

This course will evaluate the competence, skill and confidence of an actively practicing advanced practice registered nurse participating in the certification alignment post-graduate certificate. Based on the applicable professional standards, enrolled students will demonstrate competency within their work environment. Successful completion of this course will result in clinical hours towards the post-graduate degree being sought.

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

Subject	Catalog Number	Title
NURSING	617	Nurse Practitioner Intensive I: Collaboration, Care Management and Identity Formation

### 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.

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

Subject	Catalog Number	Title
NURSING	618	Nurse Practitioner Intensive II: Care Mgmt, Information Mgmt, Collaboration & Contextual Relevance

### 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.

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

Subject	Catalog Number	Title
NURSING	619	Nurse Practitioner Intensive III: Collaboration, Leadership, and Scholarship

### 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

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

Subject	Catalog Number	Title
NURSING	620	Advanced Practice Nursing in Primary Care Adolescents and Adult Patients

### 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

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

Subject	Catalog Number	Title
NURSING	622	Advanced Practice Nursing in Primary Care Adolescent, Adult, and Older Adult Patients I – Clinical

### 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.

## NURSING624 - Advanced Practice Nursing Care of Older Adult Patients

Subject	Catalog Number	Title
NURSING	624	Advanced Practice Nursing Care of Older Adult Patients

### 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 and (Nursing 621 or 622)

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

Subject	Catalog Number	Title
NURSING	626	Advanced Practice Nursing in Primary Care Adolescent, Adult and Older Adults Patients II: Clinical

### 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.

## NURSING628 - Advanced Practice Nursing: Pediatric Primary Care Essentials

Subject	Catalog Number	Title
NURSING	628	Advanced Practice Nursing: Pediatric Primary Care Essentials

### 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

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

Subject	Catalog Number	Title
NURSING	629	Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical

### 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

## NURSING630 - Infant, Child, and Adolescent Advanced Development and Behavioral Health

Subject	Catalog Number	Title
NURSING	630	Infant, Child, and Adolescent Advanced Development and Behavioral Health

### Description

The course focuses on developmental and behavioral theoretical frameworks, medical, genetic, and environmental risk factors, family systems, parenting styles, screening, surveillance, and assessment of Infants, children, and adolescents. Management strategies, referral options, legal, ethical, and policy issues are discussed for children with atypical development/behavior. Promotion of wellness through anticipatory guidance of the child and family is infused into the course content and addressed at each development stage

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

Subject	Catalog Number	Title
NURSING	631	Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers

### 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

## NURSING632 - Advanced Practice Nursing in Perinatal Care

Subject	Catalog Number	Title
NURSING	632	Advanced Practice Nursing in Perinatal Care

### 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

## NURSING634 - Perinatal Care in Advanced Practice Nursing — CL

Subject	Catalog Number	Title
NURSING	634	Perinatal Care in Advanced Practice Nursing — CL

### 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

## NURSING635 - Advanced Practice Nursing for Neonatal Patients I

Subject	Catalog Number	Title
NURSING	635	Advanced Practice Nursing for Neonatal Patients I

### 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

## NURSING636 - Advanced Practice Nursing in Neonatal Patients: Clinical

Subject	Catalog Number	Title
NURSING	636	Advanced Practice Nursing in Neonatal Patients: Clinical

### 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

## NURSING637 - Advanced Practice Nursing in Neonatal Patients II

Subject	Catalog Number	Title
NURSING	637	Advanced Practice Nursing in Neonatal Patients II

### 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

## NURSING638 - Advanced Practice Nursing in Neonatal Patients II: Clinical

Subject	Catalog Number	Title
NURSING	638	Advanced Practice Nursing in Neonatal Patients II: Clinical

### 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

## NURSING642 - Advanced Practice Nursing in Primary Care Pediatric Patients I

Subject	Catalog Number	Title
NURSING	642	Advanced Practice Nursing in Primary Care Pediatric Patients I

### 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

## NURSING644 - Advanced Practice Nursing in Primary Care Pediatric Patients II

Subject	Catalog Number	Title
NURSING	644	Advanced Practice Nursing in Primary Care Pediatric Patients II

