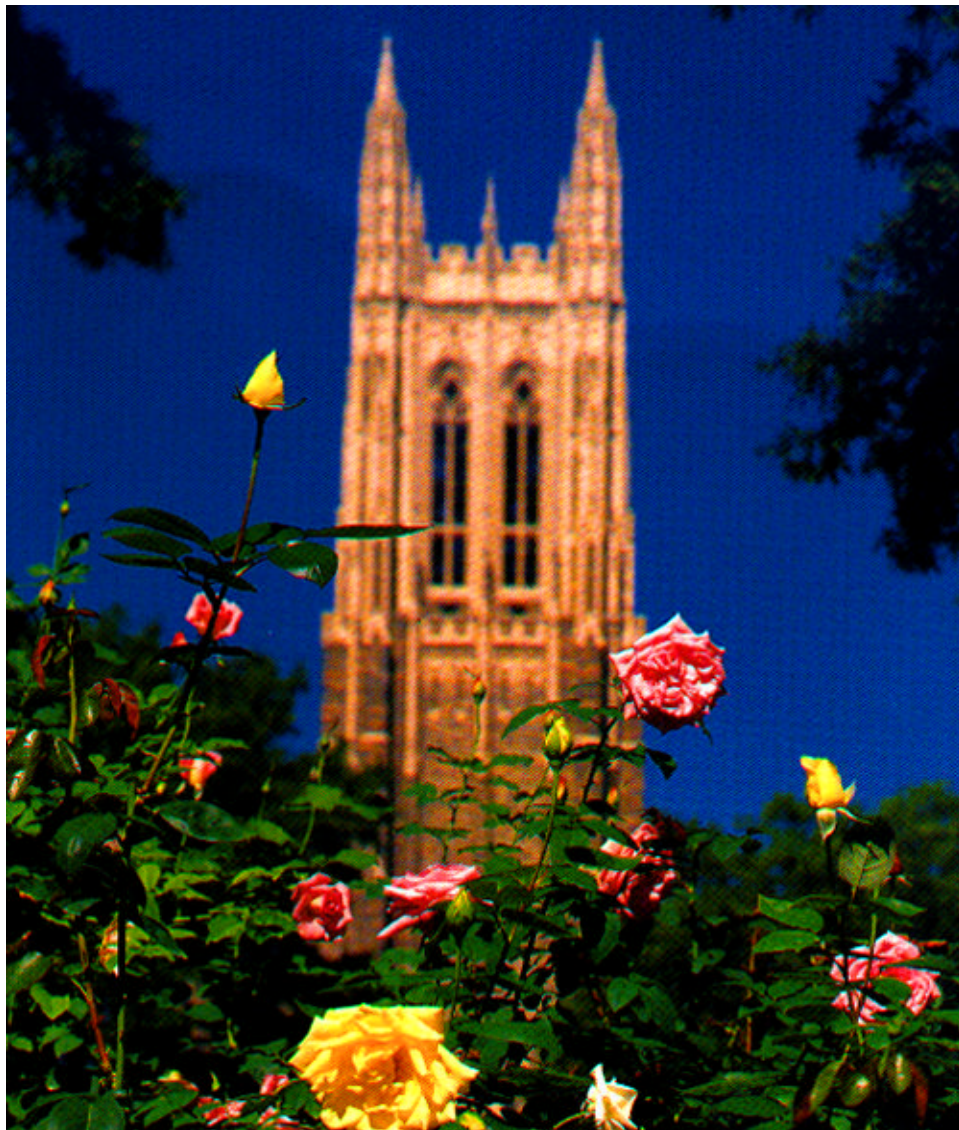


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*bulletin of*  
**Duke University**  
**1999-2001**

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*Graduate Nursing Program*



## **The Mission of Duke University**

The founding Indenture of Duke University directed the members of the university 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 foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, 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.

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Duke University does not discriminate on the basis of race, color, national and ethnic origin, handicap, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. For further information, call the Equal Opportunity and Compliance Office, 919-684-8222.

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

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award baccalaureates, masters, doctorates, and professional degrees.

The information in the bulletin is accurate and current to the best of our knowledge, as of June 1999. The university reserves the right to revise programs, academic requirements, lectures, teaching staffs, the announced University calendar, and other matters described in the bulletin without prior notice, in accordance with established procedures. Whenever changes occur, an effort will be made to notify persons who may be affected.

Volume 71

June 1999

Number 6

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Duke University School of Nursing  
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Durham, NC 27710  
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# School of Nursing Calendar 1999-2001

## FALL 1999

<b>August</b>	
24	Tuesday, 8:30 a.m. New student orientation
26	Thursday, 4:00 p.m. Convocation for graduate and professional school students (Duke University Chapel)
31	Tuesday, 8:00 a.m. School of Nursing Fall Semester classes begin
<b>September</b>	
6	Labor Day
10	Friday. Add/Drop ends
<b>October</b>	
3	Sunday. Founders Day
8	Friday. Fall break begins
13	Wednesday, 8:00 a.m. Classes resume
27	Wednesday. Registration begins for Spring Semester 2000
<b>November</b>	
19	Friday. Registration ends for Spring Semester 2000
20	Saturday. Add/Drop begins
24	Wednesday. Thanksgiving recess begins
29	Monday, 8:00 a.m. Classes resume
<b>December</b>	
9	Thursday, 7:00 p.m. Fall Semester classes end
13	Monday. Final Examinations begin
17	Friday. Final Examinations end

## SPRING 2000

<b>January</b>	
11	Tuesday, 8:30 a.m. New student orientation
12	Wednesday, 8:00 a.m. Spring Semester classes begin; Add/Drop continues
26	Wednesday. Add/Drop ends
<b>March</b>	
10	Friday, 7:00 p.m.. Spring recess begins
20	Tuesday, 8:00 a.m. Classes resume
29	Monday. Registration begins for Summer and Fall 2000 semesters
<b>April</b>	
14	Friday. Registration ends for Fall Semester 2000; Summer 2000 registration continues
15	Saturday. Add/Drop begins
26	Wednesday, 7:00 p.m. Spring Semester classes end
<b>May</b>	
1	Monday. Final examinations begin
5	Friday. Final examinations end
12	Friday. Commencement begins
13	Saturday. School of Nursing Recognition Service
14	Sunday. Graduation exercises; conferring of degrees

## SUMMER 2000

<b>May</b>	
16	Tuesday, 8:30 a.m. New student orientation
17	Wednesday. Last day to register for Summer Semester classes
18	Thursday. Summer Semester classes begin
<b>June</b>	
1	Thursday. Add/Drop for Summer Semester ends
<b>August</b>	
9	Wednesday. Summer Semester classes end
11	Friday. Summer Semester examinations end

## FALL 2000

<b>August</b>	
22	Tuesday, 8:30 a.m. New student orientation
24	Thursday, 5:00 p.m. Convocation for graduate and professional school students
29	Tuesday, 8:00 a.m. Fall Semester classes begin; Add/Drop continues
<b>September</b>	
8	Friday. Add/Drop ends
<b>October</b>	
6	Friday, 7:00 p.m. Fall break begins
8	Sunday. Founders' Day
11	Wednesday, 8:00 a.m. Classes resume
25	Wednesday. Registration begins for Spring Semester 2001
<b>November</b>	
17	Friday. Registration ends for Spring Semester 2001
18	Saturday. Add/Drop begins
22	Wednesday, 12:40 p.m. Thanksgiving recess begins
27	Monday, 8:00 a.m. Classes Resume
<b>December</b>	
7	Thursday, 7:00 p.m. Fall Semester classes end
11	Monday. Final Examinations begin
15	Friday. Final Examinations end

## SPRING 2001

<b>January</b>	
9	Tuesday, 8:30 a.m. New student orientation
10	Wednesday, 8:00 a.m. Spring Semester classes begin; Drop/Add continues
24	Wednesday. Add/Drop ends
<b>March</b>	
9	Friday. Spring recess begins
19	Monday. Classes resume
28	Wednesday. Registration begins for Fall and Summer Semesters 2001
<b>April</b>	
13	Friday. Registration ends for Fall Semester 2000; Summer 2000 registration continues
14	Saturday. Add/Drop begins
25	Wednesday, 7:00 p.m. Spring Semester classes end
30	Monday. Final examinations begin
<b>May</b>	
4	Friday. Final Examinations end
11	Friday. Commencement begins
12	Saturday, 7:00 p.m. School of Nursing Recognition Ceremony Sunday. Graduation exercises; conferring of degrees

## SUMMER 2001

<b>June</b>	
15	Tuesday, 8:30 a.m. New student orientation
16	Wednesday. Last day to register for Summer Semester classes
17	Thursday. Summer Semester classes begin
31	Thursday. Add/Drop for Summer Semester ends
<b>August</b>	
8	Wednesday. Summer Semester classes end
10	Friday. Summer Semester examinations end



## University Administration

### GENERAL ADMINISTRATION

Nannerl Overholser Keohane, Ph.D., *President*  
Peter Lange, Ph.D., *Provost*  
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Executive Dean, School of Medicine*  
Tallman Trask III, M.B.A., Ph.D., *Executive Vice-President*  
Eugene J. McDonald, LL.M., *Executive Vice-President –Asset Management*  
John F. Burness, A.B., *Senior Vice-President for Public Affairs and Government Relations*  
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*  
Myrna C. Adams, J.D., *Vice-President for Institutional Equity*  
H. Clint Davidson, M.B.A., *Vice-President for Human Resources*  
Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*  
Robert S. Shepard, Ph.D., *Vice-President for University Development*  
Joseph S. Beyel, M.S., *Vice-Chancellor for Medical Center Development and Alumni Affairs*  
William J. Donelan, M.S., *Vice-Chancellor for Medical Center Administration and Chief Financial Officer*  
Edward W. Holmes, M.D., *Vice-Chancellor for Medical Center Academic Affairs and Dean, School of Medicine*  
Michael Israel, M.P.H., *Vice-Chancellor for Health Affairs and Chief Executive Officer, Duke University Hospital*  
Jean Gaillard Spaulding, M.D., *Vice-Chancellor for Health Affairs*  
R.C. "Bucky" Waters, *Vice Chancellor for Special Projects*  
Gordon D. Williams, B.A., *Vice Chancellor for Medical Center Operations and Vice-Dean for Administration and Finance, School of Medicine*  
David B. Adcock, J.D., *University Counsel*  
N. Allison Haltom, A.B., *University Secretary*  
William H. Willimon, S.T.D., *Dean of the Chapel*  
Joseph L. Alleva, M.B.A., *Director of Athletics*

### Medical Center and Health System Administration

Ralph Snyderman, M.D., *Chancellor for Health Affairs, Executive Dean of the School of Medicine and Allied Health, and President and Chief Executive Officer, Duke University Health System*  
William J. Donelan, M.S., *Vice-Chancellor and Chief Financial Officer, Medical Center Administration*  
Edward W. Holmes, M.D., *Vice-Chancellor for Medical Center Academic Affairs and Dean, School of Medicine and Allied Health*  
Joseph S. Beyel, M.S., *Vice-Chancellor for Medical Center Development and Alumni Affairs*  
Vicki Y. Saito, B.F.A., *Assistant Vice-Chancellor for Health Affairs, Communications*  
Jean G. Spaulding, M.D., *Vice-Chancellor for Health Affairs*

### School Of Nursing Administration

Mary T. Champagne, R.N., Ph.D., *Dean*  
Barbara S. Turner, R.N., D.N.Sc., *Associate Dean, Director of Nursing Research and Division Chief, Pediatrics and Acute Care*  
C. Eileen Watts Welch, M.B.A., *Assistant Dean for Development*  
W. C. Budzinski, M.B.A., *Assistant Dean for Finance*  
Randi L. Davenport, Ph.D., *Executive Assistant to the Dean and Administrative Coordinator*  
Linda K. Goodwin, Ph.D., *Division Chief, Health Systems Leadership & Outcomes*  
Donna Hewitt, R.N., M.N., *Director of Special Projects*  
Sharon Wallsten, Ph.D., *Division Chief, Primary Care*  
Nancy Short, M.B.A., *Robert Wood Johnson Distance Education Coordinator*  
Susan Epstein, M.P.H., *Division Chief, Community Health*  
Elizabeth A. Kelly, M.A., *Director, Office of Admissions and Student Services*  
Izy Obi, B.A., *Clinical Site Coordinator*

### School Of Nursing Faculty

Anthony J. Adinolfi, R.N., M.S.N., A.N.P., Duke University, 1993, *Assistant Clinical Professor*  
Charlene A. Allred, R.N., Ph.D., University of Virginia, 1990, *Associate Professor*  
Ruth A. Anderson, R.N., Ph.D., University of Texas at Austin, 1987, *Associate Professor*  
Jane Blood-Siegfried, R.N., D.N.Sc., P.N.P., University of California at Los Angeles, 1995, *Assistant Professor*  
Maryann Bozzette, R.N., Ph.D., University of Washington, 1997, *Assistant Professor*  
Margaret Bowers, R.N., M.S.N., F.N.P. Duke University, 1990, *Assistant Clinical Professor*  
Wanda T. Bradshaw, R.N., M.S.N., P.N.P., N.N.P., Duke University, 1996, *Assistant Clinical Professor*



