



# School of Nursing

Medical Center  
School of Nursing



Vanderbilt  
University  
2007/2008

Containing general information  
and courses of study  
for the 2007/2008 session  
corrected to 30 June 2007  
Nashville

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## School of Nursing Calendar 2007/2008

### FALL SEMESTER 2007

Orientation for nursing students (mandatory) / Monday 20–Thursday 23 August

Block classes may meet according to specialty / Thursday 23 August

Non-block classes meet on Monday schedule / Friday 24 August

Labor Day (no classes except N210a and N231b) / Monday 3 September

Fall Break / Monday 22–Tuesday 23 October

Homecoming – Reunion week-end / Friday 12–Saturday 13 October

Thanksgiving holidays / Saturday 17–Sunday 25 November

Classes end / Friday 7 December

Examinations / Monday 10–Wednesday 12 December

Holidays begin / Thursday 13 December

### SPRING SEMESTER 2008

Classes begin for nursing students / Monday 7 January

Spring holidays / Saturday 1–Sunday 9 March

Classes end / Friday 18 April

Commencement – Investiture / Friday 9 May

### SUMMER SEMESTER 2008

Classes begin / Monday 28 April

Memorial Day (no classes) / Monday 26 May

Independence Day (no classes) / Friday 4 July

Classes end / Friday 1 August

Pinning Ceremony for August 2007 graduates / Sunday 3 August (tentative)

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# Medical Center

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PARKING  
HOSPITAL CLINIC 9

Hospital Entrance

UNIVERSITY  
HOSPITAL  
CLINIC 9

NO  
STOPPING

# Medical Center Overview

**V**ANDERBILT University Medical Center (VUMC) has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in five primary operating units—the School of Medicine, the School of Nursing, The Vanderbilt Clinic, Vanderbilt University Hospital, and Vanderbilt Children’s Hospital, where patients receive exemplary care from physicians and nurses who are creative teachers and scholars.

Members of the faculty maintain proficiency and establish working relationships in the professional community by participating directly in patient care. Their practice encourages the free flow of ideas among the School of Medicine, the School of Nursing, and the clinical units, facilitating joint research activities. As a result, the Medical Center can undertake significant, innovative programs that set the standards for health care in the region.

Outstanding patient care and technological innovation have established Vanderbilt’s reputation as a leading referral center for the Southeast. Physicians from other states and foreign countries refer to Vanderbilt those patients whose health problems demand interdisciplinary skills and expert knowledge. Consequently, students in the Medical Center encounter a wider range of diseases than they would be likely to see in many years of private practice.

The Medical Center furnishes support for University programs in divinity, business, engineering, and law—and makes possible the Ann Geddes Stahlman professorship in medical ethics as well as interdisciplinary programs in philosophy, religion, and the social sciences.

Through the education of physicians, nurses, biomedical scientists, and technicians in allied health professions—and an overriding concern for the care of patients—Vanderbilt University Medical Center strives to improve the health of the individual. Through scholarship and research leading to new knowledge about the nature, treatment, and prevention of disease, the Medical Center contributes to the improvement of the health of all.

## **Facilities**

### *Vanderbilt University Hospital*

The hospital is a dramatic, twin-tower structure of red brick, especially equipped to provide complex and vital services to its patients, continuing Vanderbilt’s century-old tradition of offering the best in patient care.

Routinely, more than 25 percent of patients seen in the Hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

### *Monroe Carell Jr. Children’s Hospital*

### *The Monroe Carell Jr. Children's Hospital at Vanderbilt*

The Monroe Carell Jr. Children's Hospital at Vanderbilt is a place to hope and a place to heal for patients and their families. Ranked for the second consecutive time as one of the best children's hospitals in the country and in the top ten in the areas of neonatology and the pediatric emergency department by *Child* magazine, Vanderbilt Children's cares for many of the sickest patients in the region and beyond. Vanderbilt Children's is the most comprehensive children's hospital in the state, providing services from cancer treatments and organ and bone marrow transplants to treatments for broken legs and everything in between. Vanderbilt Children's Hospital treats all children regardless of ability to pay.

Vanderbilt Children's has the only pediatric emergency department in Middle Tennessee; this department had more than 40,000 visits in 2006, and more than 140,000 patients were seen in outpatient clinics the same year.

Constructed in 2004, the new freestanding Vanderbilt Children's Hospital is filled with state-of-the-art equipment and information systems to provide the best treatment for patients and offers a variety of family accommodations to help fulfill its mission of family-centered care. Vanderbilt Children's Hospital is a nonprofit teaching and research hospital that relies on the support of individuals and others to help children get well and on their way.

### *Psychiatric Hospital at Vanderbilt*

This facility provides provides inpatient, partial hospitalization services to children, adolescents, and adults with psychiatric and substance abuse problems. Services include 24-hour crisis assessment and a year-round accredited school for children and adolescents.

### *The Vanderbilt Clinic*

The 535,000 square foot Vanderbilt Clinic houses more than eighty-five medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, a day surgery center. The clinic was opened in February 1988.

### *Vanderbilt Stallworth Rehabilitation Hospital*

VSRH provides comprehensive inpatient and outpatient services for adult and pediatric (age 6+) patients with neurological and orthopedic injuries or disabilities, degenerative conditions, and certain chronic ailments. It also houses the Vanderbilt Center for Multiple Sclerosis, the Nashville Area Junior Chamber of Commerce gymnasium, and elements of the Junior League Center for Chronic Illnesses and Disabilities of Children. The Stallworth Rehabilitation Hospital is a joint venture with HealthSouth.

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*Vanderbilt-Ingram Cancer Center*

The Vanderbilt Ingram Cancer Center is Tennessee's only Comprehensive Cancer Center designated by the National Cancer Institute and one of only thirty-nine nationwide. This designation, the highest ranking awarded to cancer centers by the world's foremost authority on cancer, recognizes research excellence in cancer causes, development, treatment, and prevention, as well as a demonstrated commitment to community education and outreach. In addition to providing the most sophisticated cancer care available and more than 150 of the most promising therapies still under investigation, the Vanderbilt-Ingram Cancer Center offers the region's only Family Cancer Risk Service, its first Comprehensive Breast Diagnostic Center, its most advanced Pain and Symptom Management Program, and its only Cancer Information Program, staffed by experienced oncology nurses and linked to the National Cancer Institute. Vanderbilt-Ingram Cancer Center offers its clinical trials in towns throughout Tennessee, Kentucky, and Georgia through its Affiliate Network of hospitals and oncology practices.

*Rudolph A. Light Hall*

Completed in 1977, Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the department of biochemistry, the department of molecular physics and biophysics, and the Howard Hughes Medical Institute. Named for Dr. Rudolph A. Light, former professor of surgery and member of the Board of Trust, Light Hall is connected by tunnels to Medical Center North and to the hospital and by bridge to the Medical Research Buildings and the Veterans Administration Medical Center.

*Ann and Roscoe Robinson Medical Research Building*

Laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics are housed in the Ann and Roscoe Robinson Medical Research Building. The eight-story building, opened in 1989, is also home to the A. B. Hancock Jr. Memorial Laboratory for Cancer Research and the positron emission tomography (PET) scanner.

The building is linked to Light Hall and shares an underground level with The Vanderbilt Clinic. The Vanderbilt Clinic and the Veterans Administration Medical Center are connected to the Medical Research Building by a bridge.

*Frances Preston Medical Research Building*

This building is named in honor of Frances Williams Preston, President and CEO of Broadcast Music, Incorporated, and was formerly known as Medical Research Building II. The purpose of this building is to consolidate the Vanderbilt-Ingram Cancer Center programs into one primary

location with a distinct presence within the Vanderbilt Medical Center campus. The project consists of a new two-story lobby at grade with a patient drop-off area, five office floors, and a conference center floor.

#### *Medical Research Building III*

The MRB III building houses sixty-six research laboratories, four teaching laboratories, research support areas, offices, conference rooms, classrooms, and an 8,650-square-foot greenhouse for research and teaching.

The landmark project—a 350,000-square-foot facility designed to promote study between diverse scientific disciplines—is a joint undertaking of the College of Arts and Science and the Medical Center.

#### *Medical Research Building IV*

Medical Research Building IV (MRB IV) adds 389,000 square feet of wet lab space to the Medical Center Campus. The building is being constructed in two separate but linked parts consisting of a three-story, vertical addition to Light Hall and a seven-story addition above Langford Auditorium. The new facility supports continued growth in VUMC research programs. The project site incorporates the existing Light Hall structure and Langford Auditorium, and the existing land area immediately west and behind Langford for a distance of 75 feet to the shared VUMC/VA property line.

The project is being constructed in two phases beginning with a three-story concrete-framed addition to Light Hall (completed in September 2005). The Langford overbuild, also designed as concrete framed, will have an exterior skin of glass and precast concrete to match the Light Hall addition. Completion and occupancy of the Langford phase is anticipated in December of this year. The exterior skin closely matches the architectural design of the existing Eskind Library. Twenty-four-foot-high concrete trusses span Langford Auditorium and transfer column loads for the upper portion of the new building. The Langford Auditorium exterior is completely enveloped within the new design.

The Light Hall addition, which opened in early September 2005, is now home to approximately eighteen principal investigators and associated staff.

#### *Medical Center East-South Tower*

Opened in April 2005, this tower is home to the Vanderbilt Orthopaedic Institute, the Bill Wilkerson Center for Otolaryngology and Communication Sciences, and the Vanderbilt Diabetes Clinic.

#### *Medical Center East-North Tower*

The original building, constructed in 1993, contains a surgical pavilion and an inpatient thirty-bed obstetrics unit. A four-floor addition was added in 1994. It currently houses adult primary care practice suites and



academic and outpatient space for the Department of Ophthalmology and Visual Sciences, the Vanderbilt Center for Health Systems Research, and the Vanderbilt Department of Plastic Surgery–Cosmetic Clinic.

#### *Medical Center North*

The 21-bed Newman Clinical Research Center, an inpatient orthopaedic unit, a Level I burn center, and a sub-acute care unit are located in Medical Center North. The complex also houses administrative support services for the hospital and Medical Center.

Faculty and administrative offices and research space for Medical School departments are in Medical Center North. The original portions of the building were completed in 1925. Since that time a number of connecting wings and buildings have been added.

#### *Village at Vanderbilt*

The Village contains outpatient facilities for psychiatry, dentistry, orthodontics, and allergy. The Dialysis Center, and the Breast Center are located there.

#### *Oxford House*

The Oxford House contains office space for a number of Medical Center functions. Major occupants include the Transplant Center, the Department of Emergency Medicine, Medical Ethics, and the Emeriti Faculty Office.

#### *Mary Ragland Godchaux Hall*

Built in 1925, Mary Ragland Godchaux Hall is located between the Jean and Alexander Heard Library and MRB III of the Vanderbilt University Hospital. Faculty and administrative offices and research space for the Nursing School are located within this building. Godchaux Hall has recently completed a two-year renovation to update the building infrastructure.

Godchaux Hall contains a state-of-the-art IP-based videoconferencing classroom, four research interview rooms with video and audio recording options, a research observation room with video and audio recording controls, three equipped small seminar/conference rooms, one moderate-size electronic classroom for use with laptops, and an audiovisual-equipped living room. Together with a sunlit atrium connecting the building with others in the nursing complex, Godchaux Hall comprises 34,421 square feet. Renovations to Godchaux Annex are scheduled for completion by the end of summer 2007. The renovated facility will include two large- and two medium-size lecture halls, as well as four seminar-size classrooms. All can be quickly equipped for audio and video recording to tape or broadcast via streaming media. All classrooms have permanently installed projection

devices and an up-to-date presentation computer. All afford wireless access to the Internet. The four larger halls are equipped with Smart technology at the lectern. The facility has a commons area that brings the total space for the Annex to 13,175 square feet.

*Center for Research Development and Scholarship (CRDS).* Housed on the fourth floor of Godchaux Hall, CRDS provides research consultation, support, and resources for scholarly and research projects. CRDS assists with grant proposal development, Institutional Review Board application, paper and poster presentation, database management, instrument development, use of computers, literature searches, reference retrieval, and manuscript preparation. CRDS resources are available to all School of Nursing investigators.

#### *Patricia Champion Frist Hall*

In 1998 the new 20,259-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multi-media classroom with installed networking for seventy-five students, a health assessment/multi purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two of the larger classrooms have installed infrastructure capable of video streaming live lectures that are then converted to CD-ROM format. Godchaux Hall, the Annex, and Frist Hall are joined by a common Atrium. Thus, the three buildings of the School of Nursing and the Atrium form a self-contained, cohesive instructional and social complex.

*The Frist Nursing Informatics Center (FNIC).* The FNIC student computer labs, located in Patricia Champion Frist Hall, are equipped with twenty-five Compaq DC7100 CMT computers (Pentium 4, 3.2 GHz, 1 GB RAM, 150 GB Hard drive, and extreme graphics 82915G video), two scanners, and three laser printers. An additional eight units are installed in a Testing Lab to accommodate the growth of proctored Web-based testing in a quiet environment. Students schedule testing dates in order to suit individual needs within a range of dates allowed by course faculty.

A full range of software is available for document preparation; however, fewer tools are available on computers dedicated to testing. Instructional software packages are also available. Faculty and students use a Web-based course management system called OAK (built on Blackboard) for most course communication, group activities, and the sharing of course resources. In addition, two-way synchronous audio and graphic collaboration is available using a Web conferencing system called Centra. Experts in interactive educational design and information technology are available through the FNIC and include eleven full-time staff and faculty members, with an additional three network experts available to help with student, staff, and faculty computing needs. Consultation and troubleshooting activities include assistance with design and development of instructional strategies, development of specialized interactive computer-based programs and Web pages, design and maintenance of databases, design and development of instructional

materials, video production, and audiovisual editing services. The FNIC implements and maintains quality assurance for School of Nursing Web pages with assistance from designated departmental staff and program faculty.

More than 220 personal computers are networked via Ethernet to a Novell file server, five production servers (including two Web servers, two videosevers, and three development servers (including two Web servers and one media server). This local area network is connected to the campus backbone, which has a redundant ATM core with a one Gigabit capacity. The School of Nursing's network currently has a one Gigabit capacity. The architecture includes two levels of firewall, encryption, and authentication for remote access via Internet service providers, virtual private networks, or ISDN and leased T1 lines (from remote clinics). Vanderbilt is a founding member of the University Corporation for Advanced Internet Development (UCAID) and Internet2; the network will be maintained according to standards met by those collaborative projects.

#### *Vanderbilt Dayani Center for Health and Wellness*

The Kim Dayani Center is a medically based fitness/health promotion center which specializes in the modification of risk factors, including those related to cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking.

#### *Vanderbilt Sports Medicine Center*

The Vanderbilt Sports Medicine Center is a full-service medical, surgical, and rehabilitative approach to acute and chronic musculoskeletal injuries.

#### *Vanderbilt Center for Better Health*

The Vanderbilt Center for Better Health's mission is to accelerate change in health care. To accomplish this mission, the center convenes diverse stakeholders to accomplish critical path planning, provides methods for reducing time to results, conducts research through demonstration projects, and supports active learning through sessions that leverage facts during solution design. The VCBH innovation center is one tool used by our clients to achieve this mission and focuses on leveraging our strengths in the areas of strategies and skills for health care and clinician adoption of health information technology. Our research programs include the Regional Informatics Initiative and the Health Care Solutions Group—a think-and-act tank jointly sponsored by Vanderbilt Medical Center and the Nashville Health Care Council. We are currently researching future programs focused on personal health record (PHR) and applications (PHA), as well as consumerism in health care.

