Preparing Future Nurse Leaders
Nursing innovations change lives. Will you lead with us?

Duke University School of Nursing
Throughout history, patients and their families have looked to nurses to be their advocates. That expectation has not changed; however, in the rapidly changing world of health care, the role of nurses is increasingly expanding and constantly evolving. Today’s nurses are directing the efforts of entire teams of caregivers, delivering coordinated care that is centered on the patient in a variety of settings.

At Duke University School of Nursing, we want the next generation of nurses to be well prepared for this transformational era in health and medicine. We are committed to continuing a long tradition of educating nurse leaders—men and women empowered to lead change in health and medicine.

With your partnership, we can ensure that tomorrow’s nurses have what it takes to improve health and change lives here at home and around the world.

> FAST FACTS

More than 1,000 students enrolled

94 percent of faculty are doctorally prepared

Of the nine PhD graduates since 2011:
• 3 are teaching at the university level
• 4 are postdoctoral scholars
• 1 is a senior clinical researcher
Rankings

In 2014, Duke University School of Nursing ranked 10th in National Institutes of Health funding for research. Among America’s Best Graduate Schools of Nursing, Duke ranked six in 2016, according to U.S. News and World Report. Six Duke nursing master’s degree programs also ranked in the top 10, including nurse practitioner in gerontology acute care and pediatric primary care, ranked second; anesthesia and nursing informatics ranked third; and nurse practitioner in gerontology primary care and family primary care, ranked seventh.

In its 2015 rankings of the best Online Graduate Nursing Programs, U.S. News and World Report recognized Duke University School of Nursing as the sixth best program in the nation.

The School of Nursing was ranked the “Best Nursing School for Men” by the American Assembly for Men in Nursing in 2010 and continues to create a welcoming culture based on inclusion and diversity—for students and faculty.

Accelerated Bachelor of Science in Nursing:

The Accelerated Bachelor of Science in Nursing (ABSN) degree program is for adult learners who have completed at least one undergraduate degree. The students in this highly competitive program often hold additional graduate degrees in other fields and return for a BSN “to make a difference in the lives of others.” The full-time, campus-based program lasts 16 months with board pass rates that well exceed state and national norms.
Academic Programs

Duke University School of Nursing provides advanced and comprehensive education to prepare students for a lifetime of learning and for careers as leaders, practitioners, and/or researchers.

Master of Science in Nursing:
The Master of Science in Nursing (MSN) degree program offers seven advanced practice registered nurse majors and three non-clinical majors. Currently all majors in the MSN degree program offer either a distance-based or online option for students. Students in the masters program currently represent 45 states and 15 countries.

In the fall of 2014, the School of Nursing added a new HIV/AIDS specialty concentration within the primary care nurse practitioner majors as well as an option for a concentration in women’s health. The new specialty concentration is designed to fulfill the goals of the National HIV/AIDS Strategy to reduce the number of new infections, help people with HIV stay healthy, and reduce HIV-related health disparities. The women’s health major is designed to provide greater access to preventive and chronic disease care for women.

Doctor of Nursing Practice:
The doctor of nursing practice (DNP) program prepares nurse leaders to work in and, in some cases, lead interdisciplinary health care teams and to improve systems of care, patient outcomes, quality, and safety. It is a distance-based, executive-style program designed for full-time working nurses based anywhere in the world who want to extend their leadership skills.

PhD:
The PhD program in nursing prepares nurse scholars who will contribute significant new knowledge related to chronic illness and care systems. These future faculty will join colleagues in top universities across the country to generate and translate knowledge and shape the next generation of nurses at all levels.

Duke was the first nursing school in North Carolina to offer a DNP program.
Innovative Teaching Strategies

Today we are integrating the best of our educational tradition with a new focus on team-based learning, simulation, and exposure to clinical research and real world global and community health settings. Our MSN and DNP programs are all distance accessible with students enrolled from over 37 states, allowing the ‘reach’ of Duke University to extend across our country.

We are educating nursing students in all of our programs today who will be leaders in a rapidly changing world of health. To succeed, we seek philanthropic investment in permanent endowments for student scholarships.

Excellence in Nursing Education

In 2013, the National League for Nursing designated the School of Nursing as a National Center of Excellence in Nursing Education. The honor was based on the school’s continuous efforts to improve curricula and engage in innovative, evidence-based teaching practices.

The School of Nursing’s Institute for Educational Excellence (IEE) is the embodiment of the school’s commitment to excellence in nursing education. The institute aims to prepare faculty to serve as nursing education leaders and scholars who transform nursing education and to create a culture of excellence and innovation and a community of learning where faculty continually seek to become more effective and creative teachers. This institute is one of the few in the country and is crucial if our faculty are to stay informed and skilled in using classroom and clinical pedagogies that will develop nurses for the future. Investment in this IEE will provide key resources to support faculty in their continual pursuit of educational excellence.
Advancing Education and Care through the Digital Environment

With the health care environment becoming more and more technologically advanced, the nurses of today and tomorrow are expected to be on the forefront of innovation. The School of Nursing has created a learning environment aimed at preparing students for the digital age. Students are exposed to faculty members who are exploring ways to use virtual reality, simulation, and other technology to improve patient care and education.

In 2013, the National Institutes of Health awarded researchers at the School of Nursing a five-year, $3.2 million grant to conduct an extensive randomized control trial on the feasibility of educating diabetes patients and supporting their behavior through a virtual environment. The goal is to create a more effective model of diabetes intervention and management.