Dorothy J. Brundage, R.N., Ph.D., Walden, 1980, *Associate Professor Emerita*  
 Judith W. Cameron, R.N., Ph.D., C.P.N.P., University of Michigan, 1994, *Assistant Professor*  
 Mary T. Champagne, R.N., Ph.D., University of Texas at Austin, 1981, *Dean, Associate Professor*  
 Dennis J. Cheek, R.N., Ph.D., University of Nevada (Reno), 1996, *Assistant Professor*  
 William T. Coombs, Ph.D., University of Florida, 1992, *Associate Professor*  
 Susan Denman, R.N., Ph.D., F.N.P., University of North Carolina at Chapel Hill, 1996, *Assistant Professor*  
 Anthony T. Dren, Ph.D., University of Michigan, 1966, *Consulting Professor*  
 Bonnie J. Friedman, R.N., Ph.D., F.N.P., University of North Carolina at Chapel Hill, 1990, *Associate Clinical Professor*  
 Linda K. Goodwin, R.N., Ph.D., University of Kansas, 1992, *Division Chief and Assistant Professor*  
 Karol S. Harshaw-Ellis, R.N., M.S.N., A.N.P., Duke University, 1994, *Assistant Clinical Professor*  
 Donna W. Hewitt, R.N., M.N., University of South Carolina, 1972, *Assistant Clinical Professor*  
 Marcia S. Lorimer, R.N., M.S.N., C.P.N.P., University of Virginia, 1988, *Assistant Clinical Professor*  
 Eleanor McConnell, R.N., Ph.D., University of North Carolina at Chapel Hill, 1995, *Assistant Research Professor*  
 Judith A. McFetridge, R.N., Ph.D., University of Florida, 1991, *Assistant Professor*  
 Jeanette McHugh, R.N., Ph.D., University of Nevada (Reno), 1996, *Assistant Research Professor*  
 Sue N. McIntire, Ed. D., North Carolina State University, 1985, *Associate Professor*  
 Sally C. Messick, R.N., M.S., F.N.P., University of North Carolina at Chapel Hill, 1973, *Assistant Clinical Professor*  
 Jerri M. Oehler, R.N., Ph.D., F.N.P., Duke University, 1985, *Associate Professor*  
 Ruth M. Ouimette, R.N., M.S.N., A.N.P., Yale University, 1975, *Assistant Clinical Professor*  
 Susan M. Pietrangelo-Brown, R.N., M.S.N., F.N.P., Case Western Reserve University, 1995, *Assistant Clinical Professor*  
 Marva M. Price, R.N., Dr.P.H., F.N.P., University of North Carolina at Chapel Hill, 1994, *Assistant Clinical Professor*  
 Christine C. Sanford, R.N., M.S.N., P.N.P., University of North Carolina at Chapel Hill, 1989, *Assistant Clinical Professor*  
 Barbara S. Turner, R.N., D.N.Sc., University of California at San Francisco, 1984, *Associate Dean, Director of Nursing Research and Division Chief, Associate Professor*  
 George H. Turner, III, M.A., Webster University, 1978, *Assistant Clinical Professor*  
 Sharon Wallsten, R.N., Ph.D., North Carolina State University, 1987, *Division Chief and Assistant Clinical Professor*

## Clinical Faculty

### ADMINISTRATION OF NURSING SERVICES

**Adjunct Assistant Professors:** Dana Hughes, R.N., Ph.D.; Jimmie Keller, M.P.H., P.A.-C.  
**Clinical and Consulting Associates:** Sylvia Alston, M.S.N., R.N.; Saralyn Austin, R.N., M.S.N.; Mary Baldwin, M.P.H., R.N.; Gretchen Barnes, R.N., M.S.N.; Mary Baldwin, M.P.H., R.N.; Gretchen Barnes, R.N., M.S.; Christel Birney, R.N., M.S.N.; Cara Davis, M.D., Linda Ellington, M.S.N., R.N.; Catherine Emens, R.N., M.S.N.; Doris Esslinger, M.S.N., C.N.A.A., R.N.; Betty Goolsby, M.S.N., R.N.; William Grau, R.N., M.S.N., C.N.A.A.; Norma Harris, M.S.N., R.N.; Berit Jasion, M.S.N., R.N.; Colonel Joyce Jolly, M.S.N., R.N.; Deloris Leftridge, M.S.N., R.N.; Elaine Martin-Hylwa, M.S.N., R.N.; Susan McLean, M.S.N., R.N.; Jacqueline M. Moore, R.N., Ph.D.; Major Eileen Malone, M.S.N., R.N.; Brenda Nevidjon, M.S.N., R.N.; Wanda Parker, M.S.N., R.N.; M. Flora Pemberton, R.N. M.S.A.; Opal Robeson, M.A., R.N.; Mindy Schramm-Beard, M.S.N., R.N.; Linda Wallace, M.Ed., R.N.; Ruth Wallace, M.N., R.N.; Evelyn Wicker, M.P.H., R.N.; Marilyn Wightman, M.S.N.; David Williams, M.S.N., R.N.; Jimmie R. Williams, M.S.N., Ed. D., R.N.; Sonja Wilson, Ed. D., R.N.  
**Nursing Practice Instructor:** Martha Cress, R.N.

### Family and Adult Health Including Primary Care, Acute/Critical Care, Cardiovascular and Trauma Nursing

**Adjunct Assistant Professors:** Linda Bergstrom, Ph.D., C.N.M., R.N.; Nellie Drees, D.N.Sc., R.N.; Suzanne Herman, M.S.N., R.N.; Nancy Moss, Ph.D., R.N.  
**Clinical and Consulting Associates:** Salah Abdel-Aleem, M.D.; Gale Adcock, M.S.N., R.N.; Cheryl Batchelor, M.S.N., R.N.; Laura J. Blue, R.N., M.S.N.; Jimmie Butts, R.N., C.S. F.N.P.; Alyson Breich, M.S.N., R.N.; Sybil Burke, M.S.N., R.N.; Ursula Capewell, M.S.N., R.N.; Shirley Enrico-Bailey, M.S.N., R.N.; James M. Galkowski, P.A., M.P.A.; Geoffrey Georgi, M.D.IV; Bradi L. Granger, R.N., M.S.N.;

Amanda Geene, M.S.N., R.N.; Dawn Hill, M.S.N., R.N.; Mary Elizabeth Hixon, M.S.N., R.N.; Rita Jacques, M.S.N., F.N.P., R.N.; Cynthia Julich, M.S.N., R.N., C.F.N.P.; Sally Kellum, R.N., M.S.N., C.C.R.N.; Bobby Lowery, M.S.N., R.N.; Patricia S. Marley, R.N., M.S.N.; Mary Ann Meyer, R.N., A.N.P.; Margaret Priddy, M.S.N., R.N.; Lois Pradka, M.S.N., R.N.; Cheryl Rachels, F.N.P., R.N., Billie Ross, M.S.N., R.N.; Kathy Rust Trotter, M.S.N., R.N.; Yvonne Spurney, M.S.N., R.N.; Susan Staring, M.S.N., R.N.; Rosemary Strickland, R.N., M.S.N.; Gwynn Sullivan, R.N., M.S.N.; Martin J. Sullivan, M.D.; Jane Tallis, M.S.N., R.N.; Gale Touger, R.N., F.N.P.; Rita Weber, M.S.N., R.N.; Cheryl Wicker, M.S.N., R.N.; Christine Willis, M.S.N., R.N.

**Nursing Practice Instructors:** Helen Cook, M.S.N., R.N.; Margaret Newman, M.S.N., R.N.

### **Neonatal and Pediatrics**

**Clinical and Consulting Associates:** Debra Brandon, R.N., M.S.N.; Janice Krueger, M.S.N., R.N.; Virginia LaBelle, N.P., R.N.; Wendy Mahaffey, M.S.N., R.N.; Marie H. McCulloh, M.S.N., R.N.; Mildred McCully, M.S.N., R.N.; Pana Meanor, M.S.N., R.N.; Susanne Meghdadpour, P.N.P., M.S.N., R.N.; Louise Minnich, M.S.N., R.N.; Jeane Newmaker, M.S.N., R.N.; Janet Nicollerat, M.S.N., C.S., R.N.; Pamela Steele, M.S.N., C.N.A., R.N.C.; Elizabeth Stewart, M.S.N., R.N.

**Nursing Practice Instructor:** Michael Alton, M.S.N., R.N.

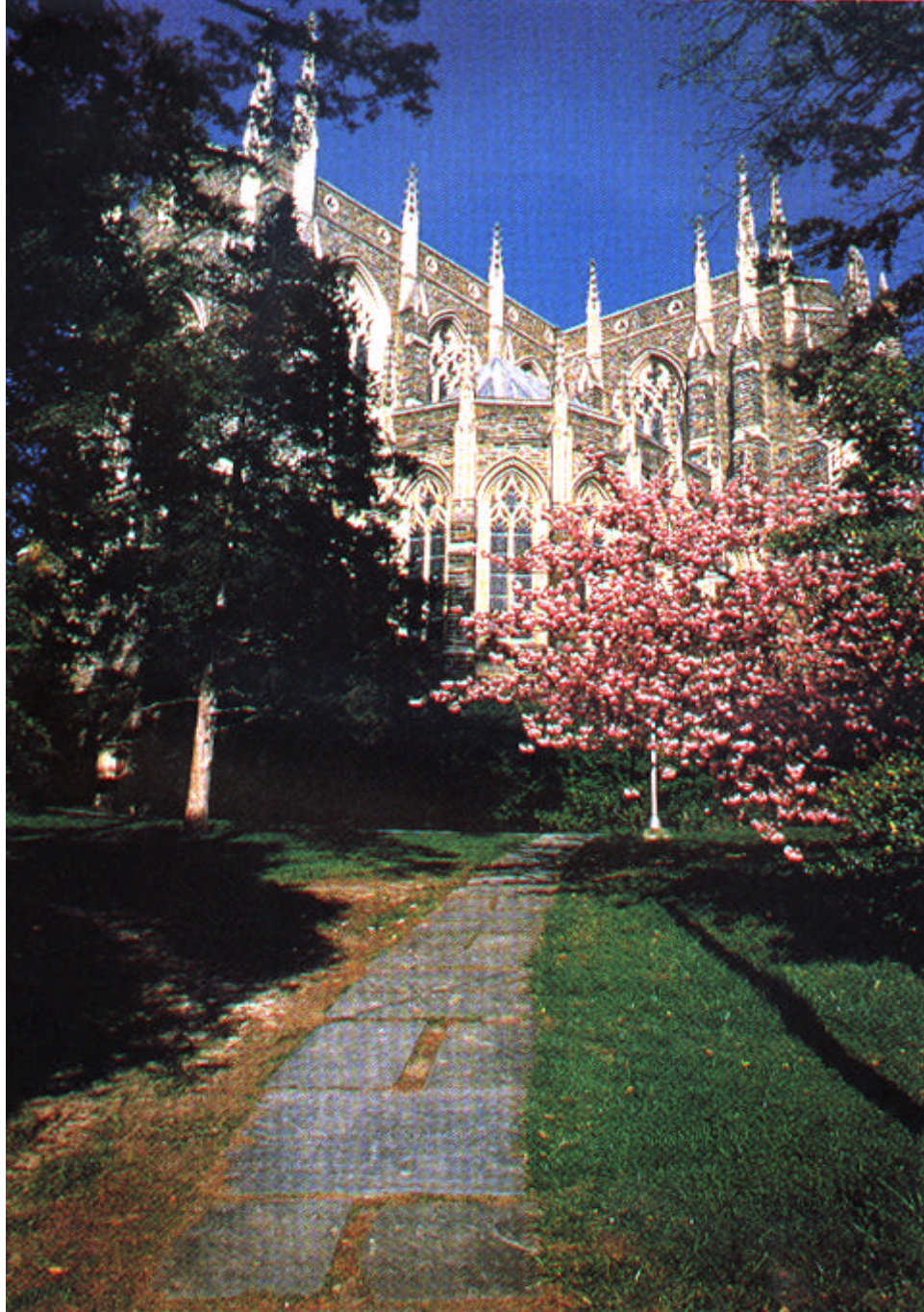
### **Oncology and Transplant Nursing**

**Clinical and Consulting Associates:** Elizabeth Abernathy, M.S.N.; Mary Lou Affronti, M.S.N., R.N.; Lisa Archer, M.S.N., R.N.; Susan Avent, M.S.N., R.N.; Jayne L. Blivin, R.N., M.S.N.; Mary Ann Crouch, M.S.N., R.N.; Lynn Erdman, M.N., R.N.; Margaret Faircloth, M.P.H., R.N.; Barbara Frothingham, M.S.N., R.N.; Kerry Harwood, R.N., M.S.N.; Linda E. Hood, M.S.N., R.N.; Gail Jens, M.S.N., R.N.; Penny Jones, M.S.N., R.N.; Camille Lambe, R.N., M.S.N.; Cindy Lawrence, M.S.N., R.N.; Judy Ross, M.S.N., R.N.; Janis Ryan, M.S.N., R.N.; Kevin Sowers, M.S.N., R.N.; Julie Tart, M.S.N., R.N.; Gwendolyn Waddell, M.S.N., R.N.; Stephanie Yates, M.S.N., R.N.

**Nursing Practice Instructors:** Linda Armstrong, M.S.N., R.N.; Angela Ellington, R.N., M.S.N.

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## *General Information*



## **Duke University**

Our goal at the Duke University School of Nursing is to provide leadership in the health care of people. Since the foundation of the school in 1930, Duke has prepared outstanding clinicians, educators, and researchers. We are continuing that tradition. Drawing on the unparalleled intellectual and clinical resources of both Duke University Medical Center and Duke University, we offer a Master of Science in Nursing that balances education, practice, and research. Faculty work closely with students to challenge and nurture them; students not only practice with state-of-the-art science and technology in a great medical center, they also have opportunities to work in rural and underserved areas. The program prepares nurses with advanced training in the areas of greatest need for tomorrow. At Duke, we are developing nursing leaders for the future.

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

Today, Duke University has over 11,000 students, of whom 4,800 are enrolled in the graduate and professional programs. These students represent nearly every state and many foreign countries; Duke has more than 85,000 alumni in all fifty states and in many foreign countries.

Established in 1930 in association with the School of Medicine and Duke Hospital, the School of Nursing joins the Schools of Medicine, Law, Engineering, Divinity, Business, and Environment in preparing qualified individuals for professional leadership and developing excellence in education for the professions.

## Duke University Medical Center

The bequests of James Buchanan Duke provided for the opening, in 1930, of the School of Medicine, School of Nursing, and Duke Hospital, which today are the core institutions of the Duke University Medical Center and Health System. By opening the first major outpatient clinics in the region in 1930, Duke recognized its responsibility to provide quality care to the people of the Carolinas. Building on this heritage, the Duke University Medical Center and Health System ranks among the outstanding health care centers of the world and was recently rated 5th in the nation by U.S. News and World Report. The opening of Duke Hospital North in 1980 makes the Duke Hospital, with 1,048 beds, one of the most modern patient care facilities available anywhere. The combined strengths of its teaching, research, and hospital and outpatient care programs represent the continuing fulfillment of the dream of James Buchanan Duke.

Today, the Medical Center at Duke University occupies approximately 200 acres on the West Campus. The goal of the Medical Center is to be a leader in contemporary health care. This involves maintaining superiority in its four primary functions: unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.