### *Vanderbilt Heart and Vascular Institute*

The Vanderbilt Heart and Vascular Institute is a comprehensive heart and vascular program offering diagnosis, medical treatment, minimally invasive therapies, surgical intervention, and disease management, tailored to each individual's unique needs.

### *Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences*

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, and throat, and head and neck. Its programs are highly regarded nationally; *U.S. News & World Report's* 2004 survey, "America's Best Graduate Schools," listed Vanderbilt's special training in audiology first among 118 other programs, and speech pathology tied for sixth out of 225 other institutions. The Department of Otolaryngology placed 14th in last year's rankings of hospitals and medical specialties.

### *Vanderbilt Transplant Center*

The Vanderbilt Transplant Center is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient.

### *Medical Arts Building*

Immediately adjacent to the hospital, the Medical Arts Building provides members of the clinical faculty with convenient office space.

## **Libraries**

### *The Jean and Alexander Heard Library*

This is the collective name for all the libraries at Vanderbilt, which have a combined collection of more than 2.8 million volumes. It comprises the Central, Biomedical, Divinity, Law, Management, Music, Peabody, and Science and Engineering libraries, each of which serves its respective school and disciplines. Special Collections, the University Archives, and the Television News Archive are also part of the library system. The facilities, resources, and services of these divisions are available to all Vanderbilt faculty and staff members, students, and alumni/ae. Most materials are shelved in open stacks and are available to users through Acorn, the library's integrated, automated system. Acorn also provides access to a growing number of full-text journals, as well as indexes and other research resources. Acorn and the library homepage ([www.library.vanderbilt.edu/](http://www.library.vanderbilt.edu/)) are accessible via the campus network and from workstations in each library.

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*The Annette and Irwin Eskind Biomedical Library*

The Eskind Biomedical Library (EBL) is a modern 78,000-net-square-foot facility, dedicated in April 1994. The construction of this award-winning library building was made possible by a gift from Vanderbilt Alumnus Irwin Eskind and his wife, Annette. With a staff of forty, the library collects and provides access to materials to support the teaching, research, and service missions of Vanderbilt University Medical Center.

*Digital Resources.* To facilitate information access at the point of need, EBL's practice philosophy centers on the provision of electronic resources related to medicine, nursing and the biosciences and services that integrate evidence seamlessly into VUMC workflow. EBL's comprehensive, multidimensional Digital Library ([www.mc.vanderbilt.edu/diglib](http://www.mc.vanderbilt.edu/diglib)) offers fast, targeted access to online books, journals, databases, and Web sites. Through this portal, EBL provides access to more than 3,754 full-text electronic journal titles, a number that is continually expanding. It also makes available seminal online texts (e.g., Harrison's Online and *Nelson Textbook of Pediatrics*) in a wide range of biomedical specialties. In addition, EBL offers the Books@Ovid collection which includes 72 titles and AccessMedicine which includes 44 book titles. The library subscribes to a wide variety of information sources to promote evidence-based practice: MDConsult™, STAT!-Ref.™, and Current Protocols Online are collections of full-text electronic resources. CRL Online (Clinical Reference Library™) and EpocratesRX are comprehensive clinical drug information databases. BMJ's Clinical Evidence provides summaries of current knowledge on medical treatment for a range of conditions, developed through literature searching and assessment of systematic reviews. UpToDate® is a database of clinical topic reviews based on clinical evidence. InfoRetriever provides a cross-database search engine and displays full-text documents from a variety of evidence-based resources, including the InfoPO-EMs database. Global Infectious Disease and Epidemiology Network (GIDEON) is an online diagnosis and reference tool for the tropical and infectious diseases, epidemiology, microbiology and antimicrobial chemotherapy fields. Ovid™ Technologies provides access to several databases, including MEDLINE, CINAHL™ (nursing and allied health), Ovid™ Evidence-Based Medicine Reviews, EMBASE Drugs & Pharmacology™, and HaPI™ (health and psychosocial instruments). Multimedia programs, such as A.D.A.M. Online Anatomy™, support just-in-time education needs.

To promote biosciences research, the library also provides web access to the ScienceDirect® and Web of Knowledge™ which includes BIOSIS®, Current Contents Connect®, ISI Highly Cited™ and Science Citation Index Expanded. Access to key National Center for Biotechnology Information resources including PubMed, GenBank™, Entrez Gene™, Map Viewer™, and OMIM™. In addition, the Medical Center information systems are accessible via the Digital Library.

Using its flexible Digital Library shell, EBL has also created specialized Digital Libraries for Children's Hospital, bioresearch, nursing, public health, Vanderbilt Medical School, and consumer health users, as well as Medical

School alumni, to customize the electronic delivery of information to these specific user groups.

*Evidence-based Practice Support.* The library employs a matrix of strategies to foster evidence-based medicine practice. The EBL provides access to a list ([www.mc.vanderbilt.edu/diglib/ebm.html](http://www.mc.vanderbilt.edu/diglib/ebm.html)) of commercially-produced evidence-based databases through a primary navigation button within the Digital Library. This list encompasses critical resources such as UpToDate®; Cochrane Database of Systematic Reviews, Review of Effects and Register of Controlled Trials; HealthGate; ACP Journal Club; and links to globally accessible EBM resources such as the National Guideline Clearinghouse™. The site also features EBL's internally-developed EBM databases such as the Clinical Informatics Consult Service (CICS) Evidence Based Site and the Outpatient Clinical Informatics Consult Service (OCICS) Site, which house evidence syntheses created in response to complex clinical queries, and the Pathway/Order Set Literature Locator, which contains expert search strategies and literature summaries to support evidence-based development of clinical pathways and clinical order sets.

EBL has developed proactive mechanisms to integrate evidence into clinical and research workflow through linkages of patient care guidelines within the electronic medical record. Further leveraging VUMC's informatics tools, the library has extended the CICS evidence-provision model to incorporate an evidence-request function into the patient record system to which clinicians can post complex questions and receive an expert summary of the relevant literature. Summaries are integrated into the permanent patient record.

In addition to working as clinical and research informationists, EBL librarians participate in multidisciplinary teams throughout the medical center, supporting a variety of programs such as pathways/order sets development, IRB, and patient information services. EBL team members contribute vetted patient information links addressing diseases/conditions and lab findings/vital signs to the Medical Center's online patient portal, MyHealthAtVanderbilt, and the Medical Center's electronic medical record system, StarPanel.

*Programs and Services.* The library is committed to service, and its most important resource is the expertise of its staff. Librarians help students, residents, and faculty stay abreast of the latest findings in the literature by actively participating on clinical rounds and providing targeted support to researchers. Bioinformatics support is provided through regular training classes and individualized consultations. Members of the collection development team are available to meet with faculty developing new courses or programs to assess the information needs of those endeavors and determine the most appropriate way to fulfill those needs. EBL assistance with comprehensive literature reviews is available to researchers developing IRB protocols and to IRB protocol analysts.

The library has also established a Patient Informatics Consult Service (PICS) program to provide VUMC patients and their families with the latest in health information. Information provision to this patron group includes comprehensive information packets tailored to patient needs, access to the EBL's consumer health materials collection, and access to the EBL's online Consumer Health Digital Library.

Through AskELIS asynchronous services (Library Information Desk, SearchDoc, the Librarian On Call, and Learning Site), staff expertise is electronically available 24/7. Online knowledge modules provide 24-hour interactive instruction in health science resources and bibliographic management tools. Other services include circulation of books, management of reserve materials, document delivery to obtain needed material held by other institutions, reference and research services, and guidance in the use of new information technologies. As part of the Informatics Center, library staff work in partnership with researchers in the Division of Biomedical Informatics and the Information Management Department to innovate the delivery of health information to Vanderbilt and to the larger regional community.

*Just-in-Time Learning Support.* The library offers formal orientations and training sessions on electronic resources regularly in the state-of-the-art Training Room. The Training Room features fourteen training stations, a master station for the trainer, and multimedia projection capabilities. Classnet®, an integrated hardware utility, allows the trainer to assume control of trainees' computers, the multimedia player, and the classroom projector, which facilitates interactive instruction and demonstration. EBL staff also actively exploit opportunities for informal, just-in-time training in all interactions with Medical Center professionals.

EBL has also developed a medical education-focused digital library, Ask GALEN (General Assistance for Learning and Education Needs) that links targeted electronic resources (electronic books, suggested course readings, relevant web sites, etc.) directly to lectures housed in the medical school's web-based course management system. Ask GALEN allows students to move seamlessly between lecture notes and supplementary study materials to support medical education at the point of need.

The EBL provides Medical Center patrons with the computer equipment needed to support their information needs. Most public workstations in the library have the same desktop and functionality as other "shared" workstations throughout the Medical Center. All fifty-four publicly available computers in the library are connected to the Medical Center network. In addition, fifteen wireless laptop computers and four wireless Airpanel monitors can be used in the library.

*Knowledge Management.* EBL has long focused on integrating knowledge management approaches into information provision. A knowledge management focus on designing reusable tools is central to EBL-created tools ([www.mc.vanderbilt.edu/kmt/index.html](http://www.mc.vanderbilt.edu/kmt/index.html)) such as the Learning Framework, the Learning Module Shell, the Publishing and Directory Shells, and the Informatics Center Tools Finder. Moreover, EBL actively seeks opportunities to integrate information into existing medical center tools and processes.

*EBL Research.* EBL's research interests include integrating evidence into the patient care and research workflow using informatics applications; evaluating and formalizing the informationist concept; education, skills development, and leadership development of librarians; optimal selection and use of information resources; and digital library development. ([www.mc.vanderbilt.edu/biolib/research/index.html](http://www.mc.vanderbilt.edu/biolib/research/index.html))

*Print Resources.* For materials not available in digital format or of historical value, the library maintains a print collection of more than 203,028 volumes, of which about 80,066 are monographs and 122,962 are serials. The library receives ~116 print serial titles and has a small collection of non-print material. Most materials are shelved in open stacks and are available to users through Acorn, the library's web-based catalog. A unique collection of rare books, photographs, and historical items can be found in the Historical Collections Room. The EBL Medical Center Archives is a repository for manuscripts and institutional records reflecting the history of the Medical Center and the history of medicine. The EBL's Records Center serves as a model archives and records program, providing access to materials with possible long-term administrative and historical value to the institution.

More details are provided at [www.mc.vanderbilt.edu/biolib/](http://www.mc.vanderbilt.edu/biolib/). The site includes a succinct description of the library's collection, programs and services and a responsibility chart (in the "Who's Who at Eskin" section).

### *Professional and Supervisory Staff*

DEBORAH BROADWATER, M.L.S., Assistant Director for Collection Development  
 JOHN CLARK, M.S., Health Systems Analyst Programmer  
 MARK DESIERTO, M.S.L.I.S., Library Intern  
 MARCIA EPELBAUM, M.A., Assistant Director for Library Operations  
 GAYLE GRANTHAM, Health Information Specialist  
 NUNZIA GIUSE, M.D., M.L.S., Director  
 REBECCA JEROME, M.L.I.S., Assistant Director for Filtering and Evidence-Based Services  
 TANEYA KOONCE, M.S.L.S., Assistant Director for Web Development  
 QINGHUA KOU, M.S., Health Systems Analyst Programmer  
 PATRICIA LEE, M.L.S., Assistant Director for Fee-Based Services  
 FRANCES LYNCH, M.L.S., Associate Director for Administration  
 JENNIFER LYON, M.L.I.S., M.S., Coordinator, Research Informatics Consult Service  
 SANDRA L. MARTIN, M.L.S., Ed.S., Ed.D., Assistant Director for Children's Hospital Services  
 DAN E. MCCOLLUM, Administrative Assistant Director for Auxiliary Centers  
 SHANNON A. MUELLER, M.L.I.S., Librarian  
 JEREMY NORDMOE, M.A., Coordinator, Medical Center Archives  
 CHRISTOPHER RYLAND, M.S.I.S., Coordinator for Special Collections  
 NILA SATHE, M.A., M.L.I.S., Assistant Director for Research  
 MARY H. TELOH, M.A., Coordinator, Historical Collections  
 PAULINE TODD, M.S., Librarian  
 MARGARET W. WESTLAKE, M.L.S., Assistant Director for Staff Training  
 ANNETTE M. WILLIAMS, M.L.S., Associate Director  
 TAO YOU, M.L.I.S., Librarian  
 JERRY ZHAO, M.S., M.L.I.S., Systems Software Specialist

### **Affiliated Facilities**

Vanderbilt is closely affiliated with the 485-bed Veterans Administration Medical Center—a Vice Chancellor's Committee hospital containing 439 acute-care beds and outpatient facilities.



The Medical Center uses the facilities of Baptist Hospital, Meharry Medical School/Nashville General Hospital, the Luton Community Mental Health Center, the Middle Tennessee Mental Health Institute, the Metro Nashville–Davidson County Health Department, Southern Hills Hospital, and Centennial Medical Center.

### Information Technology Services (ITS)

Information Technology Services (ITS) offers voice, video, data, computing, and Web conferencing services to Vanderbilt students, faculty, and staff. ITS maintains and supports VUNet, the campuswide data network that provides access to the Internet, and VUNetID, which enables Vanderbilt users to securely identify themselves to many services on VUNet. ITS maintains the campus phone (voice) network. For those who live off campus, ITS offers VUaccess, a dial-up connection to VUNet and the Internet. The ITS Help Desk provides information to students, faculty, and staff about VUNet and VUNet services. Help Desk locations, hours, contacts, and other information can be found at [www.vanderbilt.edu/helpdesk](http://www.vanderbilt.edu/helpdesk). For more information on IT services, visit [its.vanderbilt.edu](http://its.vanderbilt.edu). For more information on computing at Vanderbilt, visit [www.vanderbilt.edu/technology](http://www.vanderbilt.edu/technology).

### Canby Robinson Society

In 1978, Vanderbilt established the Canby Robinson Society in honor of George Canby Robinson, M.D., dean of the Medical School from 1920 to 1928. It was through Dr. Robinson's leadership that the teaching hospital and the research laboratories were placed under one roof, thrusting Vanderbilt to the forefront of medical education. His innovation regarding the diversity of the Medical School's curriculum, with emphasis on biomedical research and improved health care, is a legacy that continues today.

With a membership of nineteen hundred plus and a working twenty-five member board, this donor society promotes both unrestricted and restricted gifts in support of the Medical Center's programs. Through the leadership of this group, private support to the Medical Center continues to increase. The Canby Robinson Society offered twenty-one full scholarships this past year.