### 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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	647	Advanced Practice Nursing in Pediatric Primary Care Patients I – Clinical

### **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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	649	Advanced Practice Nursing in Pediatric Primary Care Patients II – Clinical

### **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

## **NURSING660 - Advanced Practice Nursing in Acute Care Pediatric Patients I**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	660	Advanced Practice Nursing in Acute Care Pediatric Patients I

### **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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	661	Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical

### **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



## **NURSING662 - Advanced Practice Nursing in Acute Care Pediatric Patients II**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	662	Advanced Practice Nursing in Acute Care Pediatric Patients II

### **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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	663	Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical

### **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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	664	Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients 1

### **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 and 622

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	667	Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I - Clinical

### **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 and 622

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

Subject	Catalog Number	Title
NURSING	668	Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II

### 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

## NURSING669 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical

Subject	Catalog Number	Title
NURSING	669	Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical

### 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

## NURSING680 - Gender and Women's Health

Subject	Catalog Number	Title
NURSING	680	Gender and Women's Health

### 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

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

Subject	Catalog Number	Title
NURSING	681	Advanced Practice Nursing in Women's Health Across the Lifespan

### 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.

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

Subject	Catalog Number	Title
NURSING	683	Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical

### 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

## NURSING690 - Advanced Practice Nursing in Neonatal Patients Synthesis

Subject	Catalog Number	Title
NURSING	690	Advanced Practice Nursing in Neonatal Patients Synthesis

### 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

## NURSING691 - Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis

Subject	Catalog Number	Title
NURSING	691	Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis

### 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

## NURSING692 - Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis

Subject	Catalog Number	Title
NURSING	692	Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis

### 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

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	693	Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Clinical Synthesis

### **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.

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

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	694	Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis

### **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

## **NURSING695 - Advanced Practice Nursing In Family Practice Patients Synthesis**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	695	Advanced Practice Nursing In Family Practice Patients Synthesis

### **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

## **NURSING696 - Women's Health Nurse Practitioner Clinical Synthesis Course**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	696	Women's Health Nurse Practitioner Clinical Synthesis 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.

## NURSING700 - Organizational Theory for Integrated Health Care Delivery Systems

Subject	Catalog Number	Title
NURSING	700	Organizational Theory for Integrated Health Care Delivery Systems

### 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)

## NURSING701 - Managing Complex Health Care Systems

Subject	Catalog Number	Title
NURSING	701	Managing Complex Health Care Systems

### 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)

## NURSING703 - Application of Finance and Budget Planning

Subject	Catalog Number	Title
NURSING	703	Application of Finance and Budget Planning

### Description

Designed for a wide-range of experienced nurse managers, directors, executives and other nurses needing to perform routine financial tasks in complex health care organizations. Equips students to interpret financial statements for making strategic decisions. Focuses on the practical knowledge and skills needed to apply the commonly used tools and techniques in financial management within a healthcare setting.

## NURSING704 - Applied Health Care Economics for Nurses

Subject	Catalog Number	Title
NURSING	704	Applied Health Care Economics for Nurses

### 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

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

Subject	Catalog Number	Title
NURSING	705	Health Care Operations: Human Resources, Quality, Law and Ethics

### 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)

## NURSING708 - Innovation and Influence through Inquiry and Data Management

Subject	Catalog Number	Title
NURSING	708	Innovation and Influence through Inquiry and Data Management

### 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

## NURSING711 - Nursing and Healthcare Leadership Synthesis

Subject	Catalog Number	Title
NURSING	711	Nursing and Healthcare Leadership Synthesis

### 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)

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

Subject	Catalog Number	Title
NURSING	715	Database Systems in Healthcare: Design, Management, and Connectivity

### 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

## NURSING716 - Introduction to Health Informatics

Subject	Catalog Number	Title
NURSING	716	Introduction to Health Informatics

### 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

## NURSING717 - Health Information Exchange Standards, Methods, & Models

Subject	Catalog Number	Title
NURSING	717	Health Information Exchange Standards, Methods, & Models

