
Additional Study Opportunities



The J.M. Ormond Center for Research, Planning, and Development

This center was established in memory of the late Dr. J.M. Ormond, professor of practical theology of Duke Divinity School and director of the Rural Church Program under The Duke Endowment, 1923-48. The North Carolina Annual Conference established the J.M. Ormond Fund in 1951 as part of the special effort of the North Carolina and Western North Carolina Conferences of the United Methodist Church to provide additional programs at the Divinity School. The center is jointly supported by the Ormond Fund and the Rural Church section of The Duke Endowment.

The center has two main purposes. First, it assists the church in its ministry by providing research and planning services. Emphasis is given to research and planning studies of rural United Methodist churches in North Carolina. Second, it contributes, through basic research, to the understanding of the nature and function of the church. Funds are available to underwrite consultative and research services of the Center for Duke Endowment eligible rural churches that request assistance.

The Ormond Center is administered under Pulpit & Pew. For further information, call (919) 660-3423, or visit www.divinity.duke.edu/programs/ormond.

Pulpit & Pew: The Duke Center for Excellence in Ministry

Pulpit & Pew has been founded on the work of several ongoing initiatives of Duke Divinity School in pastoral leadership and practical theology. Its vision is of a church dedicated to discipleship, focused in community, effecting real change, and embodying the New Creation brought into being by Christ Jesus.

The center seeks to develop adaptive leadership capacity in clergy and laity alike and to build learning pathways among different components of the church. Pulpit & Pew offers leadership training and development for denominational officials and other key Christian leaders. It sponsors research and pilot programs to improve systems for ministerial deployment and support; to vitalize theological writing and help leaders engage a broad audience; and to promote the culture of call in the American church.

For further information, call (919)660-3423, or visit www.pulpitandpew.duke.edu

Programs in Pastoral Care

Programs in pastoral care beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with Duke University Medical Center. Three such programs are available.

1. The Master of Theology degree with a major in pastoral care is ordinarily a calendar-year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations:
 - a. concentration in pastoral theology relating pastoral care and theological understanding to professional ministry, especially the parish, through coursework and supervised field or clinical experience.
 - b. concentration in pastoral care and an introduction to the field of pastoral counseling through course work and a residency year in clinical pastoral education.
 - c. concentration in pastoral supervision through course work and a supervisory clinical pastoral education program.

A unit of clinical pastoral education is considered a prerequisite for all programs. Students who wish to complete the residency year in CPE and earn a Master of Theology degree will normally need a minimum of 18 months to complete the program.

Students in CPE may not have other field education appointments or employment. However, a CPE unit will, when satisfactorily completed, count as one field education unit if taken in relation to either Field Education Seminar I or II. Only one field education requirement may be fulfilled by CPE.

In the context of clinical pastoral education, various professional goals may be sought, including general understanding and skills in pastoral care and specialization in clinical pastoral supervision. Persons specializing in clinical pastoral supervision will advance toward certification with the Association for Clinical Pastoral Education, Inc.

2. Single units of clinical pastoral education are offered each summer (beginning the last week in May and running for 11 weeks) and concurrent with the Fall and Spring semesters in the Medical Center. When the unit is completed within one semester, the student may take two other courses in the regular M.Div. program. Only one unit (2 course credits) may be applied to the M.Div. Students are reminded that ordinarily no more than five courses out of 24 for the M.Div. degree should be taken in any one subdivision.
3. A one-year certificate or non-degree residency program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or the equivalent. Such training usually provides three units of certified clinical pastoral education credit. These persons may enroll in the Divinity School as special students for a course each semester.

Admission to either a single unit or the residency program of Clinical Pastoral Education is distinct from admission to the Divinity School. Applications for CPE enrollment are available in the Pastoral Services office, Duke Medical Center.

For further information concerning any of these programs, write to the Associate Dean for Academic Formation, Duke Divinity School. See the section on the Master of Theology degree program.

Denominational Studies

The Divinity School offers the full array of courses required for elder's and deacon's orders in the United Methodist Church (see below for particulars). It also offers courses in

the history and polity of other denominations substantially represented in the student population. Baptist, Christian (Disciples of Christ), Episcopal, Presbyterian, and United Church of Christ courses occur on a regular, usually two-year cycle. Courses on other traditions have been arranged when needed and when staffing was available.

In 1989, the Divinity School began creating advisory committees on denominational studies. Three have been established to date, a Committee on Presbyterian Studies a Committee on Episcopal Studies, and the Board of Directors of the Baptist House of Studies. Others may be established if needed.

The task of such committees is to take under care the persons from the respective traditions who are preparing for diverse ministries at Duke Divinity School. That care shall consist of advising students; counseling and preparing candidates for judicatory examinations or interviews; advising the Divinity School on the curricular and extra-curricular needs of those students; participating as appropriate and necessary in teaching of courses designed with students from the respective tradition in mind; creating an atmosphere at Duke University conducive to the effective preparation of that denomination's ministers; and holding events, services, and workshops instrumental toward the transmission of denominational practice, tradition, and doctrine.