#### *Founders Circle*

MRS. BEN J. ALPER  
Nashville

MR. AND MRS. BARRY BAKER  
Nashville

DR. DIXON N. BURNS  
Tulsa, Oklahoma

MR. AND MRS. MONROE J. CARELL, JR.  
Nashville

MRS. CAROLYN PAYNE DAYANI  
Scottsdale, Arizona

DR. AND MRS. WILLIAM R. DELOACHE  
Greenville, South Carolina

MRS. IRWIN B. ESKIND  
Nashville

MR. AND MRS. THOMAS O. FLOOD  
Brentwood, Tennessee

MR. AND MRS. JOHN R. HALL  
Lexington, Kentucky

MISS VIRGINIA E. HOWD  
Cincinnati, Ohio

MR. AND MRS. DAVID B. INGRAM  
Nashville

*Founders Circle (continued)*

MMRS. E. BRONSON INGRAM  
Nashville  
MR. AND MRS. JOHN R. INGRAM  
Nashville  
MR. AND MRS. ORRIN H. INGRAM II  
Nashville  
DR. AND MRS. HARRY R. JACOBSON  
Nashville  
MRS. GEORGE C. LAMB, JR.  
Durham, North Carolina  
DR. AND MRS. JAMES R. LEININGER  
San Antonio, Texas  
MRS. JACK C. MASSEY  
Nashville  
MRS. CHARLES S. NICHOLS  
Nashville  
MRS. JOHN S. ODESS  
Chelsea, Alabama  
MR. AND MRS. RICHARD C. PATTON  
Nashville

DR. THEODORE P. PINCUS  
Nashville  
MRS. DAVID Y. PROCTOR, JR.  
Nashville  
DR. HERBERT J. SCHULMAN  
Nashville  
MR. AND MRS. CAL TURNER, JR.  
Goodlettsville, Tennessee  
MR. AND MRS. STEVE TURNER  
Nashville  
MR. AND MRS. DAVID K. WILSON  
Nashville  
MR. AND MRS. THOMAS L. YOUNT  
Nashville Goodlettsville, Tennessee  
MR. AND MRS. STEVE TURNER  
Nashville  
MR. AND MRS. DAVID K. WILSON  
Nashville  
MR. AND MRS. THOMAS L. YOUNT  
Nashville

*Stewards Circle*

MR. AND MRS. HOWELL E. ADAMS, JR.  
Nashville  
MR. JAMES W. AYERS  
Parsons, Tennessee  
DR. AND MRS. LEO M. BASHINSKY  
Birmingham, Alabama  
MR. AND MRS. LUCIUS E. BURCH III  
Nashville  
MR. AND MRS. CORNELIUS A. CRAIG II  
Nashville  
DR. AND MRS. E. WILLIAM EWERS  
Nashville  
DR. AND MRS. WILLIAM A. HEWLETT  
Nashville  
DR. AND MRS. JACK E. KEEFE III  
Key Biscayne, Florida  
MR. AND MRS. LEO KING  
Henderson, Kentucky  
MRS. BARBARA NELSON LAMBERSON  
Lebanon, Tennessee  
DR. AND MRS. JAMES TRUE MARTIN  
Nashville

MRS. EDGAR M. MCPEAK  
Rusk, Texas  
MR. AND MRS. GLENN H. MERZ  
Nashville  
MR. AND MRS. GEORGE RAWLINGS  
Louisville, Kentucky  
MRS. BARBARA L. ROGERS  
Nashville  
DRS. JOHN L. AND JULIA E. SAWYERS  
Nashville  
MR. AND MRS. SARGENT SHRIVER  
Potomac, Maryland  
MR. AND MRS. DONALD N. TEST, JR.  
Dallas, Texas  
MRS. LYDIA BRYANT TEST  
Dallas, Texas  
MRS. HILLIARD TRAVIS  
Nashville  
MRS. ELTON YATES  
Pinehurst, North Carolina

**The Julia Hereford Society**

The Julia Hereford Society is an association endorsed by Vanderbilt University on the recommendation of the Vanderbilt University Board of Trust. It is named to honor Julia Hereford, a 1936 graduate and former dean of the School of Nursing under whose guidance from 1949 to 1965 the graduate/professional program was begun. Throughout her life,

Hereford worked tirelessly to strengthen both the Vanderbilt University School of Nursing and the nursing profession as a whole.

The purpose of the Julia Hereford Society is to recognize and honor individuals who have demonstrated interest in and support for the Nursing School, and through involvement build further understanding and commitment to the School's goals. This group strives to create and maintain a firm base of continuing unrestricted gift support, and through cultivation, identify those capable of large capital gifts. It also provides members with the opportunity to become better informed about the purpose, programs, and plans of the School and its mission of excellence in nursing education, nursing research and nursing practice. The society plays a key role in helping to foster volunteer leadership development by providing opportunities for involvement in key roles within the society. Its membership consists of close to 200 and continues to grow each year, which makes it possible for students to receive the scholarships generously provided by the society.

#### *Chair of the Julia Hereford Society—Julia Sawyers Triplett*

##### *Board of Directors*

MRS. PHYLLIS ALPER  
 MS. CORINNE BARFIELD  
 DR. AND MRS. STANLEY BERNARD  
 DR. AND MRS. FRANK BOEHM  
 MRS. CHARLOTTE COVINGTON  
 MRS. MARTHA DAVIDSON  
 MRS. ELIZABETH DAYANI  
 MRS. ROBIN DIAMOND  
 MRS. FRANCES EDWARDS  
 MRS. NANCY ENTREKIN  
 MRS. CAROLYN FRUIN  
 MRS. MELISSA HAUCK  
 MRS. JULIA JOHNSON  
 MRS. JOYCE LABEN

MRS. MILAH P. LYNN  
 DR. LINDA NORMAN  
 MRS. NANCY PETERSON  
 MR. AND MRS. RICHARD RAGSDALE  
 MRS. NANCY D. TRAVIS  
 DR. KENNETH WALLSTON

##### *Stewards Circle*

LETTIE PATE WHITEHEAD FOUNDATION

##### *Founders Circle*

DR. AND MRS. THOMAS F. FRIST, JR.  
 THE GODCHAUX FAMILY  
 MRS. NANCY D. TRAVIS

## **The University**

When Commodore Cornelius Vanderbilt gave a million dollars to build and endow Vanderbilt University in 1873, he did so with the wish that it "contribute to strengthening the ties which should exist between all sections of our common country."

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: "We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Today as Vanderbilt pursues its mission, the university more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of over 2,000 full-time members and a diverse student body of about 10,000. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the university is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 330-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, park-like setting of broad lawns, shaded paths, and quiet plazas.

Off-campus facilities include the Arthur J. Dyer Observatory, situated on a 1,131-foot hill six miles south.

The schools of the university offer the following degrees:

*College of Arts and Science.* Bachelor of Arts, Bachelor of Science.

*Graduate School.* Master of Arts, Master of Arts in Teaching, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.

*Blair School of Music.* Bachelor of Music.

*Divinity School.* Master of Divinity, Master of Theological Studies.

*School of Engineering.* Bachelor of Engineering, Bachelor of Science, Master of Engineering.

*Law School.* Doctor of Jurisprudence, Master of Laws.

*School of Medicine.* Doctor of Medicine, Doctor of Audiology, Master of Science in Medical Physics, Master of Public Health, Master of Science in Clinical Investigation, Master of Laboratory Investigation, Master of Education of the Deaf.

*School of Nursing.* Master of Science in Nursing.

*Owen Graduate School of Management.* Master of Business Administration, Master of Science in Finance.

*Peabody College.* Bachelor of Science, Master of Education, Master of Public Policy, Doctor of Education.

No honorary degrees are conferred.

### *Accreditation*

Vanderbilt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, education specialist's, and doctor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Vanderbilt University.

# Life at Vanderbilt

**V**ANDERBILT provides a full complement of auxiliary services to meet the personal needs of students, to make life on the campus comfortable and enjoyable, and to provide the proper setting for academic endeavor.

## **Graduate Student Council**

The Graduate Student Council (GSC) exists to enhance the overall graduate experience at Vanderbilt by promoting the general welfare and concerns of the graduate student body, creating new programs and initiatives to provide opportunities for growth and interaction, and communicating with the Vanderbilt faculty and administration on behalf of graduate students. These goals are accomplished through a structure of elected representatives, standing committees, and officers. Meetings, which are open to all graduate students, are held monthly. Council meetings provide a forum in which to address many types of concerns. In the recent past, the GSC has helped change policies involving the process for approving dissertations, TA advocacy, parking, student health insurance coverage, housing, and the student-funded recreation center. The GSC is also a member of the National Association of Graduate and Professional Students (NAGPS).

In addition to its representative function, the GSC also organizes a number of events and hosts/sponsors various projects during the year. Some examples include co-sponsoring seminars and panels with individual departments, Graduate Student Research Day (early spring semester), the Graduate Student Honor Council, community outreach activities, and social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt graduate students are welcome to attend GSC's monthly meetings and to get involved. For more information, visit [www.vanderbilt.edu/gsc](http://www.vanderbilt.edu/gsc).

## **Housing**

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a Web-based off-campus referral service (<https://apphost1a.its.vanderbilt.edu/housing>). The referral service lists information on housing accommodations off campus. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office or consult the Web site by early July for suggestions and guidance. The Web site includes advertisements by landlords looking specifically for Vanderbilt-affiliated tenants, as well as by Vanderbilt students looking for roommates. Listings

are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also post “wanted” ads seeking roommate or housemate situations. On-campus university housing for graduate or professional students is not available.

### *Change of Address*

Students who change either their local or permanent mailing address are expected to notify school and university registrars immediately. Candidates for degrees who are not in residence should keep the school and University Registrar informed of current mailing addresses. To change or update addresses, go to <http://registrar.vanderbilt.edu/academicrec/address.htm>.

### **The Commodore Card**

The Commodore Card is the Vanderbilt student ID card. It can be used to access debit spending accounts and campus buildings such as residence halls, libraries, academic buildings, and the Student Recreation Center.

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, see the Web site at [www.vanderbilt.edu/commodorecard](http://www.vanderbilt.edu/commodorecard).

### **Eating on Campus**

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. The two largest dining facilities are Rand Dining Center behind the Sarratt Student Center and The Commons Dining Center on Peabody campus. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Commodore Card. For hours and menus, visit the Web site at [www.vanderbilt.edu/dining](http://www.vanderbilt.edu/dining).

### **Obtaining Information about the University**

*Notice to current and prospective students:* In compliance with applicable state and federal law, the following information about Vanderbilt University is available:

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University Web site at [www.vanderbilt.edu/catalogs](http://www.vanderbilt.edu/catalogs). A paper copy of the *Undergraduate Catalog* may be obtained by contacting the Office of Undergraduate Admissions, 2305 West End Avenue, Nashville, Tennessee 37203-1727, (800) 288-0432, (615) 322-2561, [admissions@vanderbilt.edu](mailto:admissions@vanderbilt.edu). Paper copies of the catalogs for the graduate and professional schools may be available from the individual schools.

Information about financial aid for students at Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University Web site at [www.vanderbilt.edu/FinancialAid](http://www.vanderbilt.edu/FinancialAid). The Office of Student Financial Aid

is located at 2309 West End Avenue, Nashville, Tennessee 37203-1725, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University Web site at <https://virg.vanderbilt.edu>. Select "Factbook," then "Student Profile," then "Retention Rates." Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701.

The annual *Security at Vanderbilt* report on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt Police Department on the university Web site at <http://police.vanderbilt.edu/secatvu.htm>. A paper copy of the report may be obtained by writing the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see "Vanderbilt Police Department" in the following section of this catalog.

A copy of the annual *Equity in Athletics Disclosure Act Report* on the Vanderbilt University athletic program participation rates and financial support data may be obtained by writing the Vanderbilt University Office of Athletic Compliance, 2601 Jess Neely Drive, P.O. Box 120158, Nashville, Tennessee 37212 or by calling (615) 322-7992.

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University Web site at [www.registrar.vanderbilt.edu/academicrec/privacy.htm](http://www.registrar.vanderbilt.edu/academicrec/privacy.htm). Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701. For more information, see "Confidentiality of Student Records" in the following section of this catalog.

## Services to Students

### **Confidentiality of Student Records (Buckley Amendment)**

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as the Buckley Amendment or FERPA). This act affords matriculated students certain rights with respect to their educational records. These rights include:

*The right to inspect and review their education records within 45 days of the day the university receives a request for access. Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the university official to whom the request should be addressed.*

*The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading.* Students who wish to request an amendment to their educational record should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

*The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent.* One such situation is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including university law enforcement personnel and health staff); a person or company with whom the university has contracted; a member of the Board of Trust; or a student serving on an official university committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Buckley Amendment provides the university the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, addresses, telephone number, e-mail address, student ID photos, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Any new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the university has failed to comply with the Buckley Amendment, he or she may file a complaint using the Student Complaint and Grievance Procedure as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, a student may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the University Registrar or to the Office of the General Counsel.



### *Vanderbilt Directory Listings*

Individual listings in the online *People Finder Directory* consist of the student's full name, school, academic classification, local phone number, local address, box number, permanent address, and e-mail address. The printed *Vanderbilt Directory* also contains these items unless the student blocks them by September 1 using the update option of the *People Finder Directory*. Student listings in the *People Finder Directory* are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their *People Finder* listings available to the general public (viewable by anyone with access to the Internet), of adding additional contact information such as cellular phone, pager, and fax numbers, and of blocking individual directory items or their listing in its entirety. Students who have placed a directory hold with the University Registrar will not be listed in the online directory. To avoid being listed in the printed directory, the request for a directory hold must be on file prior to September 1.

Directory information should be kept current. Students may report address changes via the Web by going to [www.vanderbilt.edu/students.html](http://www.vanderbilt.edu/students.html) and clicking on *Student Web Applications* and *Address Change*.

### **Psychological and Counseling Center**

The Psychological and Counseling Center is a broad-based service center available to full-time students, faculty, staff, and their partners and dependents. Services include: 1) family, couples, individual, and group counseling and psychotherapy; 2) psychological and educational assessment; 3) career assessment and counseling; 4) programs such as assertiveness training; marital communication; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; 5) administration of national testing programs; 6) outreach and consultation; 7) special programming related to diversity issues; 8) campus speakers and educational programs.

Eligible persons may make appointments by visiting the Psychological and Counseling Center or by calling (615) 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, [www.vanderbilt.edu/pcc](http://www.vanderbilt.edu/pcc). The site also contains self-reflection questions and information resources for counseling services.

### **Career Center**

The Vanderbilt Career Center empowers students of Vanderbilt University to develop and implement career plans. This is accomplished by offering a variety of services and educational programs that help students determine career options, learn job search skills, gain career-related experience, and connect with employers.

Services include individual career advising, career resource center, graduate and professional school services, career-related seminars and workshops, resume consultation, interview training, internship opportunities,

career fairs, campus interviews, credentials services through Interfolio, full-time job listings, and resume referrals. For detailed information about the Career Center, view the Web site at [www.vanderbilt.edu/career](http://www.vanderbilt.edu/career), or visit the office at 220 Student Life Center, 310 25th Avenue South.

### **Student Health Center**

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office or HMO.

The following primary care health services are provided to students registered in degree-seeking status without charge and without copayment: visits to staff physicians and nurse practitioners; personal and confidential counseling by mental health professionals; routine procedures; educational information and speakers for campus groups; and specialty clinics held at the SHC.

These SHC primary care services are designed to complement the student's own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

The entire medical staff is composed of physicians and nurse practitioners who have chosen student health as a primary interest and responsibility.

The Zerfoss Student Health Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summer. Students should call ahead to schedule appointments, (615) 322-2427. A student with an urgent problem will be given an appointment that same day, or "worked in" if no appointment is available. When the Student Health Center is closed, students needing acute medical care may go to the Emergency Department of Vanderbilt University Hospital. They will be charged by the VU Medical Center for Emergency Department services.

Students may also call (615) 322-2427 for twenty-four-hour emergency phone consultation, which is available seven days a week (except during summer and scheduled academic breaks). On-call Student Health professionals take calls after regular hours. Calls between 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department triage staff. More information is available on the Web ([www.vanderbilt.edu/student\\_health](http://www.vanderbilt.edu/student_health)).

### *Student Injury and Sickness Insurance Plan*

All degree-seeking students registered for 4 or more credit hours or actively enrolled in research courses that are designated by Vanderbilt University as full-time enrollment are required to have adequate health insurance coverage. The university offers a sickness and injury insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students online at [www.kosterweb.com](http://www.kosterweb.com), in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account (one half of the premium billed August 1 and one half billed December 1) if an online insurance waiver form is not completed by the August 1 deadline (the waiver deadline for international students is September 7). Coverage extends from August 12 through August 11 of the following year, whether a student remains in school or is away from the university.

Newly enrolled students for the spring term must complete the online waiver process by January 1. The online waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Injury and Sickness Insurance Plan.