### 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

## NURSING721 - System Design, Implementation, Evaluation and Maintenance

Subject	Catalog Number	Title
NURSING	721	System Design, Implementation, Evaluation and Maintenance

### 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

## NURSING722 - Facilitating and Assessing Learning in Non-Academic Settings

Subject	Catalog Number	Title
NURSING	722	Facilitating and Assessing Learning in Non-Academic Settings

### 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.

## NURSING725 - Synthesis of Specialty Practice, Informatics

Subject	Catalog Number	Title
NURSING	725	Synthesis of Specialty Practice, Informatics

### 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)

## NURSING726 - Clinical Data Analytics

Subject	Catalog Number	Title
NURSING	726	Clinical Data Analytics

### 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

## NURSING730 - Advanced Concepts of Health Assessment

Subject	Catalog Number	Title
NURSING	730	Advanced Concepts of Health Assessment

### 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)

## NURSING732 - Innovations in Clinical Teaching and Evaluation

Subject	Catalog Number	Title
NURSING	732	Innovations in Clinical Teaching and Evaluation

### 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)



## NURSING733 - Integrating Technology into Nursing Education

Subject	Catalog Number	Title
NURSING	733	Integrating Technology into Nursing Education

### 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)

## NURSING735 - Educational Program Evaluation and Accreditation

Subject	Catalog Number	Title
NURSING	735	Educational Program Evaluation and Accreditation

### 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)

## NURSING738 - Role of the Nurse Educator: Issues and Challenges

Subject	Catalog Number	Title
NURSING	738	Role of the Nurse Educator: Issues and Challenges

### 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)

## NURSING741 - Facilitating Student Learning and Teaching Innovation

Subject	Catalog Number	Title
NURSING	741	Facilitating Student Learning and Teaching Innovation

### 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

## NURSING742 - Innovative Curriculum Development in Nursing

Subject	Catalog Number	Title
NURSING	742	Innovative Curriculum Development in Nursing

### 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

## NURSING743 - Assessment and Evaluation Strategies in Nursing Education

Subject	Catalog Number	Title
NURSING	743	Assessment and Evaluation Strategies in Nursing Education

### 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

## NURSING744 - Implementing Educator Role: Synthesis

Subject	Catalog Number	Title
NURSING	744	Implementing Educator Role: Synthesis

### 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

## NURSING746 - Using the Arts and Humanities to Teach Nursing

Subject	Catalog Number	Title
NURSING	746	Using the Arts and Humanities to Teach Nursing

### 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

## NURSING747 - Enhancing Racial/Ethnic Diversity in Schools of Nursing

Subject	Catalog Number	Title
NURSING	747	Enhancing Racial/Ethnic Diversity in Schools of Nursing

### 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

## NURSING748 - Using Simulation in Education

Subject	Catalog Number	Title
NURSING	748	Using Simulation in Education

### 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

## NURSING749 - Evidence-based Nursing Education

Subject	Catalog Number	Title
NURSING	749	Evidence-based Nursing Education

### 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

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

Subject	Catalog Number	Title
NURSING	750	Role of the Nursing Professional Development Specialist: Issues and Challenges

### 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

## NURSING752 - Major Health Problem Management Trends

Subject	Catalog Number	Title
NURSING	752	Major Health Problem Management Trends

### Description

This course is designed to provide students with an overview of trends, research, best practice guidelines, and resources related to the care of individuals experiencing chronic and/or acute illness. Major health problems are discussed, and each is addressed with consideration given to the complexity of factors that influence care management. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 753.

## NURSING753 - Management of Major Health Problems Practicum

Subject	Catalog Number	Title
NURSING	753	Management of Major Health Problems Practicum

### Description

This course provides students with experiences in a health care setting where they have an opportunity to develop a deeper understanding of how individuals/families collaborate with the interdisciplinary health care team to manage chronic or acute illnesses, or engage in health promotion activities. Each student selects a population of interest (e.g., children, pregnant teens, individuals with cancer, the elderly, etc.) and engages with representatives of that population and the experts who care for them to gain an appreciation of their health care needs, the evidence that supports best practices in caring for them, and resources to remain current regarding the care of the population. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 752.