## The Duke School Of Nursing

The School of Nursing first admitted students to a three-year diploma program in 1931. In 1938, the school began awarding baccalaureate degrees to students who completed two years of college along with the nursing curricula. In 1953, a four-year professional program in nursing leading to the bachelor of nursing degree was established, and in 1958, a graduate program to prepare clinical nurse specialists began. This master's program, which prepared advanced practitioners for clinical practice, was the forerunner of graduate nursing programs nationally.

Today, the School of Nursing offers graduate education for nurses seeking the master of science degree or the post-master's certificate in a variety of majors preparing students as clinical nurse specialists, nurse practitioners, nurse administrators, and clinical research managers. The school is accredited by the National League for Nursing and the Commission on Collegiate Nursing Education. Through educational programs, research, and service, the School of Nursing is dedicated to improving access to care, providing high quality cost-effective care, and preparing leaders for today and tomorrow.

The Duke University School of Nursing is located on the West Campus near Duke Hospital and Duke Clinics and is easily accessible to and from all other university facilities. Students are provided with modern classrooms and labs and well-equipped audio-visual and computer centers.

## Educational Resources

**The Duke Nursing Research Center.** The goal of the Nursing Research Center is to facilitate the conduct of clinical research by students, faculty and nursing staff. The center provides support for research through assistance with literature searches, development of research designs, Institutional Review Board and/or the protection of human subjects consultation, data collection and data management, grant proposal development, and editorial review. In addition to individual consultation, short courses or workshops are offered. A comfortable conference room is available for research meetings by teams of scholars. This room houses a small collection of research texts and journals for reference as well as a computer with on-line databases for literature searches.

**The Duke Nursing Computer Laboratory.** The computer laboratory located in the School of Nursing is equipped with state-of-the-art computer workstations and laser

printer, all connected to a local area network (LAN). Students have access to the most widely used, up-to-date computer applications in word processing, graphics, spread sheet, database, statistical entry and analysis as well as the Internet. The lab is available to students twenty-four hours a day. Remote access is available from the computer lab to Duke University and Medical Center Library resources. Home access to Duke computing and Internet resources is also available. Technical assistance is provided to students by faculty and staff with computer expertise.

**Duke Centers.** Nationally recognized centers include the Duke Heart Center, the Center for Living, the Center for Human Genomics, the Center for Clinical Effectiveness, the Center for Aging and Human Development, the Comprehensive Cancer Center, the Comprehensive Sickle Cell Center, Alzheimer's Disease Research Center, Duke Hypertension Center, Duke-VA Center for Cerebrovascular Research, Geriatric Research Education and Clinical Center, AIDS Research and Treatment Center, General Clinical Research Center, Cystic Fibrosis Center, Sleep Disorders Center, and the Eye Center.

**Division of Community Health.** The Division of Community Health is a joint venture between the School of Nursing and the Department of Community and Family Medicine. Initiated in July 1996, the Division's purpose is to broaden the scope of primary care—through service, education, and, occasionally, applied research programs. Programs of particular interest are community-based and collaborative, between Duke and surrounding communities, between Duke and other academic health centers and hospitals, and between Departments at Duke. The Division offers a place to bring innovative primary care ideas and plans, test their viability, seek necessary support, and then, when operational, move the program to its appropriate organizational home.

**Women's Studies.** The women's studies program is a multidisciplinary forum for the study of women's roles and gender differences in various societies, past and present. Established in 1982, it offers courses, lectures, films, programs, and research support and brings together faculty and students from all fields who are concerned with both the theoretical questions stemming from the study of gender as well as the implications of such investigations for women and men in contemporary societies. The program offers certificates, as well as a variety of other opportunities. Students in the School of Nursing have the opportunity to pursue a graduate certificate in women's studies.

**Neighboring Universities.** Through a reciprocal agreement, Duke students may supplement their education by taking courses at the University of North Carolina in Chapel Hill, North Carolina State University in Raleigh, and North Carolina Central University in Durham. Graduate students of Duke University and the University of North Carolina at Chapel Hill are granted library loan privileges in both universities.

## **Libraries**

The libraries of the university consist of the William R. Perkins Library and its seven branches on campus: Biology-Environmental Sciences, Chemistry, Divinity, Lilly (East Campus), Engineering, Music, Mathematics-Physics; the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort; and the independently administered libraries of Law, Business (Fuqua), and the Medical Center. As of June 1996, these libraries contained over 4,534,000 volumes. The collection includes eleven million manuscripts, and over two million public documents.

**The Medical Center Library.** Located in the Seeley G. Mudd Communications Center and Library Building, the Medical Center Library provides services and collections necessary to support educational, research, and clinical activities. Services are available to Medical Center employees, students, faculty, and staff, including the School of Nursing, the School of Medicine, the Division of Allied Health, Duke Hospital, and the graduate departments in the basic health sciences. The library has sizable

holdings of nursing books and journals, as well as audio-visual materials. Indexes available include the International Nursing Index, the Cumulative Index to Nursing and Allied Health Literature, and the Nursing Studies Index. MEDLINE, CINAHL, and many other databases are available through computer searches. Additional materials from major medical center libraries are available through interlibrary loans. The uniform borrowing privileges apply to all registered users. Details of loan and other services may be found in the guide published yearly and available at the library.

## **Clinical Facilities**

**Duke University Medical Center.** Duke University Medical Center ranks as one of the world's outstanding health care centers. Now located in facilities opened in 1980 and since expanded several times, it draws patients from across the Carolinas, the Southeast, and much of the United States for diagnosis and treatment. In both basic and clinical research, Duke University Medical Center has grown into a premiere biomedical research institution and is consistently one of the largest recipients of funding from the National Institutes of Health.

Today, in an era of rapid and substantial change in health care, Duke University Medical Center is evolving into an even broader health care institution, one that will be a model for health care in the twenty-first century. Rather than being a traditional academic medical center where patients are referred almost exclusively for specialty care, Duke is now building an integrated system of health care providers. This new Duke University Health System is composed of Duke Hospital and Clinics; Durham Regional Hospital; Raleigh Community Hospital; Triangle Hospice; WellPath, a joint venture managed care company; Chartwell Southeast, a home health agency; Duke University Affiliated Physicians, Inc.; and many other strategic relationships and programs.

Representing the continuing fulfillment of the dream of James Buchanan Duke, Duke University Medical Center still seeks to carry out its teaching, research, and patient care programs in a manner that meets the needs of society. In keeping with its heritage, it seeks to provide socially relevant education, research, and patient care and is expressly committed to the search for solutions to regional and national health care problems.

**Veterans Affairs Medical Center.** The Durham Department of Veterans Affairs Medical Center, with 435 beds, annually admits over 7,000 patients. Through recent renovations, the medical center has state-of-the-art intensive care units and an extended care research center. The hospital is within walking distance from the School of Nursing.

**Durham Regional Medical Center.** Durham Regional Medical Center is a county-owned, 476-bed general, short-term care community facility serving the residents of Durham County. This institution participates in many nursing and health-related educational experiences.

**Other Hospitals and Clinical Facilities.** Various cooperative teaching and clinical arrangements are available to students at other clinical facilities. The School of Nursing currently maintains relationships with over 950 preceptors at 700 practice sites, including primary care settings, health centers and clinics in both urban and rural settings.

## **Duke University Affiliated Physicians**

Other primary care practice sites include Duke University Affiliated Physicians, Inc. (DUAP), a primary care delivery system serving the greater Triangle area. DUAP currently includes eleven practices staffed by Duke faculty who have a commitment to quality health care and quality service.



**Duke University Affiliations Program.** The Affiliations Program is creating strong linkages with community hospitals throughout North Carolina. Working closely with Duke University Affiliated Physicians, the program addresses the need for more primary care physicians and nurse practitioners, helps communities plan and develop specialty programs, and works in affiliated communities to prepare collaborative responses to growth of managed care.

**School-Based Clinics.** The Duke University School of Nursing operates two school-based clinics: Southern High School and the Wellness Clinic at George Watts Elementary School. The clinic at Southern High School focuses on health education, screening, and risk management and responds to more than 2000 patient visits per year. Fifty percent of the students at the high school are enrolled at the clinic and treated for common acute and chronic illnesses. The clinic also provides minor surgical services (suturing of lacerations, drainage of abscesses, etc.) and mental health assessment and referral. Staffed by a family nurse practitioner faculty member and a half-time LPN, the clinic is funded by a grant from General Electric and provides an important training site for School of Nursing nurse practitioner students.

The Wellness Clinic at George Watts Elementary School was collaboratively planned by representatives from Duke (including the School of Nursing), Durham Regional Hospital, Durham Public Schools, Lincoln Community Health Center, the Durham County Department of Social Services, and the Durham Public Education network. Operated by the School of Nursing and now in its second year, the clinic currently enrolls 75% of the students at George Watts Elementary School, responding to approximately 1700 patient visits per year. Like the clinic at Southern High, the Wellness Clinic at George Watts Elementary School treats common chronic and acute illnesses, provides appropriate referrals, and focuses on health promotion and illness prevention and conducts a variety of programs including bicycle safety, physical fitness and nutrition. The clinic is used for clinical rotations for School of Nursing pediatric nurse practitioner students.



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*School Of Nursing*



## **The Duke University School Of Nursing**

*The Duke University School of Nursing provides leadership in the health care of people through education, research, and health care delivery. We provide advanced and comprehensive education to prepare students for a lifetime of learning and for careers as leaders, practitioners, or as researchers. In addition, faculty and students conduct research that adds to our understanding of health promotion and illness prevention, human responses to illness, and systems of care that facilitate better patient outcomes; and through their practice faculty and students provide compassionate research-based nursing care. Through such work, Duke faculty, students, and graduates are shaping the future of professional nursing practice.*

### **Programs**

#### **MASTER OF SCIENCE IN NURSING PROGRAM**

The School of Nursing offers a flexible, 39 to 49 credit program leading to the Master of Science in Nursing degree. And, in conjunction with the Fuqua School of Business, a joint MSN-MBA degree is offered. Graduates are prepared as clinical nurse specialists in gerontology, oncology, pediatrics, or neonatal care; as adult nurse practitioners (with specialization in primary care, acute care, cardiovascular care, or oncology/ HIV); as gerontological nurse practitioners, family nurse practitioners, neonatal nurse practitioners, pediatric acute care nurse practitioners, or pediatric nurse practitioners; and as nurse managers and clinical research managers. Students pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. The curriculum is designed to provide maximum flexibility for full-time or part-time study.



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

1. synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice,
2. demonstrate expertise in a defined area of advanced practice,
3. utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing, demonstrate leadership and management strategies for advanced practice,
4. demonstrate proficiency in the use and management of advanced technology related to patient care and support systems,
5. analyze socio-cultural, ethical, economic, and political issues that influence patient outcomes,
6. demonstrate the ability to engage in collegial intra- and inter-disciplinary relationships in the conduct of advanced practice.

A student may choose to major in one of the following areas: (1) health systems leadership and outcomes (with the option of an informatics minor or as a combined MSN-MBA with the Fuqua School of Business); (2) clinical research management; (3) adult nurse practitioner (with primary care, acute care, cardiovascular, or oncology/HIV focus); (4) family nurse practitioner; (5) oncology/HIV clinical nurse specialist; (6) gerontology (nurse practitioner or clinical nurse specialist); (7) pediatrics (nurse practitioner or clinical nurse specialist); (8) pediatric acute care nurse practitioner; and (9) neonatal (nurse practitioner or clinical nurse specialist).

## **THE POST-MASTER'S CERTIFICATE PROGRAM**

The School of Nursing offers a post-master's certificate to students who have earned an MSN from a National League for Nursing or Commission on Collegiate Nursing Education (accredited) program and are seeking specialized knowledge within a major offered in the School's master's program. The number of credits required to complete the certificate program varies by major; the student must successfully complete the required courses in the chosen nursing major. Completion of the certificate program is documented in the student's academic transcript. Depending upon the major, the student may then meet the qualifications for advanced practice certification in the specialty area. For example, students who complete the post-master's certificate in the nurse practitioner majors are eligible to sit for certification examinations.

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## *Admission and Progression*



## Admission and Progression

### ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE

1. Bachelor's degree with an upper division nursing major from a program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE).
2. Completion of application for admission, including two copies of all post-secondary educational transcripts. The bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics.
3. It is recommended that applicants have a minimum of one year of nursing experience before matriculation. Students for whom an exception is made will be advised to take core courses in the first year of study and to work to meet the experience requirement.
4. Undergraduate grade point average of 3.0 on a 4.0 scale.
5. Satisfactory performance on the Graduate Record Examination (G.R.E.) or Miller Analogies Test (M.A.T.).
6. Licensure or eligibility for licensure as a professional nurse in North Carolina.\*
7. For those applicants choosing a clinical specialty, documentation of the acquisition of physical assessment knowledge and skills.
8. Three references attesting to personal and professional qualifications. At least two references must be from former employers, faculty members, or deans.
9. Personal interview. Other arrangements will be made when distance is a factor.
10. Basic computer skills are required prior to matriculation.

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

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\* Candidates for admission to the Master of Science of Nursing program of the Duke University School of Nursing must obtain a license to practice as a registered nurse in the state of North Carolina before matriculation. Offers of admission to the School of Nursing cannot be considered final until matriculants present proof of licensure to the Office of Admissions and Student Services no later than the end of the first day of class during the semester of matriculation. Students enrolled in the Graduate School of Nursing must maintain a current North Carolina license and are required to show proof of licensure, or status of renewal of license, to the Student Services Office on a yearly basis (January). Information on licensure procedures for the state of North Carolina may be obtained from the North Carolina Board of Nursing, P. O. Box 2129, Raleigh, North Carolina 27602, or by calling 919-782-3211 or 919-733-5356.



### **ADMISSION REQUIREMENTS FOR THE POST-MASTER'S CERTIFICATE OPTION**

1. A master's degree from an NLN or CCNE accredited school of nursing.
2. Completion of application for the certificate program including undergraduate and graduate transcripts. The bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics.
3. Minimum of one year's experience in nursing.
4. Licensure or eligibility for licensure as a registered nurse in North Carolina.
5. Documentation of the acquisition of physical assessment knowledge and skills, for those applicants choosing a clinical specialty.
6. Two letters of academic and/or professional reference.
7. Interview with a faculty member in the specialty area.