*Family Coverage.* Students who want to obtain coverage for their families (spouse, children, or domestic partner) may secure application forms by contacting the on-campus Student Insurance representative, (615) 343-4688. Dependents can also be enrolled online at [www.kosterweb.com](http://www.kosterweb.com) using a credit card. Additional premiums are charged for family health insurance coverage.

#### *International Student Coverage*

International students and their dependents residing in the United States are required to purchase the university's international student health and accident insurance plan. If you have other comparable insurance and do not wish to participate in the Student Injury and Sickness Insurance Plan offered through the university, you must complete an online waiver form ([www.kosterweb.com](http://www.kosterweb.com)) indicating your other insurance information. This online waiver form must be completed no later than September 7 or you will remain enrolled in the plan offered by the university and will be responsible for paying the insurance premium. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

#### **Vanderbilt Child and Family Center**

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services, quality child care, and early childhood education to the children of faculty, staff, and students. The center's Web site at [www.vanderbilt.edu/HRS/wellness/cfctr.html](http://www.vanderbilt.edu/HRS/wellness/cfctr.html) provides information on resources for child care, adult care, summer programs (both day camps and overnight camps), tutoring services (including test preparation and skill building), and before and after care.

The Child Care Center serves children from six weeks to five years of age and offers placement through a waiting list. Applications may be downloaded from the Web site.

### **Services for Students with Disabilities**

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Opportunity Development Center. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audiotaped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Opportunity Development Center also serves as a resource regarding complaints of unlawful discrimination as defined by state and federal laws.

Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Opportunity Development Center, VU Station B #351809, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [www.vanderbilt.edu/odc](http://www.vanderbilt.edu/odc).

### **Vanderbilt Police Department**

The Vanderbilt Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community.

The Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt Medical Center, and a variety of university-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as "Special Police Officers," through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Police Department includes a staff of more than one hundred people. All of Vanderbilt's commissioned officers have completed officer training at a state-certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. The department also employs non-academy-trained officers for security-related functions.

The Police Department provides several services and programs to members of the Vanderbilt community:

*Vandy Vans*—The Vanderbilt Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 5:00 p.m. to 5:00 a.m.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. Additional information about Vandy Vans and specific stop locations can be found at <http://police.vanderbilt.edu/services.htm> or by calling (615) 322-2558.

As a supplement to the Vandy Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VPD officers. The telephone number to call for a walking escort is 421-8888 (off campus) or 1-8888 (on campus).

*Emergency Phones*—Emergency telephones (Blue Light Phones) are located throughout the university campus and medical center.

Each phone has an emergency button that when pressed automatically dials the VPD Communications Center. An open line on any emergency phone will activate a priority response from an officer. An officer will be sent to check on the user of the phone, even if nothing is communicated to the dispatcher. Cooperation is essential to help us maintain the integrity of the emergency phone system. These phones should be used *only* for actual or perceived emergency situations.

An emergency response can also be received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. All callers should be prepared to state their location.

*Crime Alerts*—Crime Alerts are distributed throughout Vanderbilt to make community members aware of significant unsolved crimes that occur at the university. They are distributed by mail, through Vanderbilt e-mail lists, and through the department's Web page, <http://police.vanderbilt.edu>.

*Educational and Assistance Programs*—The Community Relations Division of Vanderbilt Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance.

For further information on available programs and services, call (615) 322-2558 or e-mail [crimeprevention.atwood@vanderbilt.edu](mailto:crimeprevention.atwood@vanderbilt.edu). Additional information on security measures and crime statistics for Vanderbilt is available from the Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212. Information is also available at <http://police.vanderbilt.edu>.

### *Campus Security Report*

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act, Vanderbilt University will provide you, upon request, an annual Security Report on university-wide security and safety, including related policies, procedures, and crime statistics. A copy of this report may be obtained by writing or calling the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. You may also obtain this report on the Web site at <http://police.vanderbilt.edu/secatvu.htm>.

### **Parking and Vehicle Registration**

Parking space on campus is limited. Motor vehicles operated on campus **at any time** by students, faculty, or staff must be registered with the Office of Traffic and Parking located in the Wesley Place garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at [www.vanderbilt.edu/traffic\\_parking](http://www.vanderbilt.edu/traffic_parking).

Bicycles must be registered with the Vanderbilt Police Department.

### **Graduate Student Professional and Personal Development Collaborative**

The Graduate Student Professional and Personal Development Collaborative (GSPPD Collaborative) is an informal network of faculty, administrators, and students at Vanderbilt University that seeks to facilitate the awareness and use of the many programs that can help students become productive and well-rounded scholars. The collaborative's Web site ([www.vanderbilt.edu/gradschool/gspdd](http://www.vanderbilt.edu/gradschool/gspdd)) provides links to various offices and groups at Vanderbilt that support graduate student development. These offices and organizations also jointly sponsor a number of seminars, workshops, and similar events that support student development.

### **Bishop Joseph Johnson Black Cultural Center**

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides educational and cultural programming on the African and African American experience for the Vanderbilt and Nashville communities. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt (in 1953), Bishop Joseph Johnson (B.D. '54, Ph.D. '58). The center represents one of Vanderbilt's numerous efforts at acknowledging and promoting diversity.

One of the center's aims is to foster an understanding of the values and cultural heritage of people of African descent worldwide. In this regard, the center serves as a resource for information on African and African American life and culture. Symposia, lectures, musical performances, art exhibitions, audiovisual materials, and publications on the African and African American experience provide a broad spectrum of activities for the university and the general public. The center also provides an office space for the *Afro-Hispanic Review*, which is edited by Vanderbilt faculty and graduate students.

Another of the center's aims is student support. The center does this by providing a meeting space for numerous Vanderbilt student groups. Additionally, center staff members advise campus student organizations on a range of projects. The center promotes student recruitment by hosting various pre-college groups and efforts. One additional goal of the center is community outreach and service. To this end, the center sponsors a Community Speakers Series designed to bring community leaders to campus for talks and forums. The center reaches out to civic and cultural groups and works cooperatively with them. The BJJBCC also provides space for tutoring sessions and mentoring activities for young people from Metro Nashville Public Schools and other institutions, such as the YMCA.

Recently expanded, and renovated, the center houses a computer lab, a small library, a seminar room, an auditorium, a student lounge area, and staff offices. The center is open to all Vanderbilt students, faculty, and staff for programs and gatherings throughout the year. More information is available on the BJJBCC Web site at [www.vanderbilt.edu/BCC](http://www.vanderbilt.edu/BCC).

### **International Student and Scholar Services**

International Student and Scholar Services (ISSS), located in the Student Life Center, fosters the education and development of non-immigrant students and scholars to enable them to achieve their academic and professional goals and objectives. ISSS provides advice, counseling, and advocacy regarding immigration, cross-cultural, and personal matters. ISSS supports an environment conducive to international education and intercultural awareness via educational, social, and cross-cultural programs.

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,500 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring non-immigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Department of Homeland Security (Bureau of Citizenship and Immigration Services) and the Department of State. ISSS coordinates biannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

To help promote connection between international students and the greater Nashville community, ISSS coordinates the First Friends program, which matches international students with Americans both on and off campus for friendship and cross-cultural exchange. The weekly World on Wednesday presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall and International Awareness Festival in the spring provide the campus with additional opportunities to learn about world cultures and to celebrate diversity. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt International Volunteers, an International Stress Fest, and a selection of holiday parties. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international and study abroad students from across the state for workshops and activities.

### **Margaret Cuninggim Women's Center**

The Margaret Cuninggim Women's Center was established in 1978 to provide support for women at Vanderbilt as well as resources about women, gender, and feminism for the university community. In 1987, the center was named in memory of Margaret Cuninggim, dean of women and later dean of student services at Vanderbilt.

Programs for students, faculty, and staff are scheduled throughout the fall and spring semesters and are publicized on the Web at [www.vanderbilt.edu/WomensCenter](http://www.vanderbilt.edu/WomensCenter) and in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request. Vanderbilt Feminists, a student group that works closely with the women's center, is open to all interested students, both male and female.

The center houses a small library with an excellent collection of books, journals, and tapes. Books and tapes circulate for four weeks. Copy facilities are available. The women's center is also home to Project Safe (PS), a coordinated program of education about, prevention of, and response to violence against women on campus.

### **GLBT Resource Office**

The Vanderbilt Gay, Lesbian, Bisexual, and Transgender Resource Office serves the entire Vanderbilt community through education, research, programming, counseling, and social events. Visitors are invited to use the office's resource library for research around GLBT issues. The GLBT Resource Office continually seeks to expand its resources and strives to ensure that Vanderbilt University has the most current information concerning GLBT life, gender and sexual diversity, inclusiveness, and social justice. For more information, visit [www.vanderbilt.edu/glb](http://www.vanderbilt.edu/glb), e-mail [glbtooffice@vanderbilt.edu](mailto:glbtooffice@vanderbilt.edu), or phone (615) 322-3330.

### **Schulman Center for Jewish Life**

The 10,000-square-foot Ben Schulman Center for Jewish Life was formally dedicated in the fall of 2002 and is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. We are an organization committed to enriching lives and enhancing Jewish identity. We are a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or e-mail [hillel@vanderbilt.edu](mailto:hillel@vanderbilt.edu).

### **Religious Life**

The Office of Religious Life ([www.vanderbilt.edu/religiouslife](http://www.vanderbilt.edu/religiouslife)) exists to provide occasions for religious reflection and avenues for service, worship, and action. There are many opportunities to clarify one's values, examine personal faith, and develop a sense of social responsibility.

The Holocaust and Martin Luther King Jr. lecture series, as well as Project Dialogue, provide lectures and programs investigating moral issues, political problems, and religious questions.

Baptist, Episcopal, Jewish, Muslim, Presbyterian, Reformed University Fellowship, Catholic, and United Methodist chaplains work with individuals and student groups. Provisions for worship are made for other student religious groups. Counseling and crisis referrals are also available.



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## Extracurricular Activities

### **Sarratt Student Center**

The Sarratt Student Center ([www.vanderbilt.edu/sarratt](http://www.vanderbilt.edu/sarratt)), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a cinema, an art gallery, art studios and darkrooms for classes and individual projects, work and office spaces for student organizations, comfortable reading and study lounges fully wired for Internet access, large and small meeting rooms, and large, open commons and courtyard areas for receptions or informal gathering. The center also houses The Pub at Overcup Oak restaurant and Stonehenge Cafe, and leads directly to Rand Dining Center, the Varsity Market, and the Vanderbilt Bookstore. The Vanderbilt Program Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Welcome Desk serves as a campus information center and is a Ticketmaster™ outlet, handling ticket sales for most of the university's and Nashville's cultural events. Sarratt Student Center is home to the Office of the Dean of Students, the Office of Greek Life, the Commodore Card Office, and Vanderbilt Student Communications (including student newspaper, radio station, and yearbook).

### **Student Life Center**

The Vanderbilt Student Life Center ([www.vanderbilt.edu/studentlifecenter](http://www.vanderbilt.edu/studentlifecenter)) is the university's new community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center.

The Student Life Center has more than 18,000 square feet of event and meeting-room space. The 9,000-square-foot Commodore Ballroom has become one of the most popular spaces to have events on campus.

The center is also home to Starbucks Coffee, the Career Center, International Student and Scholar Services, Health Professions Advisory Office, Office of Honor Scholarships and ENGAGE, Office of International Services, and Study Abroad Programs office.

### **Recreation and Sports**

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the university. All students pay a mandatory recreation fee which supports facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

Physical activity classes offered include racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Thirty-nine sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

The university recreation facilities include gymnasiums, tracks, and four softball diamonds. The four lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Student Recreation Center houses a 36 meter x 25 yard swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and fitness room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a Wellness Center. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.

For additional information, please see the Web site at [www.vanderbilt.edu/campusrecreation](http://www.vanderbilt.edu/campusrecreation).





# School of Nursing

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*Ribbon cutting,  
Godchaux Hall renovation*

SCHOOL FOR NURSING  
· F.D. 1925 ·



MARY RAGLAND GODCHAUX HALL



# School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., F.A.A.N., Dean  
LINDA NORMAN, D.S.N., R.N., F.A.A.N., Senior Associate Dean for Academics; Co-Director  
of Ph.D. in Nursing Science Program  
BONITA PILON, D.S.N., F.A.A.N., Senior Associate Dean for Faculty Practice  
ANN MINNICK, Ph.D., R.N., F.A.A.N., Senior Associate Dean for Research; Co-Director of  
Ph.D. in Nursing Science Program  
ELIZABETH WEINER, Ph.D., R.N., F.A.A.N., Senior Associate Dean for Informatics  
MINDY SCHUSTER, M.T. S., Assistant Dean for Administration  
MARILYN DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice  
SUSAN R. COOPER, M.S.N., Assistant Dean for Practice and Center for Advance Practice  
and Allied Health  
JANA L. LAUDERDALE, Ph.D., R.N., Assistant Dean for Cultural Diversity  
JAMES HARRIS, D.S.N., M.B.A., R.N., C.S., Associate Director for Patient Care, Veterans  
Administration  
PATRICIA PEERMAN, M.S., R.N.C., Director of Enrollment Management  
GERALD MURLEY, M.Ed., Director of Instructional Technology  
CRAIG CARMICHAEL, M.B.A., C.P.A., Director of Finance, Academic, and Research  
Enterprise  
SARAH RAMSEY, M.Ed., Director of Student Affairs  
KRISTIE SMITH, M.Ed., Director of Financial Aid Services

## Center for Research Development and Scholarship

ANN MINNICK, Ph.D., R.N., F.A.A.N., Director  
NANCY WELLS, D.N.Sc., R.N., Assistant Director; Director of Nursing Research at the  
Vanderbilt University Medical Center

## Faculty Council

RANDOLPH F. R. RASCH (6 months), VAUGHN SINCLAIR (6 months); Chairs  
THOMAS COOK, Parliamentarian  
SHARON JONES, Secretary  
CATHY REISENBERG, Senior Faculty Senator  
MARIA OVERSTREET, Junior Faculty Senator  
ROBERTA BRADLEY  
THOMAS CHRISTENBERY  
CHARLOTTE COVINGTON  
MARY JO GILMER  
GINNY MOORE

## Standing Committees

Charges of committees are summarized. For more detailed descriptions of committee charges, see School of Nursing Bylaws, Article V. Committee members for 2006/2007 serve until September of 2007. Chairs-elect and ex-officio members for 2007/2008 who are known at this time are listed below. Committee members, however, will not be chosen until September, after the printing of this catalog.

### **Curriculum**

The Curriculum Committee is responsible for reviewing and evaluating the curriculum.

Roberta Bradley, Chair. Jennifer Willbeck, Chair-elect. *Ex officio*: Linda D. Norman, Elizabeth Weiner, Randolph F. R. Rasch.

### **Faculty Recruitment and Appointment**

The Faculty Recruitment and Appointment Committee is responsible for recruiting and appointing new faculty members.

Charlotte Covington, Chair. Carol Etherington, Chair-elect. *Ex officio*: Ann Minnick, Colleen Conway-Welch, Linda D. Norman, Bonnie Pilon, Elizabeth Weiner, Randolph F. R. Rasch.

### **Informatics**

The Informatics Committee addresses informatics concerns that jointly affect faculty members, students, and staff members and maintains an ongoing process of developing and adapting information technology strategies.

Cathy Reisenberg, Chair. Travis Dunlap, Chair-elect.

### **Nominating**

The Nominating Committee is responsible for preparing a slate of consenting candidates for chair-elect, secretary, parliamentarian, senator, vacant positions on the Faculty Council, and elected committees.

Sarah Fogel, Chair.

### **Non-Tenure Track Promotion Committee**

This committee is responsible for receiving and reviewing dossiers of persons to be promoted to assistant, associate, and full professor of the practice and makes recommendations to the Dean.