## NURSING759 - Introduction to Advanced Practice Psychiatric Mental Health Nursing

Subject	Catalog Number	Title
NURSING	759	Introduction to Advanced Practice Psychiatric Mental Health Nursing

### 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.

## NURSING762 - Neurophysiology

Subject	Catalog Number	Title
NURSING	762	Neurophysiology

### 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

## NURSING763 - Psychopharmacology

Subject	Catalog Number	Title
NURSING	763	Psychopharmacology

### 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

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

Subject	Catalog Number	Title
NURSING	764	APN: Diagnosis and Evidence-Based Treatment of Mental Health Disorders Across the Lifespan

### 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.

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

Subject	Catalog Number	Title
NURSING	765	APN: Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical

### 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

## NURSING766 - Assessment and Management of Addictive Disorders for the APRN

Subject	Catalog Number	Title
NURSING	766	Assessment and Management of Addictive Disorders for the APRN

### 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

## **NURSING769 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	769	Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I

### **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

## **NURSING770 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	770	Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II

### **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

## **NURSING771 - Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	771	Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations

### **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

## **NURSING801 - Advanced Practice Nursing: Cardiovascular Specialty I**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	801	Advanced Practice Nursing: Cardiovascular Specialty I

### **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

## **NURSING803 - Advanced Practice Nursing: Cardiovascular Specialty II Across the Lifespan**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	803	Advanced Practice Nursing: Cardiovascular Specialty II Across the Lifespan

### **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.

## **NURSING805 - Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	805	Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis

### **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

## **NURSING806 - Foundations in Veterans Health Care**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	806	Foundations in Veterans Health Care

### **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.

## **NURSING807 - Advanced Practice Nursing: Veterans Health Care Specialty Synthesis**

<b>Subject</b>	<b>Catalog Number</b>	<b>Title</b>
NURSING	807	Advanced Practice Nursing: Veterans Health Care Specialty Synthesis

### **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

## NURSING811 - Advanced Practice Nursing: Oncology Specialty I

Subject	Catalog Number	Title
NURSING	811	Advanced Practice Nursing: Oncology Specialty I

### 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

## NURSING813 - Advanced Practice Nursing: Oncology Specialty II Across the Lifespan

Subject	Catalog Number	Title
NURSING	813	Advanced Practice Nursing: Oncology Specialty II Across the Lifespan

### 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.

## NURSING815 - Advanced Practice Nursing in Adult-Gerontology: Oncology Synthesis

Subject	Catalog Number	Title
NURSING	815	Advanced Practice Nursing in Adult-Gerontology: Oncology Synthesis

### 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

## NURSING821 - Fundamentals of Musculoskeletal Care I

Subject	Catalog Number	Title
NURSING	821	Fundamentals of Musculoskeletal Care I

### 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



## NURSING823 - Advanced Practice Nursing: Musculoskeletal Specialty II Across the Lifespan

Subject	Catalog Number	Title
NURSING	823	Advanced Practice Nursing: Musculoskeletal Specialty II Across the Lifespan

### 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.

## NURSING825 - Advanced Practice Nursing - Musculoskeletal Synthesis

Subject	Catalog Number	Title
NURSING	825	Advanced Practice Nursing - Musculoskeletal Synthesis

### 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

## NURSING831 - Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)

Subject	Catalog Number	Title
NURSING	831	Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)

### 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

## NURSING833 - Advanced Practice Nursing: Endocrinology Specialty II Across the Lifespan

Subject	Catalog Number	Title
NURSING	833	Advanced Practice Nursing: Endocrinology Specialty II Across the Lifespan

### 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.

## NURSING835 - Advanced Practice Nursing: Endocrinology Synthesis

Subject	Catalog Number	Title
NURSING	835	Advanced Practice Nursing: Endocrinology Synthesis

### 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

## NURSING846 - Advanced Practice Nursing: HIV Specialty I

Subject	Catalog Number	Title
NURSING	846	Advanced Practice Nursing: HIV Specialty I