### **OFFICE OF ADMISSIONS AND STUDENT SERVICES CONTACT INFORMATION**

Prospective students wishing to obtain program information and admissions materials may contact Liz Kelly, Director, Office of Admissions and Student Services, by telephone at 919-684-4258 or by email at [kelly043@mc.duke.edu](mailto:kelly043@mc.duke.edu). Information can also be accessed at the School of Nursing's web site at <http://son3.mc.duke.edu>.

### **HEALTH AND IMMUNIZATION RECORD**

North Carolina law requires that all new students present proof of selected immunizations before matriculation. The Duke University Student Health Immunization Form and Report of Medical History, furnished by Duke University, should be completed and returned to the Director of Student Health Services, Box 2899 DUMC, Duke University, Durham, North Carolina 27710 (919-684-3367).

Students should arrive on campus with complete, verified immunization forms. For those who are unable to do so, the Durham County Health Department (560-7600) on Main Street provides some of the necessary inoculations free of charge. On-campus inoculations are available through Student Health Services (684-3367). A special immunization clinic is held during the days when new students arrive on campus, with a nominal charge for on-campus immunizations.

### **ADDITIONAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS**

Duke welcomes the unique cultural and personal perspectives of all people. International students are encouraged to apply early in the academic year prior to the year they wish to attend Duke to ensure time to complete the following additional requirements:

1. evidence of adequate financial support for the duration of the program;
2. a minimum score of 550 on the paper-based test or of 213 on the computer-based test on the Test of English as a Foreign Language (TOEFL) if English is not the primary language;
3. a passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination.

The Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 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 United States Immigration and Naturalization Service. CGFNS offers a two-part certification program that includes a credentials review followed by a test of nursing and English language skills. The CGFNS examination dates can be found at <http://www.cgfns.org>. Application materials may be requested from CGFNS, 3624 Market Street, Philadelphia, Pennsylvania 19014 (215-349-8767) or via the CGFNS web site. The registration deadlines for these exams are approximately four months prior to their administration. Early application is therefore essential.

TOEFL information can be obtained at P.O. Box 6151, Princeton, NJ (609-771-7100) or from the TOEFL web site at <http://www.toefl.org>.

### **ADMISSION PROCEDURE**

An applicant to the Duke University School of Nursing Graduate Program must obtain an application form from the School of Nursing Office of Admissions and Student Services. A check or money order for the nonrefundable processing fee of \$50 must accompany each application. In addition, the applicant should provide the following supporting documents:

1. two copies of the official transcript from each college or university attended, to be sent directly to the School of Nursing Office of Admissions and Student Services;
2. two supplementary transcripts showing completion of work that was in progress when the earlier transcripts were obtained, if necessary;
3. three letters of recommendation (on forms provided by the School of Nursing) by persons qualified to judge the applicant as a prospective graduate student, to be mailed directly to the Office of Admissions and Student Services (at least two must be from current or former employers, faculty members, or deans);
4. for master's degree applicants, scores from the Graduate Record Examination (G.R.E.) or Miller Analogies Test (M.A.T.) that are not more than five years old.

Testing dates and locations for the Graduate Record Examination can be obtained from most colleges or from the Educational Testing Service, P. O. Box 6000, Princeton, New Jersey 08541-6000 (609-771-7670 or 510-654-1200). Information for the Miller



Analogies Test can be obtained from The Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-3956 (210-921-8801 or 800-622-3231). Information also may be obtained from Duke University's Office of Counseling and Psychological Services (C.A.P.S.) (919-660-1020). **The number to use on the G.R.E. to indicate that you want a copy of your scores sent to the School of Nursing is R5173. The number to use on the M.A.T. is 2734.**

Once all of the above information is received by the Office of Admissions and Student Services, a faculty member will contact the applicant and arrange a personal interview.



## **CONSIDERATION OF APPLICATION**

The application will be considered when all forms have been received by the School of Nursing Office of Admissions and Student Services. Complete applications to the Duke University School of Nursing Graduate Program must be submitted by the following dates:

March 1 (Fall and Summer semesters);

October 1 (Spring semester).

It is the responsibility of the applicant to ensure that the School of Nursing Office of Admissions and Student Services receives all required materials before the deadline.

## **NOTIFICATION OF STATUS**

Admission may be approved, deferred, or rejected. If admission is approved, the applicant will receive a letter of admission and acceptance forms. The process of admission is not complete until the acceptance forms and nonrefundable tuition deposit of \$150 have been received by the School of Nursing Office of Admissions and Student Services. This fee will be credited toward tuition or forfeited if the student decides not to matriculate. Applicants whose admission is deferred or rejected will be notified by letter. Applicants who wish to be considered for financial assistance are highly encouraged to complete and submit a Free Application for Federal Student Aid as soon as possible before applying for admission. An application for the School of Nursing Merit Scholarship must also be submitted prior to the application deadlines. These forms are available at the Office of Admissions and Student Services at the School of Nursing.

## **FULL-TIME AND PART-TIME DEGREE STATUS**

Opportunities for part-time and full-time study are available. For on-campus students, full-time status is defined as taking a minimum of nine (9) credits or three (3) courses per semester, except when fewer credits are needed to complete program requirements. Students who wish to change from full-time or part-time status must notify both their academic advisor and the Office of Admissions and Student Services. Full-time status in distance based programs is defined as taking 18 credits per year.

## **NON-DEGREE STUDENTS**

An individual may take graduate level courses as a non-degree student, provided he or she has a bachelor's degree. Non-degree students are admitted to individual classes by permission of the instructor on a space available basis. To apply, an official copy of all nursing transcripts must be sent to the School of Nursing Office of Admissions and Student Services along with a completed Application for Admission as a non-degree student and a \$50 application fee. Students who register for clinical courses must also submit two letters of reference from their employer and evidence of licensure as a nurse in the state of North Carolina. All non-degree application requirements must be received by the deadline for the semester during which the course will be offered (cf. "Consideration of Application" for dates). Requests for non-degree status will be considered within two weeks after the appropriate deadline. If permission is granted by the faculty, the student will be notified by the Office of Admissions and Student Services. (Non-degree students requesting a second course make the request to the School of Nursing Office of Admissions and Student Services.). If the non-degree student is later admitted to the master's program a maximum of seven credits earned as a non-degree student will be accepted for credit towards the MSN degree

## **TRANSFER OF GRADUATE CREDITS**

A maximum of six units of graduate credit may be transferred for graduate courses completed at other accredited institutions (or in other graduate programs at Duke).

Transfer credit will be given only for academic work completed within the five years prior to matriculation at Duke. Such units are transferable only if the student has received a grade of *B* (3.0 or its equivalent) and after the student has earned a minimum of 6 units of graduate credit at Duke University School of Nursing. A student wishing to transfer course work should make a written request to his/her academic advisor and provide a syllabus or some other description of the course he/she wishes to have considered for transfer credit.

### **TRANSFER TO ANOTHER GRADUATE NURSING MAJOR**

A change of graduate nursing major may be made, contingent upon approval of the faculty involved. Should a change be made, a student must meet all requirements of the new major.

### **TIME FOR COMPLETION OF THE MASTER'S DEGREE**

The master's degree student should complete all requirements for the degree within five calendar years from the date of initial matriculation. No full-time residence is required; however, all students enrolled in the school who have not been granted a leave of absence by the dean must register each fall, spring, and summer until all degree requirements are completed.

### **ADVISEMENT**

Upon admission to the program, each student is assigned an interim academic advisor. This advisor will direct the student's academic activities until the student selects a permanent academic advisor. The permanent academic advisor is selected following consultation with both the interim and proposed academic advisors, and in accordance with the student's clinical and research interests. The permanent academic advisor then assists the student in planning and implementing his/her course of study throughout the master's program.

### **GRADES**

All courses counting toward the master's degree must be taken for the following grades: *A* (4.0); *A-* (3.7); *B+* (3.3); *B* (3.0); *B-* (2.7); *C+* (2.3); *C* (2.0).

Master's degree students with a GPA of less than 2.7 after completing 20 credits will be asked to withdraw from the program. Post-master's certificate students with a GPA of less than 2.7 after completing 10 credits will be asked to withdraw from the program. An *F* (0.0) in any graduate level course will result in administrative withdrawal from the program at the end of the semester in which the grade is received.

In case of illness or other nonacademic problems, it is the student's responsibility to negotiate with the professor for an *I* (incomplete grade). In the case of an *I*, the professor issuing the *I* will specify the date by which the student is to remove the deficiency; in no case will this be more than one calendar year from the date the course ended.

### **WITHDRAWAL FROM A COURSE**

Students may make changes in their schedule during the two-week drop/add period at the beginning of each semester. A fee is charged by the university if changes are made after that period. If a student withdraws from a course after the drop/add period, the progress of the student at the time of withdrawal from the course will be indicated on the record as *Withdrawn Passing (WP)* or *Withdrawn Failing (WF)*. A student who is failing a course may withdraw from the course no later than one (1) week prior to the last day of classes (if there is no final exam). A student who withdraws failing (*WF*) from more than one course will be administratively withdrawn from the program. In exceptional circumstances, the student may petition the dean to receive a *Withdrawn (W)*. Refunds of tuition and fees will not be made except as applicable within the established parameter of a total withdrawal from the program.

## **INTERRUPTION OF PROGRAM AND WITHDRAWAL FROM THE GRADUATE PROGRAM**

The School of Nursing reserves the right, and matriculation by the student is a concession of this right, to request the withdrawal of any student whose performance at any time is not satisfactory to the School of Nursing. If a student for any reason wishes to withdraw from the school, notification should be made to the dean before the expected date of withdrawal. Students who have withdrawn from the program must re-apply for admission according to regular admission policies.

Students who find it necessary to interrupt their program of study should request in writing a leave of absence addressed to the dean of the School of Nursing. A maximum of one calendar year's leave may be granted; this will be counted toward the total time allowed to complete the program.

## **COMMENCEMENT**

Graduation exercises are held once a year, in May, when degrees are conferred and diplomas issued to students who have completed all requirements. Students who complete degree requirements by the end of the fall or by the end of the summer term receive diplomas dated December 30 or September 1, respectively. There is a delay in the mailing of September and December diplomas because diplomas cannot be issued until they are approved by the Academic Council and Board of Trustees. All graduates, including those receiving degrees in December and September, are expected to attend graduation exercises in May.

## *Program Requirements*



## Program Requirements

### REQUIREMENTS FOR THE MASTER'S DEGREE

Each of the school's majors requires the completion of 39 to 49 units of credit. These units include core courses required of all master's students, the research option (a thesis, a research project, or a course in research utilization), courses in the major, and electives. Each major requires the student to complete a clinical residency.

<b>Required Core Courses*</b>	<b>Credits</b>
N301. Population-Based Approaches to Health Care	3
N302. Nursing Informatics	2
N303. Health Services Program Planning and Outcomes Analysis	3
N307. Research Methods	3
N308. Applied Statistics	2
Total	13
<b>Research Options (Select One)*</b>	<b>Credits</b>
N312. Research Utilization in Advanced Nursing Practice	3
N313. Thesis	6
N314. Non-thesis Option	6
Total	3-6

## Major Fields of Study

### HEALTH SYSTEMS LEADERSHIP AND OUTCOMES

The Duke University School of Nursing is committed to creating health care leaders for the 21st century. The MSN program in Health Systems Leadership and Outcomes is founded upon strong core and research courses. This foundation is augmented by a series of industry specific courses in complex systems, organizational theory, strategic management, financial management, informatics, and outcomes analysis. Students also select a concentration area based upon individual professional interests and goals. For example, Duke offers an MSN minor and post-master's certificate in informatics. The minimum number of credits required for graduation is 39. Course work in the major includes the following:

<b>Health Systems Leadership And Outcomes</b>	<b>Credits</b>
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Dynamics of Management	3
N402. Financial Management and Budget Planning	4
N419. Leadership Residency	4
Electives/Independent Study	9
Total	23
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>39-42</b>
<b>Informatics Option</b>	
N410. Informatics Issues in Nursing Systems	3
N411. Nursing Informatics Theory and Application	3
N418. Nursing Informatics Residency	4-6
Total	10-12

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\*Required of all MSN candidates

## MSN – MBA Program

The School of Nursing also offers, in conjunction with the Fuqua School of Business, a joint MSN/MBA degree. Course work for the joint MSN/MBA includes the following:

	<b>Credits</b>
<b>YEAR 1 – Fall Semester</b>	
N301. Population-Based Approaches to Health Care	3
N303. Health Services Program Planning and Outcomes Analysis	3
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
<b>YEAR 1 – Spring Semester</b>	
N307. Research Methods	3
N308. Applied Statistics	2
N401. Dynamics of Management	3
<b>YEAR 1 – Summer Semester</b>	
N312. Research Utilization in Advanced Nursing Practice	3
N419. Leadership Residency	4
Sub-Total	24
<b>YEAR 2 – Fall Semester</b>	
BA 390 ILE I: Team Building and Leadership Development	2
<b>Term 1:</b>	
BA 300. Managerial Economics	3
BA 311. Probability and Statistics	3
BA 320. Managerial Effectiveness	3
BA 395. Individual Effectiveness	2
<b>Term 2:</b>	
BA 340. Financial Accounting	3
BA 350. Global Financial Management	3
BA 360. Marketing Management	3
BA 396. Individual Effectiveness	2
<b>YEAR 2 – Spring Semester</b>	
<b>Term 1:</b>	
BA 312. Decision Models	3
BA 341. Managerial Accounting	3
BA 370. Operations Management	3
BA 397. Individual Effectiveness	2
BA 391. ILE II: Competitive Business Strategy	2
<b>Term 2:</b>	
BA 301. Global Economic Environment of the Firm	3
BA 398. Individual Effectiveness	2
BA Elective	6
<b>YEAR 3 – Fall Semester</b>	
ILE III: Competitive Advantage Through People and Processes	2
<b>Term 1:</b>	
BA Elective	6

<b>Term 2:</b>	
BA Elective	6
<b>YEAR 3 – Spring Semester</b>	
<b>Term 1:</b>	<b>Credits</b>
BA Elective	
<i>ILE IV: Complex Management Problems: Age of Asia</i>	2
<b>Term 2:</b>	
BA Elective	5
Total	69
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>93</b>

## **Clinical Research Management Program**

Duke University and Duke University Health Systems are internationally recognized for excellence in research, education and patient care. Graduates from the Clinical Research Management Program at Duke University will have an opportunity to access a world class learning environment and call on resources that are among the best in the nation. The Clinical Research Management Program integrates training from many disciplines to provide a solid program strong in business and financial practices, regulatory affairs, and research management with an emphasis in the management of clinical drug, biological, and device trials. Graduates of this program will be prepared to work in research in industry, service or academic settings. This program is intended to be flexible and conducive to the adult learner. Students will complete the core MSN courses plus four specialty courses in the major. The program will be rounded out by 3 electives from sciences, management, or other specialty courses. The capstone course, a 300-hour residency, places the student as a member of a project team working on a drug, biological, or device development project in industry, academia, or government. Seminars in the residency will address issues associated with transition to the role of clinical trial manager.