Our researchers are in the second phase of a study to explore the potential of a new frontier in health care delivery, Google Glass. For example, the technology could allow nurses caring for a patient to take a photo and video of a patient’s wound that would then be placed in the patient’s electronic medical record. Or, in a trauma situation, Google Glass could help a paramedic connect with the hospital emergency department and record a patient in real time while sending information and receiving instructions. It is the potential for hands-free interactions through voice commands that makes Google Glass appealing for health care providers, and our researchers are exploring whether the technology can make a real difference to patients.

Center for Nursing Discovery

Located in the School of Nursing, the Center for Nursing Discovery is a place for student nurses to hone their skills in the delivery of health care using the latest technology. The 6,937-square-foot space includes an obstetrics lab for childbirth exercises, three complete replicas of a real-life operating room, and a task training room that students can access 24 hours a day. The center features realistic, programmable adult, infant, and child patient mannequins that students use to practice techniques such as IV or catheter insertion and wound assessment, or nurse anesthesia students use while gaining skills in anesthetic delivery during surgery.
Scholarships that Change Lives

HANNAH ANDERSON HUGHES
PHD STUDENT

Hughes was named a Duke Jonas
Nurse Leaders Scholar in 2014. The scholar program aims to
increase the number of doctorally
prepared faculty available
to teach in nursing schools
nationwide.

Hughes graduated magna
cum laude with associate and
baccalaureate degrees in nursing
from Norfolk State University and
completed a master of science
degree in nursing education and
a post-master’s certificate in
nursing informatics from Walden
University. Her clinical practice
experiences have included
caring for patients living with
cardiovascular diseases in critical
care, intermediate care, medical,
surgical, and community-based
settings. From 2011-2013 she
served as a subject matter expert
for the Norfolk State University
Creative Gaming and Simulation
Program VNurse Project, which
was designed to educate nurses
and nursing students in virtual
medical surgical inpatient
environments and to evaluate
these nurses’ effectiveness in
providing care.

CESAR GARCIA AVILES, ANP, CNS
DNP STUDENT

The School of Nursing selected
Aviles as its University Scholar
for 2014-2015. As a University
Scholar, he receives full
tuition and the opportunity
to participate in professional
seminars and other scholarly
gatherings. Designed to stimulate
an interdisciplinary community of
scholars, the University Scholars
Program was created in 1998 by
the Office of the Vice-Provost of
Interdisciplinary Studies

Born in Mexico City, Aviles moved
to Norwood, North Carolina, at
age 14 with no knowledge of the
English language or American
culture. He went on to receive a
bachelor of nursing degree from
the University of North Carolina at
Charlotte. Immediately following
graduation, he participated in
open-heart surgery training
through Duke University Medical
Center. He continued to work
as an open-heart surgery nurse
at Duke and then at Northeast
Medical Center in Concord until
2007.

Aviles earned his master’s degree
in nursing from UNC Charlotte
in 2007. That same year, he
began working as an adult nurse
practitioner at Carolinas Medical
Center (CMC) in Charlotte. In
2013, Aviles joined the Hepato-
Pancreatico-Biliary Surgery
Program at CMC, where he cares
for patients with complex cancers
of the liver and pancreas.

“The scholarship has opened so
many doors for me. I work full
time, and as the only provider for
my family, the financial benefit is
big. I don’t take that lightly. But
most importantly, the scholarship
allows me to really focus on what
I’m learning. I’ve had the ability
to meet and exchange ideas
with some of the brightest
individuals in the world—of all
different backgrounds—at Duke.
Being here has opened my mind
to a more global way of thinking.”
“Quote.”
KARL CRISTIE FIGURACION, ANP, MSN’14

Figuracion was a recipient of the highly competitive Graduate Scholarship from the American Cancer Society. The scholarship is awarded to oncology nurses who wish to become advanced practice nurses in the care of individuals with cancer.

Looking to enhance her skills as an oncology nurse, Figuracion left her Los Angeles, California, home to enroll in Duke’s Adult-Gerontology/Oncology Nurse Practitioner Program in the fall of 2013. In addition to juggling five classes per semester, she worked one or two days a week as a per diem oncology infusion nurse at the Duke Cancer Center’s outpatient treatment unit. She was also actively involved with several student organizations and was a co-founder of the Pets-at-Duke Animal Assisted Program at the cancer center’s infusion center. The program allows patients to enjoy the therapeutic benefits of visiting with pets while receiving chemotherapy. Figuracion is now a teaching associate with Seattle Cancer Care Alliance.

“Without the American Cancer Society Graduate Scholarship, I don’t think I would have been able to succeed and complete this program in four semesters. This scholarship provided opportunities for me to become more involved in the university as well as the community. I feel that I had such a great advantage having (Duke nursing faculty members) Dr. Susan Schneider and Dr. Mary Lou Affronti, as my advisors. They both supported and pushed me to challenge myself to further grow in the oncology field.”

BARBARA NETO
ABSN STUDENT

Neto is a recipient of the Helene Fuld Health Trust Scholarship. Established by the Helene Fuld Health Trust, the scholarship supports students in the accelerated bachelor of science in nursing degree program.

Born in Portugal and raised in Massachusetts, Neto was unable to afford college. She worked as a full-time nanny so she could attend community college part time. Eventually, she earned a bachelor’s degree in biology from Norwich University in Vermont.

She was a scholar in the Health Equity Academy, the nursing school’s summer immersion diversity program. She also participates in three nursing student organizations.

“Being able to go to Duke has been a life-changing experience. The faculty here treat you like a colleague from the moment you get here, which has allowed me to see myself in a professional nursing role. Getting such a quality education would never have been possible without the scholarship. That support means I’ll be able to go on to become a labor and delivery or pediatric nurse and make a difference in the lives of mothers and children.”
To learn more about how you can support Duke University School of Nursing, please contact this member of our professional staff.