### 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

## NURSING848 - Advanced Practice Nursing in HIV Synthesis

Subject	Catalog Number	Title
NURSING	848	Advanced Practice Nursing in HIV Synthesis

### 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

## NURSING849 - Advanced Practice Nursing: HIV Specialty II Across the Lifespan

Subject	Catalog Number	Title
NURSING	849	Advanced Practice Nursing: HIV Specialty II Across the Lifespan

### 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 1 or by instructor permission.

## NURSING851 - Foundations and Physical Aspects of Palliative Care across the Lifespan

Subject	Catalog Number	Title
NURSING	851	Foundations and Physical Aspects of Palliative Care across the Lifespan

### 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

## NURSING853 - Psychosocial Aspects of Palliative Care across the Lifespan

Subject	Catalog Number	Title
NURSING	853	Psychosocial Aspects of Palliative Care across the Lifespan

### 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.

## NURSING855 - Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis

Subject	Catalog Number	Title
NURSING	855	Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis

### 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

## NURSING860 - The Essentials of Care Coordination for Populations and Individuals

Subject	Catalog Number	Title
NURSING	860	The Essentials of Care Coordination for Populations and Individuals

### 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

## NURSING861 - Applications of Care Coordination of Populations and Individuals

Subject	Catalog Number	Title
NURSING	861	Applications of Care Coordination of Populations and Individuals

### 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

## NURSING865 - Synthesis of Specialty Practice: Population Care Coordination

Subject	Catalog Number	Title
NURSING	865	Synthesis of Specialty Practice: Population Care Coordination

### 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

## NURSING901 - Philosophy of Science and Theory Development

Subject	Catalog Number	Title
NURSING	901	Philosophy of Science and Theory Development

### 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

## NURSING902 - Quantitative Research Designs

Subject	Catalog Number	Title
NURSING	902	Quantitative Research Designs

### Description

This course introduces students to a range of nonexperimental and experiment designs used in health care research. Topics include identifying researchable problems, formulating research questions/aims/hypothesis, conceptual and operational definitions of variables, sampling designs, ethical issues in human subjects research, data collection techniques, and critique of analytical methods. Students will apply knowledge by participating in class discussions, critiquing published research, and exploring possible designs for their research focus

## NURSING903 - The General Linear Models

Subject	Catalog Number	Title
NURSING	903	The General Linear Models

### Description

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

## NURSING905 - Longitudinal Methods

Subject	Catalog Number	Title
NURSING	905	Longitudinal Methods

### Description

Focus is on longitudinal research methods, including conceptualization, design, data management, and analysis. Assumptions and limitations of longitudinal statistics, particularly the general linear mixed model, generalized estimating equations, and survival modeling; relationship between design and analyses; and strategies to maintain scientific integrity are covered. Topics include estimating and interpreting coefficients in mixed models, assessing model fit, and significance testing using SAS procures. Assignments will provide the student with hands on data analytic experience (with relevant SAS procedures). Prerequisite: Nursing 903. Department consent required

## NURSING906 - Qualitative Research Methodology

Subject	Catalog Number	Title
NURSING	906	Qualitative Research Methodology

### Description

Focus is on theoretical and methodological aspects of interpretive research design. Discusses interpretive approaches from a variety of disciplines and philosophical traditions, with emphasis on the application of research designs and data collection and analysis techniques to nursing studies. The relevance of these approaches to advancement of knowledge and practice in nursing and healthcare is explored. Department consent required

## NURSING907 - Overview of Chronic Illness & Care Systems

Subject	Catalog Number	Title
NURSING	907	Overview of Chronic Illness & Care Systems

### 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

## NURSING907A - Doctoral Seminar on Health Equity and Social Determinants of Health I: Synthesis

Subject	Catalog Number	Title
NURSING	907A	Doctoral Seminar on Health Equity and Social Determinants of Health I: Synthesis

### 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.

## NURSING908 - Context of Chronic Illness & Care Systems

Subject	Catalog Number	Title
NURSING	908	Context of Chronic Illness & Care Systems