<b>Clinical Research Management Core Courses MSN</b>	<b>Credits</b>
N490. CRM: Trials Management	4
N491. CRM: Business and Financial Practices	4
N492. CRM: Regulatory Affairs	4
N499. CRM: Residency	4
Electives	10
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>39</b>

## **Adult Nurse Practitioner Majors: Acute Care, Adult, Family and Gerontology**

Nurse practitioner majors focus on developing the knowledge and skills necessary to provide primary and/or acute care across settings, including care of individuals in rural and under-served areas. The adult nurse practitioner majors include family, primary care, cardiovascular, oncology/HIV, and gerontology. Each of these majors requires specialty course work consistent with the clinical practice of the major. The general pattern includes two courses that are didactic or a combination of clinical and didactic, and a residency course that is the capstone course. All adult nurse practitioner majors have at least 600 hours of clinical experience, the minimum recommended by the National Organization of Nurse Practitioner Faculties (NONPF) and the AACN. The



number of clinical hours varies by major: gerontology includes 600 hours, while majors that cover multiple age groups, such as the family nurse practitioner major, include 800 hours. As a capstone experience, all NP students are required to complete a final clinical residency under the mentorship of an experienced clinician in their respective areas of expertise. The residency includes seminars that encourage the synthesis of clinical learning and the transition to the role of nurse practitioner in the major area of practice. The total minimum number of credits required for graduation varies by major. Course work in the major generally includes 16 credits of practitioner core courses and 11 to 13 additional credits including the residency in the major. The minimum number of credits for the NP is 43-48.

<b>Practitioner Core Courses</b>	<b>Credits</b>
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
Total	16
<b>Acute Care Nurse Practitioner</b>	
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	3
N451. Management of Critically Ill Adult Patients II	3
N458. Nurse Practitioner Residency: Adult Acute Care	3
Total	11
<b>Adult Nurse Practitioner – General Primary Care</b>	
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care Clinical Elective	3
Elective	3
Total	11
<b>Adult Nurse Practitioner – Cardiovascular</b>	
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	2
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	3
N469. Nurse Practitioner Residency: Adult Cardiovascular	2
Total	12
<b>Adult Nurse Practitioner – Oncology/HIV</b>	
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	2
N470. Oncology/HIV AIDS Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology/HIV AIDS Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology/HIV AIDS	2
Total	12

<b>Family Nurse Practitioner</b>	<b>Credits</b>
N440. Well Child Physical and Developmental Assessment for Family Nurse Practitioners	1
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Total	13
<b>Gerontology Nurse Practitioner</b>	
N442. Sexual and Reproductive Health	1
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Total	11
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>43-48</b>

## **Nurse Practitioner: Pediatric and Neonatal**

The neonatal and pediatric nurse practitioner majors prepare graduates as nurse practitioners in tertiary, secondary, primary, long-term, or home care settings for pediatric patients across the age and illness continuum. Emphasis is placed on family-centered culturally sensitive care. The Pediatric Nurse Practitioner, Pediatric Acute Care Nurse Practitioner and Neonatal Nurse Practitioner majors build on core specialty courses that include neonatal/pediatric pathophysiology, neonatal/pediatric pharmacology, and neonatal/pediatric physical assessment. Courses in the specialty address management of pediatric or neonatal patients within the framework of the patient's stage of growth and development. The specialty courses are supplemented by clinical hours which may include primary care pediatric clinics, pediatric intensive care, pediatric cardiology, neonatal/pediatric radiology, pediatric surgery, pediatric/neonatal transport, neonatal intensive care, neonatal transitional care, pediatric and neonatal step-down units, pediatric rehabilitation, pediatric home care, and school based health clinics. The capstone course is the residency. Under the guidance of a mentor, students manage cohorts of patients in selected clinical facilities. Integral to the residency are seminars that address transition to the practitioner role, integration of clinical and didactic learning, and preparation for a position as a nurse practitioner. The total clinical hours required for graduation is 600 hours. This meets the requirements of the specialty organizations and qualifies the student to sit for certification examinations in the specialty.

<b>Practitioner Core Courses</b>	<b>Credits</b>
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
Total	10
<b>Pediatric Nurse Practitioner</b>	
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N430. Issues in Infant and Young Child Development	3
N431. Issues in School Age Child and Adolescent Development	3
N439. Nurse Practitioner Residency: Pediatrics	3
Total	17

<b>Pediatric Acute Care Nurse Practitioner</b>	<b>Credits</b>
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
N430. Issues in Infant and Young Child Development	3
Elective	3
Total	18
<b>Neonatal Nurse Practitioner</b>	
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4-6
N430. Issues in Infant and Young Child Development	3
Electives	2-3
Total	17-20
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>43-49</b>

## Clinical Nurse Specialist

The clinical nurse specialist (CNS) major focuses on developing the knowledge and skills necessary to provide care to patients with complex health problems and their families; care is provided in a variety of settings. Course work includes core courses and 9 to 14 credits in the major. Elective credits are used to support the major. The three courses in the Clinical Nurse Specialist core are the same as the core courses for nurse practitioners: physical assessment, pharmacology, and pathophysiology. Clinical Nurse Specialist students take courses specific to their specialty areas. The number of courses and clinical hours vary by major; however, each major requires a residency as the capstone course. The minimum number of credits required for the master's degree for CNS students is 39-43.

<b>CNS – Gerontology</b>	<b>Credits</b>
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	1
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
Total	24
<b>CNS – Oncology/HIV</b>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4

	<b>Credits</b>
N442. Sexual and Reproductive Health	2
N470. Oncology/HIV AIDS Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology/HIV AIDS Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	3
Electives/Independent Study	2 - 4
<b>Total</b>	<b>23 - 25</b>
<b>CNS – Pediatrics</b>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N430. Issues in Infant and Young Child Development	3
N431. Issues in School Age Child and Adolescent Development	3
N438. Clinical Nurse Specialist Practicum: Pediatrics	3
Electives/Independent Study	4
<b>Total</b>	<b>23</b>
<b>CNS – Neonatal</b>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Issues in Infant and Young Child Development	3
<b>Total</b>	<b>24</b>
<b>TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION</b>	<b>39-44</b>

## Post Master's Certificate Program

The purpose of the post master's certificate program is to provide opportunities for students who already have an MSN degree to gain specialized knowledge within a major provided at Duke University School of Nursing. The post MSN certificate represents the student's successful completion of the required courses in the chosen nursing major. Course requirements for the post MSN certificate are listed below.

<b>HEALTH SYSTEMS LEADERSHIP AND OUTCOMES</b>	<b>Credits</b>
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Dynamics of Management	3
N402. Financial Management and Budget Planning	4
N419. Leadership Residency	4
<b>Total</b>	<b>14</b>
<b>INFORMATICS</b>	
N410. Informatics Issues in Nursing Systems	3

	<b>Credits</b>
N411. Nursing Informatics Theory and Application	3
N418. Nursing Informatics Residency	4-6
Total	10-12
<b>CLINICAL RESEARCH MANAGEMENT PROGRAM</b>	
N490. CRM: Trials Management	4
N491. CRM: Business and Financial Practices	4
N492. CRM: Regulatory Affairs	4
N499. CRM: Residency	4
Total	16
<b>ACUTE CARE NURSE PRACTITIONER</b>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	3
N451. Management of Critically Ill Adult Patients II	3
N458. Nurse Practitioner Residency: Adult Acute Care	3
Total	27
<b>ADULT NURSE PRACTITIONER – GENERAL PRIMARY CARE</b>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
Clinical Elective	3
Elective	3
Total	27
<b>ADULT NURSE PRACTITIONER – CARDIOVASCULAR</b>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	2
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	3

	<b>Credits</b>
N469. Nurse Practitioner Residency: Adult Cardiovascular	2
Total	28
<b>FAMILY NURSE PRACTITIONER</b>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N440. Well Child Physical and Developmental Assessment for Family Nurse Practitioners	1
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Total	29
<b>GERONTOLOGICAL NURSING</b>	
<i>Clinical Nurse Specialist</i>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproduction Health	1
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
Total	24
<i>Nurse Practitioner</i>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	1
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Total	27
<b>ONCOLOGY/HIV NURSING</b>	
<i>Clinical Nurse Specialist</i>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4

	<b>Credits</b>
N470. Oncology/HIV AIDS Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology/HIV AIDS Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	3
Total	19
<i>Adult Nurse Practitioner – Oncology/HIV</i>	
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	2
N470. Oncology/HIV AIDS Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology/HIV AIDS Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology/HIV AIDS	2
Total	28
<b>NEONATAL NURSING</b>	
<i>Clinical Nurse Specialist</i>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Issues in Infant and Young Child Development	3
Total	24
<i>Nurse Practitioner</i>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4-6
N430. Issues in Infant and Young Child Development	3
Total	25-27

<b>PEDIATRIC NURSING</b>	<b>Credits</b>
<i>Clinical Nurse Specialist</i>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N430. Issues in Infant and Young Child Development	3
N431. Issues in School Age Child and Adolescent Development	3
N438. Clinical Nurse Specialist Practicum: Pediatrics	3
Total	19
<i>Pediatric Nurse Practitioner</i>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N430. Issues in Infant and Young Child Development	3
N431. Issues in School Age Child and Adolescent Development	3
N439. Nurse Practitioner Residency: Pediatrics	3
Total	27
<b>PEDIATRIC ACUTE CARE NURSE PRACTITIONER</b>	
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
N430. Issues in Infant and Young Child Development	3
Elective	3
Total	28



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*Courses of Instruction*



## **Courses of Instruction** \*

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

**302. Nursing Informatics.** An introduction to computer technology in health care with a focus on computer applications commonly used in managing health care information. The effects of automated data management on nursing administration, education, practice, and research are addressed in the context of information systems and nursing informatics. Fall, spring, summer. 2 credits. *Hewitt*

**303. Health Services Program Planning and Outcomes Analysis.** An analysis of theory and practice in the design, implementation and evaluation of the outcomes of health services programs within an integrated health care system. From a health services planning paradigm, students conduct organizational and community needs assessments, determine priorities, plan and monitor implementation, manage change, evaluate outcomes, and provide planning reports. Fall, summer. Prerequisite: Nursing 307. 3 credits. *Anderson*

**307. Research Methods.** Focuses on research methods needed for systematic investigation and expansion of nursing knowledge. Critical appraisal of research and development of a research proposal are covered. Fall, spring. 3 credits. *Turner and Wallsten*

**308. Applied Statistics.** Emphasizes the application and interpretation of statistical procedures used in health care and nursing research. Data management and the relationship between research design and statistical techniques are also studied. Spring, fall. Prerequisite: or concurrent: Nursing 307 or consent of instructor. 2 credits. *Champagne, Coombs, and McConnell*

**312. Research Utilization in Advanced Nursing Practice.** Focuses on methods of implementing research findings to solve identified clinical problems. Students develop skill in creating and writing research-based protocols and in using research methods to evaluate nursing care. Summer. Prerequisites: Nursing 302, 307, and 308, or consent of instructor. 3 credits. *Wallsten and staff*

**313. Thesis.** 1 to 6 credits. Fall, spring, summer. Variable credit. *Staff*

**314. Nonthesis Option.** 1 to 6 credits. Fall, spring, summer. Variable credit. *Staff*

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

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

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\* Course offerings and content subject to change.

**322. Common Pediatric Management Issues I.** Focuses on comprehensive assessment and management of selected primary care pediatric problems. Course content includes information on common acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral. Pathophysiology and the pharmacological management of common problems are systematically integrated into the content. Advanced practice role development is emphasized in care management discussions and supervised clinical practice. Clinical practice opportunities in a variety of settings are arranged with the course instructor. Consent of instructor required. Spring. 104 clinical hours. Prerequisites: Nursing 330, 331 (may be taken concurrently), and 332; current BCLS certification including the Heimlich maneuver; PALS certification recommended. 4 credits. *Blood-Siegfried and Lorimer*

**323. Common Pediatric Management Issues II.** A continuation of Nursing 322. Focuses on comprehensive assessment and management of selected primary care pediatric problems. Course content includes information on common acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral. Pathophysiology and the pharmacological management of common pediatric problems are systematically integrated into the content. Advanced practice role development is emphasized in care management discussions and supervised clinical practice. Clinical practice opportunities are offered in a variety of pediatric settings. Consent of instructor required. Summer. 104 clinical hours. Prerequisites: Nursing 301, 322, 330, 331, and 332; current BCLS certification including the Heimlich maneuver; PALS certification highly recommended. 4 credits. *Blood-Siegfried and Lorimer*

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

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

**332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice.** Combines lecture and laboratory experiences to develop advanced skills in assessment of physical, cognitive, nutritional, cultural, and functional domains. Practitioner-patient interactions, data collection, diagnostic reasoning, and oral and written presentation of data are emphasized. Consent of instructor required. Fall. 4 credits. *Ouimette and staff*

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

Prerequisites: Nursing 330 and 332; prerequisite or concurrent: Nursing 331. 3 credits.  
*Adinolfi, Denman, Friedman, Ouimette, Pietrangelo, Price, and staff*

**334. Managing Common Acute and Chronic Health Problems II.** Emphasizes assisting adult patients to reach or maintain the highest level of health and functioning, with a focus on primary care management of common acute or chronic respiratory, cardiac, gastrointestinal, musculoskeletal, neurological, and mental health problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private internal and family medicine practices and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. Summer. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, and 333. 4 credits.  
*Adinolfi, Denman, Friedman, Ouimette, Pietrangelo, Price, and staff*