Mary Jo Gilmer, Chair. James Pace, Chair-elect.

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### **Nursing Student Conduct Council**

The Nursing Student Conduct Council addresses issues or concerns of serious misconduct of a non-academic nature on the part of VUSN students and imposes appropriate sanctions.

Sarah Ramsey, Sandra S. Seidel.

### **School Life**

The School Life Committee addresses concerns and issues that affect the quality of school life of faculty, students, and staff; promotes formal and informal programs to enhance the quality of school life; and assists in orientation of international members.

Ginny Moore, Chair. Jennifer Kim, Chair-elect. *Ex officio*: Patricia A. Peerman, Sarah Ramsey, Mindy Schuster, Randolph F. R. Rasch.

### **Student Admissions and Academic Affairs**

The Student Admissions and Academic Affairs Committee is responsible for reviewing and acting upon applications for admission to the School of Nursing; selecting traineeship, honor scholarship, and other appropriate scholarship recipients; reviewing student progress and considering and acting on student petitions for waiver of policy; and recommending to the Faculty Assembly conferral of degrees designating appropriate honors.

Thomas Christenbery, Chair. Michelle Salisbury, Chair-elect. Terri Donaldson, Past Chair.  
*Ex officio*: Carolyn Bess, Linda Norman, Patricia Peerman, Randolph F. R. Rasch, Judy Sweeney.

### **Tenure**

The Tenure Committee is responsible for receiving and reviewing dossiers of persons to be promoted to associate professor or to be appointed to a rank holding tenure and makes recommendations to the Dean.

Kenneth Wallston, Chair. Peter Buerhaus, Colleen Conway-Welch, Lynda L. LaMontagne, Larry E. Lancaster, Ann Minnick.





# School of Nursing Faculty Practice Network

Vanderbilt School of Nursing has engaged in organized faculty practice for more than fifteen years. The Vine Hill Community Clinic, established in 1991, serves as the cornerstone of the independent, nurse-managed practices. Clinic operations are comprehensive, functioning similarly—with regard to clinical services, infrastructure, and accountability—to physician practices at Vanderbilt Medical Center. TennCare managed care organizations (MCOs) currently assign their enrollees to the clinic where F.N.P.s and A.N.P.s function as primary care providers (PCPs). In addition, the mental health MCO for TennCare contracts for services with clinic mental health providers. As of December 2006, Vine Hill faculty providers were responsible for 11,000 patients under TennCare. In addition, approximately 1,000 commercial and Medicare patients have elected to seek care from nurse faculty providers. Many are members of the Vanderbilt faculty and staff and their dependents.

The central (and largest) nurse managed care clinic in the Vanderbilt Nurse Faculty Practice Network, Vine Hill Community Clinic, was established in Vine Hill Towers (one of the seven Housing and Urban Development public housing project high rises) with a grant from the W. K. Kellogg Foundation. Residents and surrounding neighborhoods in this medically under-served area have used the clinic to access primary health care, as well as mental health services and prenatal care. The location of the clinic in the community has decreased transportation barriers to care for residents and given them readily available, open access to their primary care providers, produced a rich training site for nurse practitioner graduate students, and served as the centerpiece for community health nursing student fieldwork during the pre-specialty year (B.S.N. equivalent curriculum).

Vanderbilt School of Nursing has a history of providing preventive and primary care, health education, health promotion, and chronic care management to elementary school students and their families at three sites. The initial clinic at Fall Hamilton Elementary was set up in 1995/96. The second clinic at Stratton Elementary was established in 1997, and the third clinic at Park Avenue Elementary opened in 2001. These schools serve neighborhoods with high rates of poverty as evidenced by the number of students qualifying for free and reduced lunch, averaging 90 percent of a total of 1,600 students. School health programs offer a practical and efficient way to positively affect the health of children and families. Schools are the center of the social structure for the student and a significant source of interaction for parents. Through contact with one child, the

school health provider is positioned to influence the health behaviors of the entire family.

The Vanderbilt Midwifery Practice provides women's health and prenatal services for patients at the West End Women's Health Center and at the Vine Hill Community Clinic. They have delivery privileges at V.U. Medical Center, where they deliver approximately 700 babies each year. The faculty midwifery practice is a critical component of the academic program at Vanderbilt, insuring clinical placements during three of four semesters and student access to culturally and economically diverse populations.

The Vanderbilt Faculty Practice Network offers primary care service delivery on site at the Domestic Violence Shelter for Davidson County and in Williamson County. The Shelter is owned and operated by the YWCA, housing fifty-six women and children. Some of the families reside there for up to one year. In addition to providing a safe living environment, the YWCA enrolls these women in various programs to enable them to successfully manage their lives when they move from the Shelter.

The most-recent additions to the network of nurse-managed centers are primary-care centers within the workplace. VUSN currently operates twelve such centers, each staffed with one F.N.P. who provides primary health care and health promotion to the employees and their dependents. Three of the sites are light manufacturing plants, one serves all municipal employees in a single county, one is a county school board serving all school employees, and one is a senior continuing care community. The total number of employees/dependent populations managed across sites exceeds 12,000.



# Nursing Education at Vanderbilt

**V**ANDERBILT University School of Nursing has a national reputation for excellence in nursing education and attracts students from across the nation and from several foreign countries.

The School of Nursing was founded in 1909 as the Training School for Nurses of Vanderbilt University Hospital, with a three-year program leading to eligibility for nurse licensure. Under University administration since 1930, the Nursing School became a part of Vanderbilt University Medical Center in 1985. This relationship allows greater opportunity for nursing faculty and students to interact with nursing staff, medical faculty, and medical students in the areas of teaching, research, and practice.

The School of Nursing and Vanderbilt University Medical Center Nursing Services have developed a collaborative, interactive model of nursing practice, education, and research, focusing on quality patient care delivery. This collaborative model accommodates a rapidly and continually changing practice environment. Elements of the model are designed to foster innovation and interdisciplinary activity in an environment that promotes health and job satisfaction.

*Accreditation.* The school is approved by the Tennessee Board of Nursing. Vanderbilt School of Nursing was a charter member of the Association of Collegiate Schools of Nursing, which later was incorporated into the National League for Nursing (NLN). The M.S.N. program is accredited by the National League for Nursing Accreditation Commission (NLNAC), 61 Broadway, New York, New York 10006; (212) 363-5555, Ext. 153. The Nurse-Midwifery Program is accredited by the American College of Nurse-Midwives Division of Accreditation (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1800; fax: 240-485-1818; e-mail: [info@acnm.org](mailto:info@acnm.org); Web: [www.midwife.org](http://www.midwife.org)). The U.S. Department of Education is located at 400 Maryland Avenue, SW, Washington, DC 20202-0498; phone 800-USA-LEARN (800-872-5327).

## **Philosophy of the School**

The School of Nursing is committed to freedom of inquiry into the natural, social, and human orders of existence, and to stating the conclusions of that inquiry. The School of Nursing fosters excellence in both scholarship and service; a liberal education must concern the whole person. The curriculum requires both liberal arts and professional courses.

The central concepts of our profession are person, environment, health, and nursing. These four concepts interact and serve as the basis for the practice of nursing.

Each person is unique, with intrinsic worth and dignity. Human beings are whole persons, with interacting and interdependent physical structures, minds, and spirits.

The environment consists of all conditions, circumstances, and influences that exist outside one's social system's boundary. An intimate relationship exists between the constantly changing environment and the person. The environment in which we live determines, to a degree, lifestyle and state of health. Development of the individual occurs throughout life within a pluralistic and culturally diverse society.

Health is a dynamic state of being in which the developmental and behavioral potential of an individual is realized to the fullest extent possible. Individuals have the right to pursue that level of health perceived by them to be optimal, taking into account their social and cultural definition of health. The level of health that individuals can attain is directly influenced by the level of health of the families and communities of which they are a part.

Nursing is a professional discipline that seeks to understand phenomena and predict circumstances that affect the health of individuals, families, groups, and communities. The discipline of nursing encompasses science, ethics, politics, and the heritage of nursing. The central focus of the discipline is the diagnosis and treatment of individuals, families, and groups as they respond to actual or potential health problems. The practice of nursing is an art and a science, used to help individuals improve their health potential.

The profession of nursing builds on a liberal education, and a university provides the best possible environment for this kind of education. A liberal education includes fine arts and humanities as well as social, biological, and physical sciences. The synthesis of knowledge from these disciplines, as well as from nursing, will enhance the ability of nurses to understand self, relationships with others, the nature of communities, other cultures, the physical world, current issues, and human values.

The study of diverse disciplines contributes to the ability to think analytically, reason logically, and communicate effectively. Students are expected to continue growing in intellectual and communication skills, using their liberal education to deepen their understanding of nursing and health. University-wide interdisciplinary activities are actively sought for the intellectual exchange and stimulation they provide.

The purpose of graduate education in nursing is to prepare students for advanced practice roles including nurse midwife, nurse practitioner, clinical nurse specialist, clinical nurse leader, nurse informaticist, and nurse manager. At the master's level, graduate study provides the opportunity for in-depth theoretical knowledge which is the basis for advanced clinical practice. Students acquire research skills and a deeper knowledge of their nursing specialty.

Graduate education provides students the knowledge and skills for planning and initiating change in a health care system. For potential members of interdisciplinary health care management teams, the focus is on advanced patient care skills that will provide leadership and will influence nursing organizations within a variety of health care settings. It is

acknowledged that preparation for the nurse educator role requires education beyond the master's degree.

The first-professional degree in nursing at Vanderbilt is specialty-related and offered on the graduate level. The increase in knowledge and scope of nursing responsibilities, as well as changes in roles, functions, and practice settings, require a post-baccalaureate nursing education that is built on a rich undergraduate liberal education base and a baccalaureate in nursing or its equivalent.

The nursing program leading to the M.S.N. at Vanderbilt constitutes an arena for excellence in nursing practice, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society. The program is based on a variety of cognitive styles, life experiences, and professional backgrounds, and its flexibility allows all students to achieve the same goals through different options.

### **Code for Nurses**

The school adheres to the American Nurses Association's Code for Nurses. The Code for Nurses is based on belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

### **Organizing Framework**

Course sequencing in the M.S.N. program with multiple entry options is designed to move students from (a) basic to advanced knowledge and skill levels, (b) simple to more complex practice situations, and (c) generalist to specialist role preparation. Course objectives include content in the three learning domains: cognitive, affective, and psychomotor, appropriately progressed in each taxonomy.

The curriculum design has three components: prerequisite liberal education requirements, generalist (pre-specialty) nursing courses, and specialist nursing courses. The prerequisite liberal education requirements assist the student in acquiring basic knowledge and understanding of human beings, culture, environment, and health through the study of the arts, humanities, and social, biological, and physical sciences. This basic knowledge is applied to the study of nursing in the nursing components of the curriculum.

The pre-specialty component of the curriculum consists of clinical and non-clinical courses that contain nursing practice and discipline content at the generalist level. Clinical experiences focus on situations that reflect an understanding of the nursing process and the nursing paradigm in health promotion and maintenance, illness care, and rehabilitation. The theoretical basis for practice is presented in the classroom and provides the scientific knowledge base needed to diagnose and treat human responses to actual or potential health problems. Non-clinical courses focus on the discipline of nursing in the areas of ethics, economics, politics, research, legal issues, health care delivery systems, and the heritage of nursing.

The specialist component of the curriculum is divided into three segments: core courses, specialty courses, and electives. The core courses focus on theory integration into advanced practice nursing, critical analysis of theoretical and research literature in the clinical problem-solving process, and understanding the health care environment. Specialty courses focus on advanced knowledge and skills in a given specialty area to equip graduates to function in complex situations and advanced practice roles, including those of nurse midwife, nurse practitioner, clinical nurse specialist, nurse informaticist, clinical nurse leader, and nurse manager. Electives provide the opportunity to select course work that complements the students' career goals.

### **Program Goals/Outcomes**

The goals of the M.S.N. program are to prepare

- Students for advanced practice roles who have expertise and advanced knowledge in a specialty area and who can function in complex situations either independently or collaboratively with health care team members;
- Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in relation to nursing practice and nursing science;
- Disseminators of nursing knowledge and research to consumers and professionals;
- Leaders capable of determining effective strategies that stimulate change within the profession and that lead to a more effective management of the health care delivery system;
- Decision-makers who utilize advanced knowledge and consider ethical principles in serving the needs of individuals and society; and
- Students who possess the foundation for doctoral education.

All students are expected to meet the above program goals whether they enter the M.S.N. program with a B.S.N. or through the pre-specialty component. Students who enter through the pre-specialty component, however, must also meet transitional objectives upon completion of the pre-specialty nursing courses.

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**Transitional Objectives/Outcomes**

On completion of the pre-specialty component, students will be able to:

- Synthesize knowledge from nursing, the humanities, and the bio-physical and social sciences into the practice of professional nursing.
- Demonstrate skills in critical thinking, decision making, information management, and use of the nursing process with individuals, families, and groups experiencing complex health problems.
- Evaluate usefulness of and apply research findings to professional nursing practice.
- Teach and counsel individuals, families, communities, and other groups about health, illness, and health-seeking behaviors.
- Provide health care to culturally diverse populations in a variety of environments, both independently and in collaboration with other health care team members.
- Demonstrate leadership qualities in addressing professional nursing and health issues.
- Demonstrate accountability for decisions about nursing practice.
- Demonstrate awareness of the historical and current aspects of economic, political, legal, and ethical issues related to health care in society.
- Demonstrate awareness of nursing roles within the health care system.

**The Informatics Milieu**

The Vanderbilt University School of Nursing (VUSN) is supported by a strong informatics team consisting of both faculty and staff. VUSN is known for technology and informatics solutions that set it apart from other schools of nursing. Innovations range from state-of-the-art PDA use to the delivery of classes via the Web, CD-ROM, or MP3 (iPod) format. Products range from award-winning posters to online surveys and other state-of-the-art data collection instruments. Students participate in online testing and other electronic applications such as the clinical log.

Computers are used heavily by faculty and students in their learning activities. All classes are available via the campus Blackboard system OAK (Online Access to Knowledge). The VUSN physical plant recently added wireless Web access, which has been used extensively by those students who bring their portable computers with them on site. Orientation activities include the configuration of the computers and PDAs so that students can connect to VUSN and VUMC resources. Network connections are password protected and authenticated for use. As a result, students and faculty have full access to all university electronic resources, including the innovative Es-kind Biomedical Library. The extensive digital library of electronic journals, books, databases, and other resources is particularly important for the distance-learning programs, which rely on a blended-learning approach requiring only a few face-to-face meetings of students and faculty each semester.

Electronic delivery of lectures is video-streamed live and/or captured in digitized video format onto CDs that are mailed within 23 hours of the live class.

The skills lab facility includes both basic and advanced equipment and is considered to be a satellite facility for the larger Medical Center Simulated Lab Facility. In order to communicate with our off-site clinical preceptors, many of our faculty participate in video conferencing that includes the student, the preceptor, and a clinical faculty member.

The Frist Nursing Informatics Center (second floor, Frist Hall) was dedicated in 2005 and houses all the informatics faculty and staff. The informatics support team (fifteen positions) consists of administrators, programmers, networking specialists, graphic designers, videographers, and multimedia developers. A twenty-five-unit microcomputer laboratory is provided, along with a ten-unit testing laboratory. Applications are supported via ten different file servers that are housed in a temperature controlled and networked server room. Besides providing the day-to-day support for VUSN faculty and students, the informatics specialty in nursing is also offered. All of these facets combine to make VUSN a progressive informatics experience for students, faculty, and staff.