### 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

## NURSING909 - Intervention Research Methods in Health Care

Subject	Catalog Number	Title
NURSING	909	Intervention Research Methods in Health Care

### Description

Focus is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design and implementation of intervention studies. Example of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research around trajectories of chronic illness and care systems. Department consent required

## NURSING910 - Doctoral Seminar in Nursing Science Dissertation

Subject	Catalog Number	Title
NURSING	910	Doctoral Seminar in Nursing Science Dissertation

### 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

## NURSING911 - Introductory Statistics

Subject	Catalog Number	Title
NURSING	911	Introductory Statistics

### 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. Instructor consent required

## NURSING912 - Quantitative Observational Research Techniques

Subject	Catalog Number	Title
NURSING	912	Quantitative Observational Research Techniques

### 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

## NURSING913 - Advanced Qualitative Data Analysis

Subject	Catalog Number	Title
NURSING	913	Advanced Qualitative Data Analysis

### 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

## NURSING914 - Mixed Methods Research

Subject	Catalog Number	Title
NURSING	914	Mixed Methods Research

### 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

## NURSING915 - Measurement Theory and Practice

Subject	Catalog Number	Title
NURSING	915	Measurement Theory and Practice

### 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

## NURSING916 - Statistical Modeling and Data Analysis

Subject	Catalog Number	Title
NURSING	916	Statistical Modeling and Data Analysis

### 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

## NURSING917 - Achieving Health Behavior Change: Individual and Societal Perspectives

Subject	Catalog Number	Title
NURSING	917	Achieving Health Behavior Change: Individual and Societal Perspectives

### 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

## NURSING918 - Leadership in Science: The Role of the Nurse Scientist

Subject	Catalog Number	Title
NURSING	918	Leadership in Science: The Role of the Nurse Scientist

### Description

In this doctoral seminar PhD students examine their future role as a steward of the discipline and leader in the field. They will explore several evidence-based leadership frameworks to assess their own strengths and areas in which they think they should develop additional skills. Students will be encouraged to think beyond their PhD program and how they will utilize leadership strategies to become powerful contributors and influencers in the field. Open only to PhD students in first year of their full-time program



## NURSING919 - Using Large Secondary Datasets in Health Related Studies: Research Design, Data Mgmt. and Analyses

Subject	Catalog Number	Title
NURSING	919	Using Large Secondary Datasets in Health Related Studies: Research Design, Data Mgmt. and Analyses

### Description

This course provides students with expertise in locating, evaluating, obtaining and utilizing large secondary datasets, including electronic health data, useful for health care related studies. Confidentiality requirements, ethical issues and development of data use agreements to facilitate access while protecting privacy are reviewed. The student gains experience in hands on use of a variety of data sets to answer specific questions, to inform population health problem definition and to design research studies that incorporate strengths of chosen datasets while minimizing data limitations. Students gain beginning expertise in using a LINUX server with SAS original programming. Completion of a graduate statistics course and completion of a graduate research course. Others with strong quantitative backgrounds by permission of instructor. Laptop with access to School of Nursing network is required. Students will be required to meet with School of Nursing IT personnel to obtain assistance in accessing network through laptop prior to first day of course

## NURSING920 - Doctoral Mentored Teaching Practicum

Subject	Catalog Number	Title
NURSING	920	Doctoral Mentored Teaching Practicum

### 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

## NURSING921 - Integrated Research Practicum

Subject	Catalog Number	Title
NURSING	921	Integrated Research Practicum

### 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.

## NURSING922 - Special Readings in School of Nursing

Subject	Catalog Number	Title
NURSING	922	Special Readings in School of Nursing

### Description

Individual reading in advanced study and research areas of School of Nursing. Approval of director of graduate studies required

## NURSING923 - Health Information Technology for Population Health Research

Subject	Catalog Number	Title
NURSING	923	Health Information Technology for Population Health Research