The Anglican Episcopal House of Studies is a fellowship of learning dedicated to the nurturing and training of future theologians and leaders to serve the Anglican and Episcopal world. It offers both academic and formational programs for interested M.Div. and doctoral students, including an Anglican Certificate and preparation for the General Ordination Examination. Its intimate size (40-50 students; six faculty) within a larger, ecumenically-diverse context fosters honest friendship and confessional depth, even across the various issues that sometimes threaten to divide Anglicans and Episcopalians. The House welcomes sabbatical visitors (lay and ordained), local clergy and special (one-year) students; and enjoys many international links from Canterbury to Khartoum.

The Baptist House of Studies is a program of support and education for Baptist students at Duke Divinity School. Established in 1989, Baptist House prepares students for Baptist ministry through theological education and participation in a supportive community.

As the students study and attend classes in an ecumenical setting, Baptist faculty and administrative staff serve as their advisers and mentors. For the school's growing ranks of Baptist students, Baptist House is a theological and spiritual home, anchoring them in their Baptist identity and connecting them with one another and the larger Baptist world.

While Baptists have always attended the divinity school, their ranks have expanded dramatically since the creation of Baptist House. Today, more than 100 Baptist students – almost 20 percent of the school's students – are studying for ministry at Duke Divinity School, second only to United Methodists among denominations represented in the student body.

The Roger Williams Fellowship, named for the 17th century Free Church trailblazer, is the Baptist student organization in the Divinity School. They sponsor monthly meetings on campus for conversation about contemporary issues in Baptist life and plan fellowship gatherings for students and faculty.

Post-Master's Certificate in Health and Nursing Ministries

The Post-Master's Certificate in Health and Nursing is designed to educate nurses who have earned the MSN in another clinical specialty and now desire the theological and nursing education necessary to prepare them to serve as congregational health ministers. Students in this program take courses in the Divinity School and may pursue the certificate on either a full-time or part-time basis. The Certificate includes a yearlong 300 hour field education experience.

Continuing Education Certificate in Congregational Nursing

The Congregational Nursing Continuing Education program is designed to provide registered nurses with basic preparation for congregational nursing. The content is offered in two options: 1) one-week intensive program offered at off-campus retreat settings, 2) a two-semester program offered one night a week during the fall and spring semesters. In the semester format, the second semester includes fifty hours of field education experience within a faith community.

Caring Communities Program

The Caring Communities Program was created to invest in the communities of the Carolinas by supporting the development and sustenance of health ministries programs through the work of the Health Ministries Resource Center (HMRC).

In keeping with that mission, the program:

- nurtures practices of caring that embody *faithfulness*, *gratitude*, and *hospitality* within communities across the Carolinas;
- develops and systematically implements a curriculum of spirituality and health in health ministry for the interdisciplinary education of clergy, lay and professional providers, administrative and policy leaders, and community decision-makers;
- systematically assesses the practices of health ministry in the region to refine such practices and establish a basis for determining optimal strategies of engagement for the future; and
- establishes the Carolinas as the leader in health ministries and healthcare innovation that links faith communities and healthcare systems through practice, education, and consultation.

The HMRC provides resources and ongoing consultation as part of the Caring Communities Program. It fosters collaboration and provides development assistance in health ministries across the Carolinas. This includes identifying and supporting “best practices” in health, congregational, and nursing ministries. The HMRC is a welcoming place for those seeking information about health ministries and the program and resources of Caring Communities. It includes a health ministries library and space for meeting and community building. An online component provides resources, handouts and sample forms, a newsletter, and a forum for health ministry leaders to share ideas and innovations. The Caring Communities Program is made possible by the generous support of The Duke Endowment.

Duke Institute on Care at the End of Life

The Duke Institute on Care at the End of Life is founded on the conviction that good care for the dying and the grieving includes, but goes far beyond sophisticated medical technology, medical expertise and business efficiency. Rather, the notion of “dying well” flows from traditional virtues of charity and compassion. When death is seen as a basic part of life, care for the dying becomes a ritual focus for families, friends, and community members. By contrast, too many of us today see death as a failure. If we hope to recover the practice of dying well, we must attend to the complexities of the social, cultural, moral, theological, public policy, medical and economic issues involved in living and dying.

The Duke Institute on Care at the End of Life was created to address such complexities. Its mission is to promote the growth of knowledge and encourage the application of that knowledge in caring for the whole person at life’s end. The Institute serves as a catalyst for transformation and as a global resource to improve care at the end of life. ICEOL’s primary focus is interdisciplinary research and scholarship, with translational activities in the areas

of curriculum and teaching, policy and advocacy, products and resources, and clinical services in partnership with others. The Institute, based in the Divinity School, draws together Duke scholars from the Medical Center, the college of Arts and Sciences and other schools of the university. Reaching beyond Duke, the Institute collaborates with national and international leaders in the public and private sectors and academia who are working to improve care at life's end.

The Institute funds scholarships for students who are focused on care at the end of life in theology and medicine, pastoral theology, and the Health and Nursing Ministries Program. The Institute also coordinates educational symposia, develops end-of-life curricula, and supports visiting scholars. Through its research grants program, the Institute funds innovative scholarship in palliative and end-of-life care.

The Institute is dedicated to learning how best to meet the end-of-life needs of all communities, including diverse and vulnerable, underserved groups. Public education is a vital component of all the institute's programs, as the Institute is committed to enhancing meaningful public dialogue about the complex issues surrounding care at the end of life.