# The Academic Program



## The Pre-Specialty Component

Webster’s dictionary defines a bridge as a structure built over an obstacle or a river, etc., to provide a way across. At Vanderbilt University School of Nursing, our pre-specialty component is a sequence of generalist nursing courses bridging to a three semester sequence of specialty nursing courses for the Master of Science in Nursing degree (M.S.N.) for Associate Degree in Nursing (A.D.N.) and diploma nurses and non-nurses with and without college degrees. Entry requires 78 hours of undergraduate course work or a college degree.

General Education Courses. 78 semester hours, all of which the applicant must have completed before entering the program. (Details of the 78 prerequisite hours are listed under Admission to the M.S.N. Program via the pre-specialty component.

Pre-Specialty Nursing Courses. 42 hours.

R.N. Pre-Specialty Nursing Courses. 26 hours.

## Pre-Specialty Curriculum Overview

The pre-specialty component consists of 42 hours of generalist nursing courses. (Registered Nurse pre-specialty curriculum consists of 26 hours.) Students entering without a prior degree in nursing complete the pre-specialty courses in three semesters (or a calendar year) of full-time study. Associate degree and hospital diploma registered nurses complete the pre-specialty courses in two semesters of full-time study.

### Sample Pre-Specialty Curriculum for Non-Registered Nurse Students

FALL SEMESTER I		HOURS
<b>N215</b>	Foundations of Professional Nursing I	2
<b>N225</b>	Population-Based Health Care	2
<b>N235</b>	Human Experience of Health and Illness across the Lifespan I	4
<b>N245</b>	Fundamentals of Clinical Practice	5
<b>N255</b>	Basic Pharmacology	<u>2</u>
		<b>15</b>
SPRING SEMESTER II		HOURS
<b>N216</b>	Professional Nursing Seminar	1
<b>N226</b>	Health Care Systems: Micro Issues	2
<b>N236</b>	Human Experience of Health and Illness across the Lifespan II	5
<b>N246</b>	Integration of Theoretical and Clinical Aspects of Nursing I	4
<b>N256</b>	Strategies for Improving Self-Care	<u>2</u>
		<b>14</b>

SUMMER SEMESTER III		HOURS
<b>N217</b>	Foundations of Professional Nursing II	3
<b>N227</b>	Health Care Systems: Macro Issues	2
<b>N237</b>	Human Experience of Health and Illness across the Lifespan III	4
<b>N247a</b>	Integration of Theoretical and Clinical Aspects of Nursing II	2
<b>N247b</b>	Integration of Theoretical and Clinical Aspects of Nursing III	<u>2</u>
		<b>13</b>

### Sample Pre-Specialty Curriculum for Registered Nurse Students

FALL SEMESTER I		
<b>N218</b>	Conceptual Basis for Nursing Practice	3
<b>N225</b>	Population-Based Health Care	2
<b>N237</b>	Human Experience of Health and Illness across the Lifespan III	4
<b>N248</b>	Basic Health Assessment	3
<b>N256</b>	Strategies for Improving Self-Care	<u>2</u>
		<b>14</b>

SPRING SEMESTER II		
<b>N217</b>	Foundations of Professional Nursing II	3
<b>N219</b>	Nursing Practice Seminar	2
<b>N226</b>	Health Care Systems: Micro Issues	2
<b>N227</b>	Health Care Systems: Macro Issues	2
<b>N249</b>	Integration of Theoretical and Clinical Aspects of Nursing	<u>3</u>
		<b>12</b>

### SUMMER SEMESTER III

Leave of Absence

Classes for the R.N. pre-specialty students are scheduled in a concentrated format of three to four sessions per semester, consisting of four days of classes during each session, to facilitate the student's work schedule. On-line conferencing is required between sessions to keep the student in contact with the faculty. Students must have proficient computer skills and Internet access.

After successful completion of the pre-specialty component, students will enter directly into the specialty master's component. The specialty component in most specialties can be completed in three semesters (one calendar year) of full-time study and follows the same curriculum plan as the direct entry M.S.N. program—39 hours of credit, including core and specialty courses. Please refer to the Specialist Nursing Curriculum for sample curriculum plans in the various specialties.

### Pre-Specialty and Specialty: Part-Time Studies

Part-time students should meet with their faculty advisers regularly to update their program of studies. Part-time pre-specialty-level students have five years from first enrollment to complete all M.S.N. degree requirements.

Part-time students who enter with a B.S.N. degree have three years from first enrollment to complete all M.S.N. degree requirements.

Students must check the schedule, however, for availability of courses each semester.

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## Specialist Nursing Curriculum Overview

The specialist nursing curriculum consists of 39 or 40 hours in all specialties except Nurse-Midwifery (53 hours), Nurse-Midwifery/Family Nurse Practitioner (70 hours), Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus (65 hours), and Women's Health/Adult Nurse Practitioner (47 hours).

### **Core Courses (10 semester hours)**

These courses encompass content that is essential for all master's degree students and allow students across specialties to share experiences.

The scientific inquiry nursing course sequence (Nursing 300, 301, and 302) provides a basis for theory integration into Advanced Practice Nursing and critical analysis of theoretical and research literature in the clinical problem-solving process.

The Health Care Delivery Systems and Transitions to Advanced Practice role courses (Nursing 303 and 304) provide the foundation for understanding the health care environment and the advanced practice nurse's role in health care.

Further application occurs in the specialty offerings subsequent to the foundation course.

### **Specialty Courses (25 semester hours *minimum*)**

This portion of the master's program consists of didactic and practicum courses in a selected specialty. The didactic courses cover advanced nursing content; the practicum courses place the student in the advanced practice role of nurse midwife, nurse practitioner, clinical nurse specialist, clinical nurse leader, nurse informaticist, or nurse manager. For detailed information about specialty courses, see the section on Specialist Curriculum and the appropriate course descriptions.

### **Electives (0–6 semester hours)**

Students select electives of interest, with the approval of their adviser, based on their professional goals. Options include courses related to the clinical specialty. Courses available in the School of Nursing, the School of Medicine, the Divinity School, Owen Graduate School of Management, Peabody College, and the Graduate School allow nursing students to interact with other professional and graduate students. Some specialty programs of study may not require electives. Students may choose to take electives above the required 39 credit hours.

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## Specialist Nursing Curriculum

### Specialty Courses

#### *Acute Care Nurse Practitioner*

##### **Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305b** Advanced Health Assessment Applications for Acute Care Nurse Practitioners (1 credit hour)  
**N305f** Advanced Health Assessment and Clinical Reasoning for the Acute Care Nurse Practitioner (3 credit hours)  
**N306a** Advanced Physiological and Pathophysiologic Foundations of Acute Care (4 credit hours)  
**N307c** Advanced Pharmacotherapeutics for Acute Care Nurse Practitioners (3 credit hours)  
**N340a** Pathophysiology and Collaborative Management in Acute Care I (3 credit hours)

##### **Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N340b** Pathophysiology and Collaborative Management in Acute Care II (3 credit hours)  
**N342a** Acute Care Nurse Practitioner Practicum (4 credit hours)  
Elective (2 credit hours)

##### **Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N340c** Pathophysiology and Collaborative Management in Acute Care III (2 credit hours)  
**N343** Acute Care Nurse Practitioner Preceptorship (4 credit hours)

#### *Adult Nurse Practitioner/Cardiovascular Disease Prevention and Management*

##### **Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Adult Nurse Practitioner (1 credit hour)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N363b** Practicum in Primary Health Care of the Adult for the ANP (3 credit hours)  
**N322a** Principles of Cardiovascular Health I (2 credit hours)  
**N323** Practicum in Cardiovascular Health (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N322b** Principles of Cardiovascular Health II (2 credit hours)  
**N365** Adult Nurse Practitioner Preceptorship (4 credit hours)  
Elective (1 credit hour)

*Adult Nurse Practitioner/Forensic Nursing***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Adult Nurse Practitioner (1 credit hour)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N363b** Practicum in Primary Health Care of the Adult for the Adult Nurse Practitioner (3 credit hours)  
**N366a** Fundamentals of Forensic Nursing (2 credit hours)  
**N367** Practicum in Forensic Health (3 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N365** Adult Nurse Practitioner Preceptorship (4 credit hours)  
**N366b** Concepts and Issues in Forensic Nursing (2 credit hours)  
Elective (1 credit hour)

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*Adult Nurse Practitioner/Gerontological Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Adult Nurse Practitioner (1 credit hour)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N363b** Practicum in Primary Health Care of the Adult for the ANP (3 credit hours)  
**N320a** Principles of Older Adult Health I: Health Care Management of the Aged (2 credit hours)  
**N321** Practicum in Older Adult Health (3 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N320b** Principles of Older Adult Health II (2 credit hours)  
**N365** Adult Nurse Practitioner Preceptorship (4 credit hours)  
Elective (1 credit hour)

*Adult Nurse Practitioner/Palliative Care***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Adult Nurse Practitioner (1 credit hour)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)

- N325a** Palliative Care I: Advanced Illness and Palliative Care (2 credit hours)  
**N325c** Practicum in Palliative Care (3 credit hours)  
**N363b** Practicum in Primary Health Care of the Adult for the ANP (3 credit hours)

### Summer III

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N325b** Palliative Care II: Multidisciplinary Aspects of Loss, Grief, Death, and Bereavement (2 credit hours)  
**N365** Adult Nurse Practitioner Preceptorship (4 credit hours)  
 Elective (1 credit hour)

### *Clinical Management (Pediatric Acute Care Focus)*

#### Fall I

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N305d** Advanced Health Assessment in Family-Centered Pediatric Practice (2 credit hours)  
**N305e** Advanced Health Assessment Applications for the Pediatric Nurse Practitioner (1 credit hour)  
**N306a** Advanced Physiologic and Pathophysiologic Foundations of Acute Care (4 credit hours)

#### Spring II

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N304c** Teaching/Learning Methodology and Strategies (1 credit hour)  
**N307e** Advanced Pharmacotherapeutics in Pediatrics (3 credit hours)  
**N347c** Pathophysiology and Collaborative Management in Pediatrics for Clinical Management I (3 credit hours)  
**N374** Population Care Management (3 credit hours)  
**N376** Clinical Program Development and Evaluation (2 credit hours)

#### Summer III

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hours)  
**N347d** Pathophysiology and Collaborative Management in Pediatrics for Clinical Management I (3 credit hours)  
**N373** Strategies for Administrative/Clinical Decision Making (2 credit hours)  
**N377a** Expert Clinical Care Preceptorship for the Clinical Nurse Specialists (5 credit hours)  
 OR  
**N377b** Expert Clinical Care Preceptorship for the Clinical Nurse Leaders (5 credit hours)

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### *Clinical Management (Medical/Surgical Focus)*

**Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N306a** Advanced Physiologic and Pathophysiologic Foundations of Acute Care (4 credit hours)  
**N307c** Advanced Pharmacotherapeutics for Acute Care Nurse Practitioners (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N304c** Teaching/Learning Methodology and Strategies (1 credit hour)  
**N305b** Advanced Health Assessment and Applications for the Acute Care Nurse Practitioner (1 credit hour)  
**N347a** Pathophysiology and Collaborative Management in Acute Care for Clinical Management II (3 credit hours)  
**N374** Population Care Management (3 credit hours)  
**N376** Clinical Program Development and Evaluation (2 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hours)  
**N347d** Pathophysiology and Collaborative Management in Acute Care for Clinical Management II (3 credit hours)  
**N373** Strategies for Administrative/Clinical Decision Making (2 credit hours)  
**N377a** Expert Clinical Care Preceptorship for the Clinical Nurse Specialists (5 credit hours)  
*Or*  
**N377b** Expert Clinical Care Preceptorship for the Clinical Nurse Leaders (5 credit hours)

### *Clinical Research Management*

The Clinical Research Management Master of Science in Nursing degree program is 39 credit hours. Students will take two or three courses per semester for a total of 6 credits. During the last semester, two additional courses are added for a total of 9 credit hours.

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice3 Role (1 credit hour)  
**N307** Advanced Pharmacotherapeutics (2 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N373** Strategies for Administrative & Clinical Decision Making (3 credit hours)  
**N380** Organizational Dynamics (3 credit hours)



- N381w** Project Management (3 credit hours)
- N381z** Informatics and Clinical Research Management (2 credit hours)
- N385b** Healthcare Financial Management (2 credit hours)
- N391a** Clinical Research Management I: Foundations of Clinical Research Management (3 credit hours)
- N391b** Clinical Research Management II: Clinical Trial Management and Administration (3 credit hours)
- N391c** Clinical Research Management Practicum I (2 credit hours)
- N391d** Clinical Research Management Practicum II (3 credit hours)

### *Family Nurse Practitioner*

#### **Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)
- N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- N305b** Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)
- N308** Pathophysiologic Concepts (3 credit hours)
- N309b** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)
- N361a** Family Nurse Practitioner Issues in Primary Care (2 credit hours)
- N361b** Health Promotion Across the Lifespan (2 credit hours)

#### **Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)
- N307** Advanced Pharmacotherapeutics (3 credit hours)
- N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
- N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
- N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
- N362** Practicum in Primary Health Care of the Child and Adolescent (2 credit hours)

#### **Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)
- N303** Health Care Delivery Systems (2 credit hours)
- N304** Transitions to the Advanced Practice Role (1 credit hour)
- N363a** Practicum in the Primary Health Care of the Adult for the FNP (3 credit hours)
- N364** Family Nurse Practitioner Preceptorship (4 credit hours)

### *Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus*

#### **Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)
- N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- N305b** Advanced Health Assessment Applications for the Family Nurse Practitioner/Acute Care Nurse Practitioner (1 credit hour)

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- N308** Pathophysiologic Concepts (3 credit hours)  
**N309b** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**N361a** Family Nurse Practitioner Issues in Primary Care (2 credit hours)  
**N361b** Health Promotion Across the Lifespan (2 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent  
(1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N362** Practicum in Primary Health Care of the Child and Adolescent (2 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and  
Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N363c** Practicum in the Primary Health Care of the Adult (3 credit hours)  
**N364a** Family Nurse Practitioner Preceptorship (3 credit hours)  
**N396f** Special Topics: Concepts in Emergency Nursing (2 credit hours)

**Fall IV**

- N306a** Advanced Physiologic and Pathophysiologic Foundations in Acute Care  
(4 credit hours)  
**N307c** Advanced Pharmacotherapeutics for Acute Care Nurse Practitioner  
(3 credit hours)  
**N340a** Pathophysiology and Collaborative Management in Acute Care (3 credit hours)  
**N342b** Acute Care Practitioner Practicum (2 credit hours)

**Spring V**

- N340b** Pathophysiology and Collaborative Management in Acute Care II  
(3 credit hours)  
**N340c** Pathophysiology and Collaborative Management in Acute Care III  
(2 credit hours)  
**N343** Acute Care Nurse Practitioner Preceptorship (4 credit hours)  
**N397** Practicum in Emergency Care (2 credit hours)

*Health Systems Management*

The Health Systems Management Master of Science in Nursing degree program is 39 credit hours, or 15 courses. Students will take two to four courses per semester, and each course will be four to seven weeks in length. The program can be completed in two years of part-time study. Students can begin the program any semester.

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
4 weeks in length
- N301** Research Methods for Advanced Nursing Practice (3 credit hours)
- N303** Health Care Delivery Systems (2 credit hours) 4 weeks in length
- N376** Program Development and Evaluation (3 credit hours)
- N380** Organizational Dynamics (3 credit hours)
- N381a** Introduction to Health Informatics (3 credit hours)
- N382** Leadership (3 credit hours)
- N383** Continuous Quality Improvement and Outcomes Measures (2 credit hours)  
4 weeks in length
- N385a** Health Care Financial Management (3 credit hours)
- N388** Management Strategies for Health Care Systems (3 credit hours)
- N389** Health Care Management of Populations (3 credit hours)

Beginning in summer 2007, the following courses are offered each semester and are open to students who are in their last semester.