### Description

This PhD elective course will provide an introduction to health information technology (HIT) for population health research at the local, national, and international levels. This course will examine contemporary HIT that has been adapted to population health research. This course will have a particular emphasis on quantitative and qualitative empirical methods using HIT. This course will also provide computer-based learning experiences of using contemporary software tools to handle data with various algorithms of machine learning. Another important feature of this course will be an intensive analysis of ethical and methodological issues in conducting population health research using HIT. Completion of 1st Year PhD Program or permission of the instructor

## NURSING924 - Theories and Research in Population Health

Subject	Catalog Number	Title
NURSING	924	Theories and Research in Population Health

### Description

This course will appraise the theoretical bases and research methods used in population health research across the lifespan and its application to nursing science. The adequacy of existing knowledge in specific areas of population health will be investigated, and assumptions that underlie the knowledge will be made explicit. An evaluation of effects of knowledge on nursing practice and health policy will be performed. This course draws upon an interdisciplinary body of scientific literature to evaluate theoretical perspectives and evidence on the distribution, causes, and consequences of health issues for diverse populations, as well as inequities between and within specific populations. Completion of 1st Year PhD Program or permission of the instructor

## NURSING925 - Advanced Physiology

Subject	Catalog Number	Title
NURSING	925	Advanced Physiology

### 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

## NURSING926 - Pharmacology for Nurse Anesthetists

Subject	Catalog Number	Title
NURSING	926	Pharmacology for Nurse Anesthetists

### 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.

## NURSING927 - Chemistry and Physics Related to Anesthesia

Subject	Catalog Number	Title
NURSING	927	Chemistry and Physics Related to Anesthesia

### 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.

## NURSING928 - Basic Principles of Anesthesia

Subject	Catalog Number	Title
NURSING	928	Basic Principles of Anesthesia

### 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.

## NURSING929 - Anesthesia Pharmacology

Subject	Catalog Number	Title
NURSING	929	Anesthesia Pharmacology

### 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.

## NURSING930 - Professional Aspects of Nurse Anesthesia Practice

Subject	Catalog Number	Title
NURSING	930	Professional Aspects of Nurse Anesthesia Practice

### 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

## NURSING931 - Advanced Principles of Anesthesia I

Subject	Catalog Number	Title
NURSING	931	Advanced Principles of Anesthesia I

### 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.

## NURSING932 - Advanced Pathophysiology for Nurse Anesthetists I

Subject	Catalog Number	Title
NURSING	932	Advanced Pathophysiology for Nurse Anesthetists I

### 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

## NURSING933 - Diagnostic Reasoning & Physical Assessment for Nurse Anesthetists

Subject	Catalog Number	Title
NURSING	933	Diagnostic Reasoning & Physical Assessment for Nurse Anesthetists

### 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

## NURSING934 - Advanced Principles of Anesthesia II

Subject	Catalog Number	Title
NURSING	934	Advanced Principles of Anesthesia II

### Description

Anesthetic implications for specialty surgeries (cardiovascular, thoracic, neurosurgical) and specific pathophysiologic conditions, as well as the administration and management of selected (peripheral nerve) regional anesthetic techniques are completed. Prerequisite: Nursing 931. Instructor consent required.

## NURSING935 - Advanced Pathophysiology for Nurse Anesthetists II

Subject	Catalog Number	Title
NURSING	935	Advanced Pathophysiology for Nurse Anesthetists II

### 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

## NURSING936 - Nurse Anesthesia Specialty Techniques and Procedures

Subject	Catalog Number	Title
NURSING	936	Nurse Anesthesia Specialty Techniques and Procedures

### 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

## NURSING942 - Clinical Anesthesia Practicum (semester 2)

Subject	Catalog Number	Title
NURSING	942	Clinical Anesthesia Practicum (semester 2)

### 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

## NURSING943 - Clinical Anesthesia Practicum (semester 3)

Subject	Catalog Number	Title
NURSING	943	Clinical Anesthesia Practicum (semester 3)

### 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

## NURSING944 - Clinical Anesthesia Practicum (semester 4)

Subject	Catalog Number	Title
NURSING	944	Clinical Anesthesia Practicum (semester 4)