**351. Scientific Writing.** This course provides a review of the principles and practice of scientific writing, with emphasis on research proposals, theses, other scientific papers, and articles for publication. Students are expected to complete a proposal for a thesis or a nonthesis option, an article, or other scientific work as part of the course. Fall. 3 credits. *Tornquist*

**353. Advanced Physiology.** Focuses on developing advanced knowledge for understanding normal human physiological phenomena with an emphasis on cellular and molecular mechanisms of homeostasis. Summer. Prerequisite: Bachelor of Science in Nursing or consent of instructor. 3 credits. *McHugh*

**355. Concepts of Teaching and Learning.** Focuses on the key concepts and principles that form the bases for the teaching and learning process. Educational theories of teaching and learning and real-life situations and issues serve as the framework for developing instructional strategies used in advanced nursing practice roles. Spring, summer. 3 credits. *McIntire*

**356. Ethics in Nursing.** Focuses on the historical development of ethics in nursing, analysis of moral language, codes of ethics, frameworks for ethical decision making with case analysis, and strategies for discussion of ethics in nursing. Summer. 3 credits. *Staff*

**357. Physiological Monitoring.** Provides an in-depth understanding of selected invasive and noninvasive physiologic monitors used in clinical settings. Emphasis is placed on monitors used in intensive care. Content on the reliability, validity, sensitivity, stability, drift, and artifacts with respect to mechanisms of measurement assists students to interpret output. Highly recommended for students in acute care majors. Summer. 2 credits. *Turner*

**358. Genetics, Embryology, and Fetal Development.** This course is designed to give the neonatal nurse practitioner student knowledge and understanding of genetic and fetal development. Particular emphasis is placed on patterns of inheritance, multifactorial influences on fetal development, the interrelationship of genetics and patterns of fetal development. Societal issues arising from gene research/alternation/replacement will be incorporated using Duke University's pioneering research in this area. 2 credits. *Staff*

**359. Selected Topics or Independent Study.** Students select a topic of professional interest within the specialty area or in support of the specialty area, to be studied with a faculty member. Specific objectives, evaluation method, and other requirements are determined prior to registering for the course of study. Consent of instructor required. 1 to 3 credits. Fall, spring, summer. Prerequisite: matriculation into nursing curriculum. Variable credit. *Staff*

**400. Organizational Theory for Integrated Health Care Delivery Systems.** Focuses on organizational behavior theory and research as the foundation for managerial and leadership interventions in integrated health care systems. Students

learn how patient care system behaviors, structures, processes, and outcomes are affected by the actions of health system leaders. Fall. 3 credits. *Allred*

**401. Dynamics of Management.** An in-depth analysis of organizational behavior and management practices within integrated health care systems. Students identify issues, formulate questions, and pursue managerial interventions that will result in high quality patient care and organizational outcomes that are socially relevant and cost-effective. Spring. Prerequisite: Nursing 400 or consent of instructor. 3 credits. *Allred and Anderson*

**402. Financial Management and Budget Planning.** Designed for managers in complex organizations. Focuses on the knowledge and skills needed by the manager to plan, monitor, and evaluate budget and fiscal affairs for a defined unit or clinical division. Health care economics, personnel, and patient activities are analyzed from a budgetary and financial management perspective in an environment of regulations and market competition. Spring. Prerequisite: Nursing 303 suggested. 4 credits. *Zelman*

**407. Leadership for Ethical Decision Making in Health Care.** Applies ethical principles and decision-making models to complex healthcare organizations and administrative structures. Course content assists students to understand the relationships between the current state of patient care, organizational and administrative functions, and the complex issues involved in health care leadership. Research, ethical, social, cultural, economic, privacy/confidentiality, professional standards, and legal issues are discussed. Consent of instructor required. Summer. 3 credits. *Goodwin*

**408. New Ventures in Health Care.** Focuses on imparting personal, organizational, and/or economic value to an idea in the current health care environment. The conditions and actions necessary for successful entrepreneurial and/or intrapreneurial endeavors in a managed care environment will be examined. Consent of instructor required. Summer. Prerequisite: demonstrated computer competency. 3 credits. *Allred*

**410. Informatics Issues in Nursing Systems.** Focuses on the field of "nursing informatics" which combines nursing science, computer science, and information/decision science. Students examine issues in applying nursing informatics in complex health care organizations and administrative structures and master problem-solving skills on selected issues. Research, ethical, social, cultural, economic, privacy/confidentiality, and legal issues are included. Consent of instructor required. Summer. Prerequisites: Nursing 302 and 303. 3 credits. *Goodwin*

**411. Nursing Informatics Theory and Application.** Focuses on nursing informatics and examines both theoretical and practical issues for nursing. Students develop theoretical knowledge and technology skills through laboratory application of didactic content and a real world project involving systems analysis, information specification, and project management. Consent of instructor required. Fall. Prerequisites: Nursing 302, 303, and 410. 3 credits. *Goodwin*

**418. Nursing Informatics Residency.** Builds the student's knowledge and experience in nursing informatics within the context of advanced nursing practice. Students develop independent problem-solving skills in the synthesis of advanced practice nursing and informatics under the guidance and mentorship of a practicing informatics specialist (preceptor). Consent of instructor required. 3 to 9 credits. Spring. Minimum 156 residency hours. Prerequisites: Nursing 410 and 411. Variable credit. *Goodwin*

**419. Leadership Residency.** Provides the student an opportunity to develop beginning competence in the role of nurse manager/administrator/executive under the guidance of a preceptor. Emphasis on incorporation of clinical and business skills into the role of health systems leader in an integrated health care delivery system. Students make a comprehensive assessment of the organizational setting and design strategies

for agenda setting, network building, problem resolution, and outcome attainment. Experiential learning is emphasized. Summer. Requires 156 residency hours. Prerequisite: Nursing 301, 302, 303, 307, 308, 400, 401, 402, and/or consent of instructor. 4 credits. *Allred*

**420. Managing Acute and Chronic Health Conditions in the Newborn I.** Comprehensive assessment and management of the newborn from birth through hospitalization and discharge. Course content includes anatomical, pathophysiological, and pharmacological management of the newborn with a focus on high-risk delivery, transport, and cardiorespiratory alterations. Integration of the newborn into the family is an overarching theme. Clinical practice opportunities in a variety of settings. Spring. 104 clinical hours. Prerequisite: Nursing 332. 4 credits. *Bozzette, Bradshaw, and Turner*

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

**423. Nurse Practitioner Residency: Neonatal.** Focuses on the synthesis of theory and clinical management skills for the neonatal nurse practitioner within a collaborative model of practice in Level I, II, and III newborn units as well as follow-up clinics and transport. 4 to 6 credits. Fall, spring, summer. 400 to 600 residency hours. Prerequisites: Nursing 320, 321, 332, 420, 421, and 430. Variable credit. *Bozzette and Turner*

**424. Clinical Nurse Specialist Residency: Neonatal.** Focuses on the synthesis of theory and clinical skills for the clinical nurse specialist within a collaborative practice. Emphasis is placed on education, consultation, research, and clinical practice. 1 to 3 credits. Summer. 100 to 300 residency hours. Prerequisites: Nursing 320, 321, 332, 420, 421, and 430. Variable credit. *Bozzette and Turner*

**426. Managing Acute and Chronic Health Conditions in Children I.** Focuses on the pathophysiological mechanisms, clinical decision making, and treatment modalities in managing health problems seen in acutely, intensively, and chronically ill pediatric patients in the hospital, home, or long-term care facility. Integration of the family into the health care plan is an overarching theme. Primary care issues such as immunization and minor illness and health promotion are emphasized. Students have clinical rotations in a variety of settings. Fall. 104 clinical hours. Prerequisites: Nursing 320, 321, and 332. 4 credits. *Cameron and staff*

**427. Managing Acute and Chronic Health Conditions in Children II.** Addresses complex management issues with critically, chronically, and acutely ill children cared for in hospitals, the home, or long-term facilities. Complex technology used in the management of pediatric patients is integrated into the course. The role of the family in the child's illness and developmentally appropriate care are emphasized. Spring. 104 clinical hours. Prerequisites: Nursing 320, 321, and 332. 4 credits. *Cameron and staff*

**428. Nurse Practitioner Residency: Pediatric Acute Care.** Provides the students an opportunity to synthesize theory and clinical management skills in the management of acutely and intensively ill pediatric patients in a collaborative model of practice. Residency sites and preceptors are individually arranged based on the needs of the students and the availability of clinical sites. The emerging role of nurse practitioners in tertiary care settings is discussed. Consent of instructor required. 2 to 4 credits. Fall, spring, summer. 200 to 400 residency hours. Prerequisites: Nursing 320, 321, 332, 426, 427, and 430. Variable credit. *Cameron*

**430. Issues in Infant and Young Child Development.** The discussion of important issues related to health maintenance and of complex medical and social problems in the first five years of life. Normal cognitive, motor, social/emotional, and language

development, and the usual developmental challenges of each age group are addressed. Spring. Prerequisite: Nursing 332 or consent of instructor. 3 credits. *Blood-Siegfried*

**431. Issues in School Age Child and Adolescent Development.** The discussion of important issues related to health maintenance and of complex medical and social problems in children from school age through adolescence. Normal cognitive, motor, social/emotional, and language development, and the usual developmental challenges of each age group are discussed. Summer. Prerequisites: Nursing 332 and 430 or consent of instructor. 3 credits. *Blood-Siegfried*

**438. Clinical Nurse Specialist Practicum: Pediatrics.** Supervised clinical practicum exploring the role of the clinical nurse specialist in a pediatric setting of the student's choice. Fall, spring, summer. Minimum 300 clinical hours. Prerequisites: Nursing 330, 331, 332, 430, and 431 (431 may be taken concurrently). 3 credits. *Blood-Siegfried and Lorimer*

**439. Nurse Practitioner Residency: Pediatrics.** Supervised clinical practice which allows opportunities for practice as a pediatric nurse practitioner. 1 to 4 credits. Fall, spring, summer. 100 to 400 residency hours. Prerequisites: Nursing 322, 323, 330, 331, 332, 430, and 431. Variable credit. *Blood-Siegfried and Lorimer*

**440. Well Child Physical and Developmental Assessment for Family Nurse Practitioners.** Focuses on the physical and developmental assessment of well children from infancy through adolescence. Lectures and course assignments are designed to increase assessment skills needed in the care of children in the primary care setting. The newborn nursery, developmental evaluation centers, schools, clinical facilities that treat pediatric patients, and daycare centers are used as settings to increase pediatric assessment skills. Summer. Prerequisites: Nursing 330, 331, 332, 333, and 334. 1 credit. *Friedman, Messick, and Sanford*

**441. Child Health in Family Care.** Focuses on children from infancy through adolescence within the contextual frameworks of family, school, and community. The course addresses growth and development, health maintenance, and anticipatory guidance needs of various age groups. The role of the family nurse practitioner in the management of common primary health care problems of children is emphasized. Clinical practice is in primary care settings that serve children: public health departments, school-based clinics, public and private family and pediatric practice sites, and rural/urban community health clinics. Fall. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, and 440. 3 credits. *Blood-Siegfried and staff*

**442. Sexual and Reproductive Health.** Focuses on women and men from adolescence through maturity within the context of their sexual and reproductive development. Module I will cover prenatal and postnatal care. Module II will cover preconceptional health, family planning, sexually transmitted diseases, and sexual health of special populations. Module III will cover adult reproductive problems and changes in sexual health of men and women related to aging. The clinical practice component is in primary care settings that serve women and men at different points in the sexual and reproductive continuum. 1 to 4 credits depending on the major. Fall, spring. Family nurse practitioner majors are required to have 104 hours of direct patient care including Nursing 442. Prerequisites: for family nurse practitioner majors: Nursing 330, 331, 332, 333, and 334; for other majors: Nursing 332. Variable credit. *Adinolfi, Denman, Friedman, and Price*

**449. Nurse Practitioner Residency: Family.** Supervised practice in family primary care nursing. Management of common acute and chronic illnesses of patients across the life span. Development of the domains and competencies of nurse practitioner practice in family health care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing,

and interpreting diagnostic tests; determining a plan care for patients and families; collaborating with the health care team, and referring patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of family nurse practitioner. 1 to 4 credits. Fall, spring, summer. 100 to 400 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 440, 441, and 442. Variable credit. *Friedman*

**450. Management of Critically Ill Adult Patients I.** Focuses on pathophysiological mechanisms (cardiovascular, pulmonary, and hepatic), clinical decision making, and treatment modalities for managing common problems seen in acutely/critically ill patients. Integration of technological aspects of care is emphasized in both didactic and clinical components. Consent of instructor required. Fall. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 3 credits. *Cheek, Harshaw-Ellis, and McFetridge*

**451. Management of Critically Ill Adult Patients II.** Focuses on pathophysiological mechanisms (neurologic, endocrine, abdominal, trauma), clinical decision making, and treatment modalities for the management of health problems seen in acutely/critically ill patients. Consent of instructor required. Spring. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, and 450. 3 credits. *Cheek, Harshaw-Ellis, and McFetridge*

**458. Nurse Practitioner Residency: Adult Acute Care.** Focuses on the synthesis of theory and clinical management skills with implementation of the acute care nurse practitioner role in a collaborative model of practice. Consent of instructor required. 1 to 4 credits. Fall, spring, summer. Minimum 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, 450, and 451. Variable credit. *Cheek, Harshaw-Ellis, and McFetridge*

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

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

**461. Care Management of Patients with Selected Cardiovascular Illnesses.** Provides the student with supervised experience in care management of adult patients with selected cardiovascular illnesses in a variety of clinical settings. Students use the knowledge and critical thinking skills developed in Nursing 460 in patient evaluations and care management. Weekly seminars focus on paradigm cases from clinical practice and provide students opportunities for experience in making case presentations. Summer. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334 (concurrent), and 460. 3 credits. *Cheek, Harshaw-Ellis, and McFetridge*



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

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

**471. Oncology/HIV AIDS Nursing II: Symptom and Problem Management.** Provides the student with a broad framework for coordinating the domains and competencies of advanced practice roles in adult oncology/HIV AIDS nursing. The Oncology Nursing Society (ONS) Guidelines for Advanced Oncology Nursing Practice and Competencies in Advanced Practice Oncology Nursing, including HIV/AIDS and rehabilitation, serve as a framework for examination of problems and symptom management in patients. Case management and case studies are used to explore clinical problems. 3 to 4 credits. Summer. 20 to 124 clinical hours. Prerequisite: Nursing 470. Variable credit. *Adinolfi and McIntire*