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application  
(2 credit hours)
- N304** Transitions to the Advanced Practice Role (1 credit hour)
- N386** Management Practicum I (3 credit hours)
- N387** Management Practicum II (3 credit hours)

*M.S.N./M.B.A. Dual Degree Program: School of Nursing and Owen Graduate School of Management***Fall I**

- Nur 300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)
- Mgt 311** Introduction to Accounting (4 credit hours)
- Mgt 322** Managerial Economics (2 credit hours)
- Mgt 331** Managerial Finance (2 credit hours)
- Mgt 342** Leading Teams and Organizations (2 credit hours)
- Mgt 351** Leadership Communications (2 credit hours)
- Mgt 354** Managing Your Career (1 credit hour)
- Mgt 361** Marketing Management (2 credit hours)
- Mgt 371** Operations Management (2 credit hours)
- Mgt 381** Managerial Statistics (2 credit hours)

**Spring II**

- Nur 301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**Nur 383** Continuous Quality Improvement and Outcomes Measures (2 credit hours)  
**Mgt 321** Business in the World Economy (2 credit hours)  
**Mgt 355** Strategic Management (2 credit hours)  
**Mgt 356** Leadership in Practice Seminar (1 credit hour)  
**Mgt 357** Project Planning (1 credit hour)  
**Mgt 358** Integrated Project (2 credit hours)

**Summer III**

- Nur 302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**Nur 303** Health Care Delivery Systems (2 credit hours)  
**Nur 386** Management Practicum I (3 credit hours)  
**Nur 389** Health Care Management of Populations (3 credit hours)

**Fall IV**

- Nur 381a** Introduction to Health Informatics (3 credit hours)  
Management Concentration Requirements & Electives (12 credit hours)

**Spring V**

- Nur 387** Management Practicum II (3 credit hours)  
Management Concentration Requirements & Electives (12 credit hours)

*Neonatal Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305c** Advanced Neonatal Health Assessment (3 credit hours)  
**N306c** Developmental/Neonatal Physiology (3 credit hours)  
**N316** Theoretical Foundations of Neonatal Care (2 credit hours)  
**N317a** Neonatal Pathophysiology and Management I (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307d** Advanced Neonatal Pharmacotherapeutics (3 credit hours)  
**N315** Essential Components of Neonatal Intensive Care Nursing and Introduction to Advanced Practice Neonatal Nursing Skills (3 credit hours)  
**N317b** Neonatal Pathophysiology and Management II (3 credit hours)  
**N318** Neonatal Practicum (3 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit)  
**N319** Neonatal Preceptorship (6 credit hours)

*M.S.N. Program for B.S.N. Certificate-Prepared Neonatal Nurse Practitioners***Fall I—7 credits mandatory; 6 credits by exam**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)
- N306c** Developmental/Neonatal Physiology (3 credit hours)
- N316** Theoretical Foundations of Neonatal Care (2 credit hours)
- N305c** Neonatal Health Assessment (3 credit hours) – Credit by exam (written and demonstration)
- N317a** Neonatal Pathophysiology and Management I (3 credit hours)—Credit by written exam

**Spring II—6 credits mandatory; 9 credits by exam**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)
- N307d** Advanced Neonatal Pharmacotherapeutics (3 credit hours)
- N315** Essential Components of Neonatal Intensive Care Nursing (3 credit hours)—Credit by validation (completion of procedure checklist)
- N317b** Neonatal Pathophysiology and Management II (3 credit hours) – credit by written exam
- N318** Neonatal Practicum (3 credit hours) – Credit by validation (completion of detailed checklist)

**Summer III—7 credits mandatory; 4 credits by exam**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)
- N303** Health Care Delivery Systems (2 credit hours)
- N304** Transitions to the Advanced Practice Role (1 credit hour)
- N319** Neonatal Preceptorship (6 credit hours)—4 credits by validation (completion of detailed checklist) and 2 credits by integration using case studies

*Nurse-Midwifery***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)
- N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- N305b** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
- N306b** Reproductive Anatomy and Physiology (2 credit hours)
- N308** Pathophysiologic Concepts (3 credit hours)
- N327a** Women's Health for Advanced Practice Nursing I (3 credit hours)
- N333** The Evolution of Midwifery in America (2 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)
- N307** Advanced Pharmacotherapeutics (3 credit hours)
- N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
- N330** Antepartal Care for Nurse-Midwifery (3 credit hours)
- N331** Nurse-Midwifery Practicum I (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N334** Skills for Nurse-Midwifery (1 credit hour)  
**N335** Practicum in Intrapartum/Postpartum Nurse-Midwifery Care (3 credit hours)  
**N336** Intrapartum/Postpartum Nurse-Midwifery Care (4 credit hours)  
**N337** Practicum in Neonatal Nurse-Midwifery Care (1 credit hour)  
**N338** Neonatal Nurse-Midwifery Care (1 credit hour)

**Fall IV**

- N304b** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)  
**N339** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

*Nurse-Midwifery/Family Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)  
**N306b** Reproductive Anatomy and Physiology (2 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N327a** Women's Health for Advanced Practice Nursing I (3 credit hours)  
**N333** The Evolution of Midwifery in America (2 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**N330** Antepartal Care for Nurse-Midwifery (3 credit hours)  
**N331** Nurse-Midwifery Practicum I (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Applications (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N334** Skills for Nurse-Midwifery (1 credit hour)  
**N335** Practicum in Intrapartum/Postpartum Nurse-Midwifery Care (3 credit hours)  
**N336** Intrapartum/Postpartum Nurse-Midwifery Care (4 credit hours)  
**N337** Practicum in Neonatal Nurse-Midwifery (1 credit hour)  
**N338** Neonatal Nurse-Midwifery Care (1 credit hour)

**Fall IV**

- N304b** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)  
**N309b** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**N339** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

**Spring V**

- N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N361a** Family Nurse Practitioner Issues in Primary Care (2 credit hours)  
**N361b** Health Promotion Across the Lifespan (2 credit hours)  
**N362** Practicum in Primary Health Care of the Child and Adolescent (2 credit hours)  
**N363a** Practicum in Primary Health Care of the Adult for the FNP (3 credit hours)  
**N364** Family Nurse Practitioner Preceptorship (4 credit hours)

*Nursing Informatics***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N381a** Introduction to Health Informatics (3 credit hours)  
**N381b** Networks and Internet Applications for Health Care Professionals (2 credit hours)  
**N381c** Web Development for Health Care Applications (3 credit hours)  
**N381d** Desktop Maintenance (1 credit hour)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N381e** Database Design for Health Care Applications (2 credit hours)  
**N381f** Seminar in Nursing Informatics (1 credit hour)  
**N383** Continuous Quality Improvement and Outcomes Measurement (2 credit hours)  
OR  
Elective (if educational informatics) (2 credit hours)  
**N392a** Informatics of Clinical Practice (3 credit hours)  
OR  
**N393a** Curriculum Strategies for Health Professional Education (3 credit hours)  
**N392b** Clinical Informatics Practicum I (2 credit hours)  
OR  
**N393b** Educational Informatics Practicum I (2 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N381g** Consumer Health Care Informatics (2 credit hours)

- N392c** Informatics of Evidence-Based Practice (3 credit hours)  
OR  
**N393c** Educational Evaluation for Learning in the Health Professions (3 credit hours)  
**N392d** Clinical Informatics Practicum II (2 credit hours)  
OR  
**N393d** Educational Informatics Practicum II (2 credit hours)  
**N381w** Project Management (3 credit hours)

*Pediatric Nurse Practitioner—Primary Care Focus*

**Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305d** Advanced Health Assessment in Family-Centered Pediatric Practice (2 credit hours)  
**N305e** Advanced Health Assessment Applications for the Pediatric Nurse Practitioner (1 credit hour)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N311** Health Promotion of Behavior Development: Birth through Adolescence (2 credit hours)  
**N312a** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307e** Advanced Pharmacotherapeutics in Pediatrics (3 credit hours)  
**N312b** Advanced Practice Nursing in Pediatric Primary Care, part II (4 credit hours)  
**N314a** Practicum in Primary Health Care of Children (4 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Applications (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N313** Current Issues in the Delivery of Advanced Pediatric Care (3 credit hours)  
**N314b** Advanced Pediatric Primary Care Preceptorship (5 credit hours)

*Pediatric Nurse Practitioner—Acute Care Focus*

**Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305d** Advanced Health Assessment in Family-Centered Pediatric Practice (2 credit hours)  
**N305e** Advanced Health Assessment Applications for the Pediatric Nurse Practitioner (1 credit hour)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N311** Health Promotion of Behavior Development: Birth through Adolescence (2 credit hours)  
**N312a** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)



**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307e** Advanced Pharmacotherapeutics in Pediatrics (3 credit hours)  
**N312c** Advanced Practice Nursing in Pediatric Acute Care, part I (3 credit hours)  
**N314c** Practicum in Pediatric Acute Care (4 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Applications (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N312d** Advanced Practice Nursing in Pediatric Acute Care, part II (3 credit hours)  
**N314d** Advanced Pediatric Acute Care Preceptorship (5 credit hours)

*Psychiatric–Mental Health Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N350** Models and Theories of Psychiatric–Mental Health Nursing (2 credit hours)  
**N351** Theoretical Foundations and Practicum in Psychiatric–Mental Health Nursing Across the Lifespan (3 credit hours)  
**N352** Neurobiology and Diagnostic Systems for Psychiatric Disorders (2 credit hours)  
**N353** Psychopharmacology (2 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N305b** Advanced Health Assessment Applications for Psychiatric–Mental Health Nursing (1 credit hour)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N354** Theoretical Foundations in Psychiatric–Mental Health Nursing with Groups and Families (3 credit hours)  
**N356** Practicum in Psychiatric–Mental Health Nursing – Individuals, Groups and Families (3 credit hours)

**Summer III**

- N302** Theory, Research, and Advanced Nursing Practice: Integration and Applications (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N307a** Primary Care Pharmacotherapeutics for Psychiatric–Mental Health Nurse Practitioners (2 credit hours)  
**N357** Psychiatric Issues Within Specialty Populations (2 credit hours)  
**N358** Psychiatric–Mental Health Nurse Practitioner Preceptorship (4 credit hours)

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*Women's Health Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N327a** Women's Health for Advanced Practice Nursing I (3 credit hours)  
**N327b** Women's Health for Advanced Practice Nursing II (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N328** Practicum in Women's Health (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N326** Women's Health Issues (1 credit hour)  
**N329** Preceptorship in Women's Health (6 credit hours)

*Women's Health Nurse Practitioner/Adult Nurse Practitioner***Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**N327a** Women's Health for Advanced Practice Nursing I (3 credit hours)  
**N327b** Women's Health for Advanced Practice Nursing II (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N328** Practicum in Women's Health (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N326** Women's Health Issues (1 credit hour)  
**N329** Preceptorship in Women's Health (6 credit hours)

**Fall IV**

- N363b** Practicum in Primary Care of the Adult for the ANP (3 credit hours)  
**N365** Adult Nurse Practitioner Preceptorship (4 credit hours)

*M.S.N. Program for B.S.N. Certificate-Prepared Women's Health Nurse Practitioners Who Live at a Distance*

**Fall I**

- N300** Theoretical Foundations of Advanced Nursing Practice (2 credit hours)  
**N305a** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**N305b** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**N308** Pathophysiologic Concepts (3 credit hours)  
**N309a** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**N327a** Women's Health for Advanced Practice Nursing I (3 credit hours)  
**N327b** Women's Health for Advanced Practice Nursing II (3 credit hours)

**Spring II**

- N301** Research Methods for Advanced Nursing Practice (3 credit hours)  
**N307** Advanced Pharmacotherapeutics (3 credit hours)  
**N309c** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**N309d** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**N328** Practicum in Women's Health (3 credit hours)

**Summer III**

- N302** Theory, Research and Advanced Nursing Practice: Integration and Application (2 credit hours)  
**N303** Health Care Delivery Systems (2 credit hours)  
**N304** Transitions to the Advanced Practice Role (1 credit hour)  
**N326** Women's Health Issues (1 credit hour)  
**N329** Preceptorship in Women's Health (6 credit hours)



# The M.S.N. Degree

**T**HE Master of Science in Nursing, the first-professional degree in nursing at Vanderbilt, is specialty-related and offered at the graduate level. The increase in knowledge required of nurses and the scope of their responsibilities, as well as changes in roles, functions, and practice settings, require a post-baccalaureate nursing education built on a rich undergraduate liberal education or baccalaureate nursing degree or its equivalent.

Due to the present diversity in nursing programs, educational opportunities must be made available to facilitate progression to the M.S.N. as the first-professional degree. Vanderbilt School of Nursing offers several options for entry into a master's degree program designed to accommodate a variety of cognitive styles, life experiences, and professional backgrounds.

In addition to educating students, the M.S.N. program provides other benefits. Faculty members are engaged in the scientific investigation of nursing practice and theory, innovative nursing care, and participation in national, state, and local activities related to nursing and health care delivery. Thus, they serve as role models for students, the profession, and the public. The program constitutes an arena for excellence in nursing practice and research, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

## *Degree Requirements*

*For students entering with a B.S.N. degree, the M.S.N. degree is based on a minimum of 39 credit hours. All degree requirements must be completed within three years of first enrollment. The grade of B in each clinical course and an overall B average is required. No more than 9 hours of Pass-Fail credit may apply to the degree. No required core or specialty course may be taken Pass-Fail. No audit courses apply to the degree. Up to 6 hours may be transferred from other schools for graduate courses taken within the past five years. No credit is awarded toward the degree for courses designated as prerequisite for admission. Students must have a minimum of a 3.0 cumulative grade point average to graduate.*

*For students entering through the pre-specialty component, the M.S.N. degree is granted on the basis of 81 credit hours. (RN pre-specialty students complete 65 credit hours.) In the generalist nursing or pre-specialty component, students must earn at least a C in each course. To progress from the generalist to the specialist component, students must (a) complete 42 semester hours of the generalist nursing component with the minimum grade of C in each didactic course, (b) earn at least a B in all clinical courses,*

and (c) earn a cumulative grade average of *B*. *Students entering the pre-specialty component must complete all M.S.N. degree requirements within five years of initial enrollment.* Students must have a minimum of a 3.0 cumulative grade point average to graduate.

In addition to the ordinary course evaluations, the M.S.N. candidate may be required, at the discretion of the faculty, to take a final comprehensive examination. Such examination shall be completed no later than fourteen days before the degree is to be granted. The candidate for the degree must have satisfactorily completed the M.S.N. curriculum, have passed all prescribed examinations, and be free of indebtedness to the university.

### **Certification**

Students interested in becoming certified in a specialty should consult their program directors for details. Certification is offered through several professional nursing organizations, including the American Nurses' Association. Graduates of each specialty are eligible to sit for the certification exams specific to their specialty. Some exams require documented clinical work hours. Certification examinations from American Nursing Credentialing Center include acute care nurse practitioner, the adult nurse practitioner, family nurse practitioner, gerontological nurse practitioner, psychiatric-mental health nurse practitioner (adult and/or family), clinical nurse specialist in medical-surgical nursing, clinical nurse specialist in pediatric acute care nursing, clinical specialist in adult psychiatric and mental health nursing, clinical specialist in child and adolescent mental health nursing, pediatric nurse practitioner, and advanced nursing administration examinations. The Nursing Credentialing Center offers the women's health nurse practitioner and neonatal nurse practitioner exams. The National Certification Board of Pediatric Nurse Practitioners offers the Pediatric Nurse Practitioner and the Pediatric Acute Care Nurse Practitioner exam for which Vanderbilt graduates are eligible. The American College of Nurse-Midwives offers the Nurse-Midwifery certification exam. The American Association of Colleges of Nursing offers the Clinical Nurse Leader exam.