### 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

## NURSING945 - Clinical Anesthesia Practicum (semester 5)

Subject	Catalog Number	Title
NURSING	945	Clinical Anesthesia Practicum (semester 5)

### 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

## NURSING946 - Clinical Anesthesia Practicum (semester 6)

Subject	Catalog Number	Title
NURSING	946	Clinical Anesthesia Practicum (semester 6)

### 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

## NURSING947 - Clinical Anesthesia Practicum (semester 7)

Subject	Catalog Number	Title
NURSING	947	Clinical Anesthesia Practicum (semester 7)

### 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

## NURSING948 - Clinical Anesthesia Practicum (semester 1)

Subject	Catalog Number	Title
NURSING	948	Clinical Anesthesia Practicum (semester 1)

### 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

## NURSING949 - Clinical Anesthesia Practicum (semester 9)

Subject	Catalog Number	Title
NURSING	949	Clinical Anesthesia Practicum (semester 9)

### 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

## NURSING959 - Appraising and Synthesizing for Evidence-Based Practice

Subject	Catalog Number	Title
NURSING	959	Appraising and Synthesizing for Evidence-Based Practice

### 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

## NURSING961 - Implementing and Evaluating for Evidence-Based Practice

Subject	Catalog Number	Title
NURSING	961	Implementing and Evaluating for Evidence-Based Practice

### 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

## NURSING962 - Transforming the Nation's Health

Subject	Catalog Number	Title
NURSING	962	Transforming the Nation's Health

### 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

## NURSING963 - Data and Informatics for Health Care Decisions and Policy

Subject	Catalog Number	Title
NURSING	963	Data and Informatics for Health Care Decisions and Policy

### 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.

## NURSING964 - Effective Leadership

Subject	Catalog Number	Title
NURSING	964	Effective Leadership

### 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

## NURSING966 - Quantitative Analysis for Evaluating Health Care Practices

Subject	Catalog Number	Title
NURSING	966	Quantitative Analysis for Evaluating Health Care Practices

### 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

## NURSING968 - Comparative International Health Systems

Subject	Catalog Number	Title
NURSING	968	Comparative International Health Systems

### 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

## NURSING969 - Disparities in Health and Health Care in the United States

Subject	Catalog Number	Title
NURSING	969	Disparities in Health and Health Care in the United States

### 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.

## NURSING971 - Healthcare Quality Improvement Methods

Subject	Catalog Number	Title
NURSING	971	Healthcare Quality Improvement Methods

### 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

## NURSING974 - DNP Project Global Immersion

Subject	Catalog Number	Title
NURSING	974	DNP Project Global Immersion

### 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



## NURSING975 - DNP Project

Subject	Catalog Number	Title
NURSING	975	DNP Project

### 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

## NURSING977 - Planning and Evaluating Care for Populations

Subject	Catalog Number	Title
NURSING	977	Planning and Evaluating Care for Populations

### 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

## NURSING976 - Advanced Decision-Making in Health Care Settings

Subject	Catalog Number	Title
NURSING	976	Advanced Decision-Making in Health Care Settings

### Description

Building on foundational principles of strategic, organization, and financial management, this course extends the student's understanding of the multiple 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

## NURSING978 - Advanced Topics in Health Care Leadership

Subject	Catalog Number	Title
NURSING	978	Advanced Topics in Health Care Leadership

### 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

## NURSING985 - Data Science and Informatics for Quality Improvement

Subject	Catalog Number	Title
NURSING	985	Data Science and Informatics for Quality Improvement

### 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

## NURSING986 - Team-Based Quality Improvement Science Initiative

Subject	Catalog Number	Title
NURSING	986	Team-Based Quality Improvement Science Initiative

### 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

## NURSING998 - General Elective

Subject	Catalog Number	Title
NURSING	998	General Elective

### Description

This course is to be used for matriculation planning purposes only in lieu of a general elective requirement.

## NURSING999 - Clinical Elective

Subject	Catalog Number	Title
NURSING	999	Clinical Elective

### Description

This course is to be used for matriculation planning purposes only in lieu of a clinical elective requirement.