**478. Clinical Nurse Specialist Residency: Oncology.** Provides the student with supervised practice as a clinical nurse specialist in a specialized area of interest including ambulatory/clinic care, inpatient care, bone marrow transplant care, community/preventive care, home or hospice care, and care of persons with HIV and AIDS. Case management, care maps, case studies, and ONS Guidelines for Oncology Nursing Practice serve as frameworks for the practicum and seminars. 2 to 3 credits. Fall, spring, summer. 200 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 470, and 471. Variable credit. *McIntire*

**479. Nurse Practitioner Residency: Adult Oncology/HIV AIDS.** Supervised practice in adult oncology nursing. Management of the care of patients with cancer/HIV AIDS in ambulatory and inpatient settings. Development of the domains and competencies of nurse practitioner practice in oncology settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referring patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of adult nurse practitioner. 1 to 3 credits. Fall, spring, summer. 100 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, 470, and 471. Variable credit. *McIntire*

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

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

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

**490. Clinical Research Management: Trials Management.** Focuses on the overall management of Phase I, II, and III clinical trials in industry, academia, and government settings. Emphasis is placed on development, initiation, and execution of clinical trials. Course content includes intensive training in the processes involved in site evaluation and selection, preparation for investigator meetings, site initiation, site management, clinical research monitoring, auditing and compliance practices, clinical research management tracking and reporting systems, adverse event reporting, data safety review boards, data management, site termination, and clinical trial material. Fall. 4 credits. *Dren and Turner*

**491. Clinical Research Management: Business and Financial Practices.** Familiarizes the student with the drug, device, and biologic development industry as a business. The overarching framework is the organizational structure, processes, procedures, and legal and ethical standards common to the industry. Integral to the course is the development/refinement of critical thinking skills with respect problem solving real life actual and potential problems arising out of drug development. Knowledge of contracts, business ethics, cultural differences, and legal issues will be stressed. Spring. 4 credits. *Dren and Turner*

**492. Clinical Research Management: Regulatory Affairs.** Provides the student with an overview of the FDA and regulatory requirements in the drug development process. In-depth content includes: the development and submission of Investigational New Drug Applications, New Drug Applications, Biological License Applications, Orphan Drug Applications; biomedical auditing and compliance; MedWatch and Safety reports; Phase-IV studies and Post Marketing Surveillance; and International Harmonization Guidelines for multinational pharmaceutical development projects. 4 credits. *Dren and Turner*

**499. Clinical Research Management: Residency.** Focuses on the synthesis and integration of previous course work in clinical research management applied in research settings. Students spend rotations in industry, academia, or government setting gaining skills and experience working as an integral member of a project team on clinical product development research projects. Prerequisites: Nursing 490, 491, and 492, or consent of instructor. 4 credits. *Dren and Turner*

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## *Financial Aid*



## **Financial Aid**

In today's economy, many students not only find it necessary to work while attending graduate school, but often seek financial assistance in the form of scholarships and loans. Our academic programs accommodate both part-time and full-time students. Courses are usually held on Tuesday, Wednesday, or Thursday with each class typically meeting one time per week. Financial aid counseling and resources are available for both prospective and matriculated students of the School of Nursing. The application procedures for scholarships, traineeships, and loans are outlined below.

**Application.** General information about scholarships and financial aid will be included in the application packet. A prospective student who desires to be considered for financial aid (traineeships, scholarships, or loans) should indicate this on the application form for admission. All decisions regarding financial aid awards will be made in writing directly to the student. Applications for the Free Application for Federal Student Aid (FAFSA) can be made directly online to the FAFSA administration through the School of Nursing's financial aid web site at <http://son3.mc.duke.edu/FinancialAid/>. Applications may also be obtained from the School of Nursing.

**Student Budget.** A student budget is established as a basis for evaluating financial need. This includes tuition, based on full-time enrollment for a 12-month period, required fees and health insurance, room and board, books, miscellaneous educational needs and modest personal expenses. If a student is enrolled in part-time study, the budget is prorated. No allowance is made for car payments, time payments on personal purchases, appliances, or other consumer debts. In no case will financial aid, combined with the student's financial resources, exceed the School's approved student budget.

**Adjustments to Aid Award.** At any time after the financial aid application has been submitted, or an award made, upward adjustment may be made by the School if a student's estimated resources cease to exist or fail to materialize. Similarly, if a student receives funds that were not anticipated at the time of application, the financial aid award will be reduced accordingly.

**Duke Employee Educational Assistance and Patient Care Services Reimbursement.** After one year of employment, the Duke University Tuition Assistance Program becomes available. This provides 50 percent tuition assistance during the second year of employment and 80 percent after the beginning of the third year. For students who have become Duke University Patient Care Services employees, there are added benefits after an initial probationary period. Duke University and the Department of Patient Care Services at Duke University Medical Center provide this opportunity as part of a commitment to excellence in advanced nursing preparation. For

more information, call the School of Nursing Office of Admissions and Student Services at 919-684-4248 and/or the Office of Nurse Recruitment at the Duke University Medical Center at 919-684-6339.

## School of Nursing Scholarships

Two types of scholarships awarded to degree or post-master's certificate students by the Duke University School of Nursing are Merit Scholarships and Need-based Scholarships. School of Nursing Scholarships are not awarded to non-degree or special students.

**Merit Scholarships** are awarded on a competitive basis to outstanding degree or post-master's certificate applicants who meet the eligibility criteria. These scholarships are awarded to entering students during their first semester as a degree or certificate student. Once awarded, the scholarship covers a fixed percentage of tuition costs for the student's entire program of study (provided the student remains in good standing). Merit Scholarship applications are part of the application packet. Applications may also be obtained from the Office of Admissions and Student Services before the application deadline date for the appropriate semester in which the student seeks admission as a degree or post-master's certificate candidate (e.g. March 1 for Summer and Fall semesters; October 1 for Spring semester).

**Need-based Scholarships** are awarded to degree or post-master's certificate students who have demonstrated need for financial assistance. Students are first required to submit the Free Application for Federal Student Aid (FAFSA). The report generated from the FAFSA is used to establish eligibility for Need-based Scholarships and loans (see section on Loans). Unlike Merit applications, Need-based Scholarships may be applied for at any time. Once awarded, the scholarships cover a fixed percentage of tuition costs for the student's entire program of study, provided the student remains in good standing and provided the student's financial status has not changed. Students are expected to notify the School of Nursing Financial Aid Officer in the Office of Admissions and Student Services if the student's financial circumstances change and the Need-based Scholarship requires adjustment.

**Sources of School of Nursing Scholarships.** The School of Nursing receives scholarship funds from a variety of sources and benefactors. These sources are listed below. However, all scholarship funds are "pooled" to ensure student scholarships can be funded for the duration of the student's eligibility. When a student applies for a School of Nursing scholarship, he/she is applying for and is considered for all scholarships in the "pool" for which they qualify. They need not apply for a specific scholarship fund. The "pool" approach ensures that the student will continue to receive scholarship funding regardless of the fund balance in any particular scholarship fund.

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

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

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

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

*Marla Vreeland Jordan Scholarship Fund.* This fund was established in 1993 under the will of Ervin R. Vreeland in memory of his daughter, Marla, who graduated in 1960 with a BSN degree.



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

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

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

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

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

*Teagle Nursing Scholarship.* This scholarship was established by The Teagle Foundation, Inc. to support students pursuing the master's degree in Health Systems Leadership and Outcomes.

*Emmy Lou Tompkins Scholarship.* This fund was established by Emmy Lou Morton Tompkins (Duke University Class of 1936) in appreciation of the education received

by her daughter, Boydie C. Girimont, who graduated from the Duke University School of Nursing in 1962. Scholarship awards are based on scholastic achievement.

*Lettie Pate Whitehead Foundation Scholarship.* This fund was established by Conkey Pate Whitehead as a memorial to his mother. Awards are made for the aid and benefit of female students from nine southeastern states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida.

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

*Laurel Chadwick Gerontological Nursing Scholarship.* This fund was established by Harry (T 1950, L 1953) and Laurel (B.S. - NED 1953) Chadwick to recognize the Chadwicks' long standing interest in the school. Laurel Chadwick has had a life-long career in and commitment to care of the elderly, including administering long-term care facilities and rehabilitation centers. She has served on the School of Nursing Advisory Board since 1996 and has had a particular interest in working with the faculty on issues related to gerontological nursing. Awards from this fund are made to students in the Gerontological Nurse Practitioner specialty based on merit and financial need.

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

*Herman and Rose Krebs Scholarship Endowment Fund.* This fund was established by Ralph Snyderman, M.D., chancellor of Health Affairs at Duke University Medical Center; his wife Judith Snyderman, R.N.; Judith's mother Rose Krebs; Judith's sister Laura Krebs Gordon and brother David Krebs in honor of Judith Krebs Snyderman's mother and in memory of her father. They chose to establish this fund to support nursing students because they firmly believe that the School of Nursing is uniquely positioned to shape the future of nursing and to prepare a new generation of nursing leaders. The spendable income from the fund will be awarded to worthy students based on merit as well as financial need.

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

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

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

## **Other Scholarships**

*The Graduate and Professional School University Scholars Program.* Designed to stimulate an interdisciplinary, intergenerational community of scholars, the University Scholars Program was created in 1998 with a gift from Duke University Trustee Melinda French Gates and her husband Bill Gates, through the William H. Gates Foundation. Graduate and Professional School University Scholars are exceptional, creative, high merit students who have exhibited wide interdisciplinary interests and commitments.

They show evidence of profiting by intellectual collaboration and exchange at the very highest levels. They are good communicators who can share their specialized knowledge and challenging ideas with faculty in other fields, with fellow postgraduate scholars from across the graduate departments and professional schools, as well as with brilliant undergraduates. Graduate and Professional University Scholars will be invited to participate in seminars throughout their careers. Two advanced graduate or professional students from the program will be selected in subsequent years to serve as University Scholar Mentors. The terms vary among the departments and professional schools and will be explained in individual award letters.

In an effort to assist students with outside scholarship opportunities, the Office of Admissions and Student Services maintains a notebook that contains information on scholarship and loan repayment programs. Application and/or contact sources are available to students on request. Additional information on outside scholarships can be found at the School of Nursing's Financial Aid web site at <http://son3.mc.duke.edu/FinancialAid/>.

## **Traineeships**

The School submits an application for traineeship grants to the US Department of Health and Human Services each year. If the application is approved and funded, traineeship awards are made to students according to traineeship guidelines. Generally, traineeship funds are considered as part of the overall scholarship "pool" and eligible applicants are automatically considered for traineeship funds (scholarships). Students do not need to apply specifically for traineeship scholarship funds.

## **Loans**

United States citizens or resident aliens who are accepted for enrollment or who are enrolled and maintaining satisfactory progress may apply for a loan through the School of Nursing Office of Admissions and Student Services. The types of loans available are:

*Federal Stafford Loans* (Subsidized and Unsubsidized). The student must complete and file the Free Application for Federal Student Aid (FAFSA) and supply the Office of Admissions and Student Services with a copy of the Student Aid Report (SAR) which is generated from this application. The SAR is used to evaluate applicants/students for Need-based Scholarships as well as for Stafford Loan eligibility.

*Federal PLUS Loans*. The student does not have to demonstrate "need" for these loans.

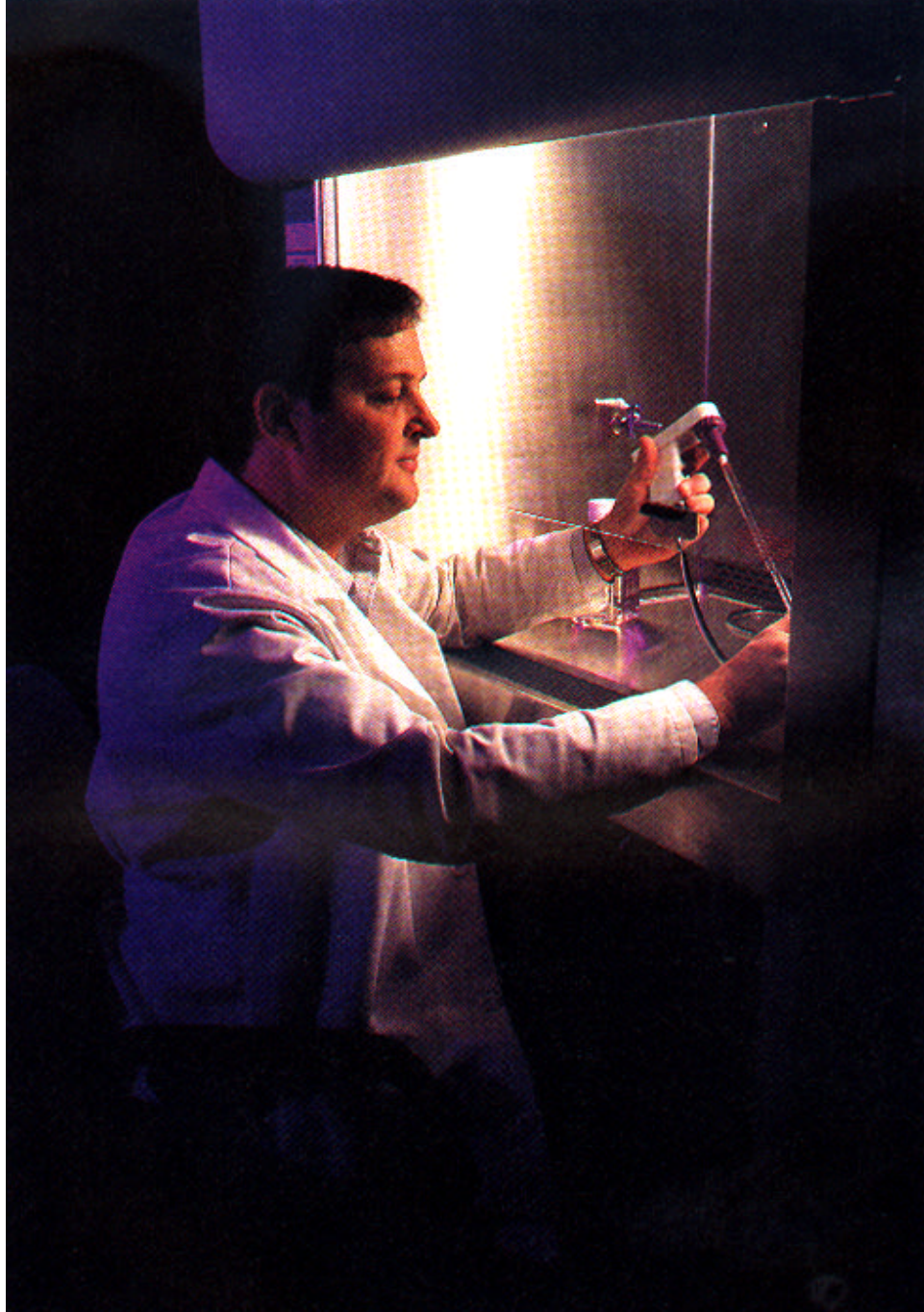
The School of Nursing Office of Admissions and Student Services also has information on a number of outside lenders. Student eligibility is based on projected future earnings rather than on the student's current income. Payments on Stafford Loans as well as on the loans from outside lenders may be deferred until six months after graduation. Payment on PLUS loans may not be eligible for the six-month deferment.

For more information regarding loans and scholarships, contact Liz Kelly, Director of Admissions and Student Services of the School of Nursing at 919-684-4248. Information is also available at <http://son3.mc.duke.edu/FinancialAid/>.



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## *Tuition and Fees*



## Tuition and Fees\*

Tuition for the Duke University School of Nursing Graduate Program is currently \$574 per unit, effective Fall Semester 1999. Part-time tuition is calculated at the same rate. Tuition and fees are due and payable at the times specified by the university for that semester and are subject to change without notice. A late registration fee of \$25 is charged for failure to complete registration during the official registration period.

**Application Fee.** A non-refundable fee of \$50 must accompany the application for admission.

**Tuition Deposit.** A non-refundable deposit of \$150 must accompany the acceptance of admission. Upon enrollment, the \$150 deposit will be credited towards tuition.

**Parking Fee.** Each student parking a motor vehicle on campus must register it at the beginning of the semester at Parking Garage II. A student who acquires a motor vehicle and parks it on campus after registration must register it within five calendar days after operation on campus begins. Students are required to pay an annual parking fee. Students registering a vehicle after January 1 pay a prorated fee.

At the time of registration of a motor vehicle, the state vehicle registration certificate, a valid driver's license, and a student identification card must be presented.

**Transcript Fee.** All matriculants in the master's program pay a one-time fee of \$30. Certificate and non-degree students pay a \$15 fee each semester for the first two semesters for a total fee of \$30. 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.

**Student Health Fee.** The student health fee has been waived for nursing students since the majority of nursing students already have health insurance (e.g. through employer programs or spouse's programs). However, if a nursing student does not have health insurance, she/he should contact the Bursar's Office for coverage under the Student Health Plan. For Fall and Spring semesters the fee is currently \$444 (\$222 per semester). For the Summer semester the fee is approximately \$142. Additionally, Duke University offers a student health insurance plan for those not adequately covered by other insurance. This plan is specially designed to complement the coverage provided under the Student Health Fee (current cost is \$685 per year). Further information about the Student Health Fee and/or the Duke Student Insurance plan is available from the Student Health Coalition by calling 919-684-3620.

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\* Subject to change.

**Graduate and Professional Student Council Fee.** A fee of \$28.50 (\$9.50 per semester) provides full-year membership.

**Recreation Fee.** There will be a new mandatory recreation fee for graduate and professional students. The fee is \$25 and will be used to support the campus recreation facilities that are available to School of Nursing students.

**Thesis Fee.** For those students electing to complete a thesis, the binding fee is currently \$15 per copy and is subject to change without notice. A charge of \$5 per copy is assessed for each copy of the thesis that is mailed to a student upon request.

**Audit Fee.** Courses may be audited on a space available basis with the consent of the instructor. Audit fees are \$160 per course. Students registered full time during Fall and Spring may audit courses without charge. For more information, students should consult the School of Nursing Admissions Office.

**Computer Lab Fee.** A \$17.50 per semester fee is assessed for use of the Computer Lab.

**Clinical Lab Fee.** A \$120 fee is assessed for N332, Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. This fee is used to cover the expenses of standardized patients, patients for the gynecological exam, and patients for the final examination for the course.

**Continuation Of Enrollment Fee.** A \$574 fee is assessed if a student cannot complete a clinical course within the required semester and must extend the clinical component of the course into the following semester(s).

**Nursing School Pin Fee.** MSN students are required to purchase their Duke University Nursing School pin prior to commencement exercises in May of the year the student graduates. The cost of the 14K gold pin is \$70.00. This fee may change based on supplier pricing.

**Payment of Accounts.** New students are required to pay tuition and fees at the time of matriculation. Following first enrollment, monthly invoices are sent to each student by the Bursar's Office. As part of the acceptance of admission to Duke University, the student agrees to pay all invoices upon receipt. Tuition is due no later than five business days before classes begin. A late payment charge is assessed for all charges not paid in full by the due date. That fee is assessed at the rate of 1.25% per month applied to the past due balance. A student in default on tuition or fee charges will not be allowed to register for subsequent classes, receive a transcript of academic records, have academic credits certified, be granted leave of absence, or receive a diploma at graduation. In addition, the student may be subject to withdrawal from school.

**Refunds.** For students who withdraw from school or are withdrawn by the university during the semester, refunds of tuition and fees are governed by the following policy:

1. In the event of death, tuition and fees will be fully refunded.
2. In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:
  - a. withdrawal before classes start: full refund;
  - b. withdrawal during the first or second week of classes: 80 percent refund (the student health fee will not be refunded);
  - c. withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (the student health fee will not be refunded);
  - d. withdrawal during the sixth week of classes: 20 percent refund (the student health fee will not be refunded);
  - f. withdrawal after six weeks: no refund.

3. Tuition charges paid from grants, scholarships, or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward.

If a student changes his or her status from full- to part-time, has to drop a course for which no alternative registration is available, drops special fee courses, or drops an audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. (The student health fee is nonrefundable.)

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*Student Life*



## Student Activities

**Graduate And Professional Student Council (GPSC).** The Graduate and Professional Student Council is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration. The council selects graduate students for membership on university committees. Representatives of each department and officers of the council are selected annually. The School of Nursing currently has two representatives on the Graduate and Professional Student Council.

**The Graduate Nursing Student Association (GNSA).** The Graduate Nursing Student Association is the student organization of the Duke University School of Nursing. The sole purpose of the GNSA is to serve the student's educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. The GNSA is the governing body of the students of the School and the source of information of importance to students. The GNSA publishes a bi-monthly newsletter covering local events and opportunities of interest to students, co-sponsors events at Duke with other organizations (i.e., organizations of Duke University and Medical Center, the local chapter of Sigma Theta Tau, and the DUSON Alumni Association). The GNSA positively affects 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, book sales, and conference attendance. Each year, the GNSA sponsors the award for Outstanding Faculty Member of the Year; the recipient of this award is chosen by students and the president of the GNSA presents the award during the School's annual Hooding and Recognition Ceremony. Students support this award with their student fees.

**Sigma Theta Tau.** In the spring of 1972 the Beta Epsilon Chapter of Sigma Theta Tau, the International Honor Society of Nursing, was established at Duke with a charter membership of 100 students, faculty, and alumni.

Sigma Theta Tau is the only international honor society for nursing and is a member of the Association of College Honor Societies. The first chapter was established in 1922. The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is an educational organization standing for the best in nursing. Duke University School of Nursing students who meet Sigma Theta Tau's criteria are eligible for induction into the Beta Epsilon Chapter. The induction ceremony is held once a year in the spring.

**Alumni Association.** Operating from the Alumni House at 614 Chapel Drive, the Duke University General Alumni Association, through its affiliate groups such as local clubs, classes, and school and college alumni associations, links over 85,000 members with the university and one another. The alumni office staff coordinates educational, cultural and social activities; provides avenues for involvement in uni-

versity affairs; and promotes loyalty and esprit de corps throughout the Duke community. All alumni are automatically members of the association. An active alumnus is one for whom a current mailing address is on file; a contributing member is one who pays annual dues and becomes involved in class, club, and other alumni activities.

The Alumni Association sponsors many university-wide programs and services. Included among these are student programs, off-campus and on-campus gatherings, Duke Magazine, recognition and awards programs, and travel and continuing education opportunities.

**The Women's Center.** The Women's Center, an office serving both women and men, develops activities and programs to address advocacy and support for women's and gender issues. Programming focuses on three specific areas: health, safety, and personal and professional development. The center works in cooperation with other departments, such as the Women's Studies Program and Counseling and Psychological Services, to involve undergraduates, graduate and professional students, and faculty and staff, with primary emphasis on the student population. It also advises diverse students and groups, including sororities and politically oriented groups. Coordinated by a director, in conjunction with an advisory board, the Women's Center is located in the Bryan Center.

**The Mary Lou Williams Center for Black Culture.** Dedicated to the memory of the "great lady of jazz" and former artist-in-residence whose name it bears, the center, located in the basement of the West Union Building, has established itself as the gathering place on campus where broadly-based issues of social/cultural relevance are addressed to an increasingly larger cross-section of the Duke community. The center's audience includes great numbers of students who are prepared to honor the wonder of African-American history and culture, addressed each year in many programs and events celebrating black possibilities and black successes. Among past programs have been art exhibits by renowned African-American artists, musical events, film series, and a number of lecture-discussions of relevant topics. In addition, the center has expanded its programs to include Asian, Hispanic, Native American and Indian programming, all of which evoke new possibilities for multicultural appreciation.

**International House.** International House is the center of co-curricular programs for close to six hundred students at Duke from seventy-nine countries, as well as for U.S. students who are interested in other cultures, are considering study abroad, or are planning to travel outside the United States. The International Association sponsored by International House, plans social and cultural programs which emphasize personal contact and informal exchange of ideas among students from diverse backgrounds. Included are weekly open houses, with lectures, discussions, films, potluck dinners or parties, and periodic trips outside of Durham. Programs of International House which assist students from abroad in participating in the life of the Duke and Durham communities include an intensive orientation program at the beginning of the academic year; the International Friend/Host Family Program, in which interested international students may become acquainted with U.S. families or individuals; Duke Partners, in which an international student is paired with a U.S. partner for weekly meetings to work on language and life skills; Speakers' Bureau, which arranges for international students to speak at civic and social groups as well as schools in the Durham community; and English conversation classes which meet four hours a week on campus.

International House also has a visa specialist on the staff who works with students from abroad in fulfilling the various immigration and tax formalities involved in coming to Duke. Further information may be obtained from International House, 2022 Campus Drive, 919-684-3585.

**Co-curricular Activities.** Graduate students at Duke University are welcome to use such university recreational facilities as swimming pools, tennis courts, and the golf course, and to affiliate with the choral, dance, drama, music, and religious groups. They may become junior members of the American Association of University Professors and may affiliate with Phi Beta Kappa and social fraternities. A full program of cultural, recreational, and religious activities is presented by the Office of Cultural Affairs, the Duke University Campus Ministry, the Duke University Union, the Office of Student Activities, and recreational clubs. The Duke University Union sponsors a wide range of programs through its committees, which are open to all segments of the campus community. Programs include touring Broadway shows, rock, jazz, and pop concerts; speakers; films; a film-making program; the largest fully student-run television station in the country; art exhibits in three galleries; and a broad program in crafts located in Southgate Dormitory and the Bryan University Center. The Aquatic Center and the East Campus Gymnasium pool are available to students, faculty, and staff families. The handball, racquetball, squash, and tennis facilities and the weight room on East and West Campus are also available. Interested students may participate in softball and other team sports.

The University Center complex includes the Bryan University Center, which houses the Information Center, two drama theaters, a film theater, lounges, stores, meeting rooms, games room, the Rathskeller, art gallery, and other facilities; the West Union, which includes dining facilities; and the Flowers Building, which includes student publications, Page Auditorium, and the university box office. Inquiries should be directed to the Recreation Office, 105 Card Gymnasium; the Office of Cultural Affairs, 109 Page Building; Duke Chapel; the Duke University Union, Bryan University Center; or the Office of Student Activities, Bryan University Center.

Full information regarding the scheduling of major events and programs for the entire year will be found in the Duke University Yearly Calendar; detailed and updated information for the fall and spring semesters in the Duke Dialogue, available each Friday; updated information for the summer session in the Summer Session Calendar, published at the beginning of each summer term; and the Duke Chronicle, published each Monday through Friday during the fall and spring and each Thursday during the summer. Copies of the Duke University calendars may be obtained at the information desk, Bryan University Center, or the calendar office, Page Building. The Summer Session Calendar is published by the summer session office and is available at convenient locations.

**Religious Life.** The Duke University Chapel is open from 8:00 a.m. until 10:00 p.m. A variety of worship experiences is available throughout the week including the University service of worship at 11:00 a.m. each Sunday, noonday prayer each weekday during term, and Choral Vespers each Thursday at 5:15 p.m. The Graduate and Professional Student Fellowship, sponsored by Duke Chapel, provides ecumenical fellowship as well as service opportunities for interested students. Many religious organizations are represented by Duke Campus ministry, which invites graduate students to participate in the various religious life groups. The Office of the Dean of the Chapel, the assistant dean of the chapel, or Campus Hillel can provide details concerning religious opportunities on campus and the various religious organizations (including Buddhist; Christian [Eastern Orthodox, Protestant, and Roman Catholic]; Hindu; Jewish; and Muslim) in the Durham area.



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*Standards of Conduct*



## **Standards Of Conduct**

Duke University expects and requires of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or that, from time to time, are put into effect by the appropriate authorities of the university. Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations and acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations or for conduct judged unsatisfactory or detrimental to the university. University authorities will take action in accordance with due process.

Students at the Duke University School of Nursing are expected to abide by the university-wide policies regarding honor, integrity, and appropriate conduct. Information regarding university policies on the Student Honor Code, Student Discrimination Grievance Procedures, Confidentiality of Student Records, the Campus Security Act, and the Clinical Site Placement Process are available in the *Duke University Graduate Nursing Student Handbook*.