## Focus Area

### **Emergency and Disaster Response Management**

The Emergency and Disaster Response Management Series provides health care professionals with a greater understanding of their responsibilities and roles in preparing for and responding to catastrophic events. The series is targeted to health care providers and other professionals interested in learning how to carry out administrative health care responsibilities in disaster preparedness and response.

The Emergency and Disaster Response Management Focus Area is offered to students in all clinical advanced practice specialties as a focus area and as a postgraduate option. It may be taken in a blocked or distance learning modality. This program is available to individuals for Continuing Education Units, as an Academic Certificate Program or as an elective

Concentration in any of the advanced practice specialties. In addition, an individual course may be taken.

This focus area includes the following courses:

- N395A Concepts of Emergency Response Management (2 credit hours)
- N395B Concepts of Public Health Management of Emergencies/Disasters (2 credit hours)
- N395C Healthcare Administrative Decision Making for Emergency Responses (2 credit hours)

### **Forensic Nursing**

The Forensic Nursing Focus Area prepares advanced practice nurses to address the bio-psycho-social needs of individuals, families, communities, and society in the context of a variety of forensic situations. This program includes preparation in core concepts relevant to the emerging field of forensic nursing, and allows the student to select a forensic practicum individualized to the area of student interest. Such areas may include: forensic psychiatry, correctional health, interpersonal violence across the lifespan, populations impacted by war or disaster, sexual abuse/assault, and crime scene investigation.

Clinical experiences may occur in prisons, jails, police departments, courts, domestic violence services, emergency rooms, forensic psychiatric sites, and other settings throughout the criminal justice system.

The Forensic Nursing Focus Area is offered to students in all clinical advanced practice specialties as a focus area and as a postgraduate option. It may be taken in a blocked or distance learning modality.

At this time, the certification exam for forensic nursing is under development by the International Association of Forensic Nurses. Certifications exist for sub-specialties within the field—Sexual Assault Nurse Examiner, Legal Nurse Consultant, and Correctional Health. The certifications are offered by the International Association of Forensic Nurses, American Association of Legal Nurse Consultants, and the National Commission on Correctional Health Care, respectively.

The Forensic Nursing Focus requires completion of the following courses in addition to the standard requirements of your selected clinical advanced practice specialty.

This focus area includes the following courses:

- N366a Fundamentals of Forensic Nursing (2 credit hours)
- N366b Concepts and Issues in Forensic Nursing (2 credit hours)
- N367 Practicum in Forensic Health (3 credit hours—210 clock hours of clinical practice)

### **Palliative Care**

Palliative care is the comprehensive and compassionate care of individuals and families who are living with or dying from an incurable, progressive illness or condition. Palliative care begins with the diagnosis of

such a life-limiting condition and follows the patient and family through curative modalities, chronicity, and end-of-life care. Palliative care APNs are leaders in pain and symptom management promoting the highest quality of life for patients and their families. Palliative care nurses enter into the lives of patients when they are at their most vulnerable; the results are caregiving experiences that transcend everything traditional. The VUSN palliative care focus prepares graduates to provide holistic patient and family care, alleviate pain, manage multiple symptoms, offer spiritual care, counsel about end-of-life decisions, and plan for the care of survivors. The Palliative Care Focus Area is offered to students in all clinical advanced practice specialties as a focus area and as a postgraduate option. It may be taken in a blocked or distance learning modality.

The M.S.N. graduate with a focus in palliative care is able sit for the advanced practice certification in palliative care administered by the National Board for Certification of Hospice and Palliative Nurses (NBCHPN). For information, call 412-787-1057.

This focus area includes the following courses:

- N325a Palliative Care I: Advanced Illness and Palliative Care (2 credit hours)
- N325b Palliative Care II: Multidisciplinary Aspects of Loss, Grief, Death, and Bereavement (2 credit hours)
- N325c Practicum in Palliative Care (3 credit hours)

## *Acute Care Nurse Practitioner*

PROGRAM DIRECTOR Joan E. King

PROFESSOR Larry E. Lancaster

CLINICAL PROFESSOR R. Bruce Shack

ASSOCIATE PROFESSORS Carolyn J. Bess, Joan E. King, Judy Taylor Sweeney

RESEARCH ASSOCIATE PROFESSOR Nancy Wells

CLINICAL ASSOCIATE PROFESSOR Francis W. Gluck, Jr.

ASSISTANT PROFESSORS Thomas Christenbery, Maria L. Overstreet, Michael W. Vollman

CLINICAL ASSISTANT PROFESSORS Roxelyn G. Baumgartner, Jose J. Diaz, A. Clyde Heflin, Jr., Rob R. Hood, Lisa H. Lancaster, Debra M. Mahan, Viona S. Rice, Kenneth Wyman

INSTRUCTORS Melanie M. Allison, R. Duke Chenault, Shawanda Clay, Terri Donaldson,

John G. Garrett, Angela L. Hatchett, Andrea Honeycutt, Krista R. Kuhnert-Gainer, Mary R.

McDowell, Sally M. Miller, Jamie Pope, Tracey Taylor-Overholts, Jennifer Wilbeck

ADJOINT INSTRUCTOR Jane H. Greene

CLINICAL INSTRUCTORS Barbara D. Ahlheit, Kimberly Arnold, Barbara Brown, Martha M.

Buckner, Kathleen M. Burns, Sidney H. Bush-Foster, Diana L. Butorac, Margaret Callahan,

Catherine M. Carter, Elizabeth L. Cato, Brenda Cole, Jonathan Cole, Amy L. Cox, Kalpana

K. Deshpande, Jose Diaz, Jr., Peter A. DiCorleto, Janet G. Dunn, Gail Ford, Julie Foss,

James W. Garner, Jr., Cindy Giullian, Jane Greene, Martha E. Greer, Barbara J. Grimm, Linda

T. Howerton, Haley M. Hoy, Catherine (Marcie) Johnson, Scott Johnson, Tamela J. Jones, Earl

L. Kelly, Teresa J. Knoop, Lisa Lancaster, Scott H. Lieberman, Thomas E. Martin, Jennifer

W. McWilliams, Louise M. Mistak, Larry Pharris, Lori Ray, William Sanders, Carin Schofield,

Marcia Spear, Jane Thayer, Brenda Truman, Todd Warren, Allen B. Wilcox, Connie Yant

LECTURERS Katherine Boles, Sharon Bryant, Sheryl L. Freeman, Joshua P. Squiers, Cynthia M. Wasden



✿ THE ACUTE CARE Nurse Practitioner specialty is designed to prepare nurse practitioners to provide care for chronically ill, acutely ill, and critically ill patients. Students receive didactic content about diseases across the illness trajectory, thus enabling students to learn about the chronic nature of many illnesses in addition to the acute episodic problems and critical care aspects of these same illnesses. Special options are available in trauma, oncology, nephrology, cardiology, cardiac surgery, orthopaedics, emergency medicine, diabetes, pulmonology, transplantation and rehabilitation, neurology, and HIV. Enrollment in these options will be limited by availability of preceptors. For RNs with at least two years of recent clinical experience, the program is offered in a distance format. Graduates are currently eligible to sit for the American Nurses Credentialing Center (ANCC) Acute Care Nurse Practitioner Certification exam.

### **Nurse Anesthesia: Special Option for ACNP Graduates**

Students who complete the Master of Science in Nursing (M.S.N.) Program within the Acute Care Nurse Practitioner (ACNP) Program at VUSN and who meet other criteria for admission to Middle Tennessee School of Anesthesia (M.T.S.A) will be eligible for an early interview and potential acceptance decision at M.T.S.A. An early interview/admission process is one that occurs before the general M.T.S.A interview/admission process that occurs in January of each year. The student will be awarded the M.S.N. degree by Vanderbilt upon successful completion of the ACNP program at VUSN, and will be awarded the Master of Science with a Focus in Nurse Anesthesia degree by M.T.S.A upon successful completion of the nurse anesthesia program at M.T.S.A. A student who completes both degrees will be expected to be trained to function in the advanced practice roles of ACNP and certified nurse anesthetist (CRNA). Students who are interested in this option need to contact M.T.S.A for further information about their admission requirements and application process. M.T.S.A contact information: Middle Tennessee School of Anesthesia, P.O. Box 6414, Madison, TN 37116; Telephone: (615) 868-6503; or e-mail Dean Mary Elizabeth DeVasher at [ikey@mtsa.edu](mailto:ikey@mtsa.edu).

## *Adult Nurse Practitioner*

PROGRAM DIRECTOR Leslie Coleman

PROFESSORS James Pace, Kenneth A. Wallston

CLINICAL PROFESSORS Alfred S. Callahan, Felicia G. Cohn, R. Bruce Shack

ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes

ASSOCIATE PROFESSOR Stephen D. Krau

CLINICAL ASSOCIATE PROFESSORS Stanley Bodner, James S. Powers

ASSISTANT PROFESSORS Leslie Coleman, Sarah Fogel, Leonard M. Hummel, Rolanda Johnson, Jennifer L. Kim, Patricia A. Peerman, Lois J. Wagner

CLINICAL ASSISTANT PROFESSORS Roxelyn Baumgartner, Michael H. Gold, Katherine E. Matas, Jane S. Pierce

INSTRUCTORS Rebecca Botts, L. Diane Brown, John Travis Dunlap, Christian R. Ketel, Mary R. McDowell

CLINICAL INSTRUCTORS Lovely Abraham, Patricia Anderson, Christie Arney, Deanne Marcie Beard, Don Berglund, Shawnya Black, Dara Botts, Amy Bowser, Stacy Brown, Matthew Bumbalough, Stephen D'Amico, Joseph D. Drawdy, Frankie Fisher, Barbara L. Forbes, Diedra L. Freeman, Carol Hawkins, James O. Jarvis, Jason R. Jean, Patricia O. Kinman, Leonard C. Lindsay, Janie Lipps, Brenda McFarlin, Stephen Miller, Nahem A. Naimey, Rhonda K. Nell, Michael B. Nelson, John C. Nwofia, Janice A. Osten, Anne A. Peterson, Connie K. Root, Robert Roy, Kelley V. Scott, Warren J. Stoffey, Phyllis Thompson, A. Lee Tucker, Jr., Holly Ann Tucker, Daniela Vavra, Sanna Wagner, Ronald J. Waldron, Jessica Weinberger, Jack H. Whitaker, Jamie G. Wiggleton, Robert M. Wilkinson, Marla L. Williams, Johnnie O. Wyatt

LECTURERS Anne Brown, Sharon A. Jones, Lynne McFarland, Melissa Fee Smith, Christy L. Sparkman

✿ THE ADULT NURSE Practitioner program at Vanderbilt prepares advanced practice nurses to practice in a variety of adult primary care settings. There is a significant emphasis on disease prevention and health promotion. In addition to a broad foundation of adult primary care, ANP students may choose one of three subspecialty focus areas: Cardiovascular Disease Prevention and Management, Forensic Nursing, or Palliative Care. All students, regardless of their chosen focus area, are eligible to become certified as Adult Nurse Practitioners at the completion of the program. The range of clinical sites for ANP students is tremendous and includes ambulatory clinics, private physician practices, cardiology clinics, correctional health facilities, and hospice sites, to name a few.

Students in this program gain an understanding of the health care delivery system. They will learn to assess, diagnose and manage common acute and chronic adult health problems and to provide education about health maintenance and disease prevention to patients.

## *Adult Nurse Practitioner/ Gerontological Nurse Practitioner*

PROGRAM DIRECTOR Leslie Coleman

*For listing of faculty for Adult Nurse Practitioner/Gerontological Nurse Practitioner, see Adult Nurse Practitioner.*

✿ VANDERBILT University School of Nursing is very excited to offer a dual focus program that will allow individuals to gain certification as both an Adult Nurse Practitioner (ANP) and Gerontological Nurse Practitioner (GNP) through the American Nurses Credentialing Center (ANCC). This program began in the Fall 2001. The goal of this dual focus program is to provide individuals who wish to develop expertise in older adult care the opportunity to expand their scope of practice to include

adolescents and younger adults. Students who complete this program will be eligible to become certified as Adult Nurse Practitioners and Gerontological Nurse Practitioners.

Dual certification provides the practitioner with the credentials necessary to meet the primary care demands of this entire patient population (adolescents and adults aged twelve and up). Long-term care facilities and assisted living facilities have traditionally been linked to the older adult population. Yet, upon closer look at these facilities, it is not unusual to find younger adults who are the victims of devastating illness, traffic accidents, or drug abuse. Advanced practice nurses can choose to practice in hospitals; private physician practices; home health care agencies; and in long-term care, sub-acute care, or assisted living facilities.

In all, the ANP/GNP dual focus program provides a broad foundation in adult primary care, with significant emphasis on disease prevention and health promotion. Students gain the knowledge and skills necessary to assess, diagnose, and manage common acute and chronic adult health problems, including the unique aspects related to geriatric care. In addition, they will be prepared to educate and counsel patients on health maintenance and disease prevention. Students also gain an understanding of the health care delivery system in this country.

## *Clinical Management*

PROGRAM DIRECTOR Mary Jo Gilmer

PROFESSORS Linda D. Norman, Bonita Pilon

CLINICAL PROFESSORS Nancye Feistritzer, Rebecca Keck, James Harris, Nancy M.

Lorenzi

ASSOCIATE PROFESSOR Debra M. Wujcik

CLINICAL ASSOCIATE PROFESSORS Chris L. Algren, Elizabeth C. Dayani, Marilyn A.


Dubree, Fredia S. Wadley

ASSISTANT PROFESSORS Thomas H. Cook, Susan Cooper, Carol Etherington, Lois Wagner

CLINICAL ASSISTANT PROFESSORS Jay Harrington, Wilma D. Heflin, William Nolan,

Cynthia K. Winker

CLINICAL INSTRUCTORS Sandy Greeno, Cynthia S. Terry

 THE CLINICAL Management program was recently developed in response to requests from health care organizations across the United States to address the crucial client care needs in our ever-changing health care environment. The Clinical Management program includes two tracks: Clinical Nurse Specialist (CNS) and Clinical Nurse Leader (CNL).

The CNS is an advanced practice nurse prepared in a clinical specialty (e.g., adult acute care or pediatric acute care) at the master's or post-master's level. The CNS functions as an expert clinician in that particular specialty or sub-specialty, and is responsible for designing, implementing, and evaluating patient-specific and population-based programs of care. The CNS is an expert in the assessment, diagnosis, and treatment of the complex responses

of individuals, families, or special populations and serves as a consultant to other nurses and the multidisciplinary health care team.

The Clinical Nurse Leader is prepared at the master's level as a generalist to provide and manage care at the point of care to patients, individuals, families, and communities. The CNL coordinates care, decreasing the fragmentation and ensuring seamless, safe care.

Clinical coursework includes specialty courses in adult health, pediatrics, or geriatrics. Students may also choose to focus on a subspecialty area, such as palliative care, hematology, oncology, renal, cardiovascular, or others of their choosing.

Students who intend to become certified Clinical Nurse Specialists will be eligible to sit for the certification exam specific to their specialty area offered by the American Nurses Credentialing Center (ANCC).

Students who intend to become Clinical Nurse Leaders will be eligible to sit for the CNL exam offered by the American Association of Colleges of Nursing.

Vanderbilt University School of Nursing offers an innovative and highly individualized, broad-based curriculum that is the result of a careful assessment of the health care environment. This program prepares nurses to function as clinical system experts who can design, coordinate, provide, and manage care of crucially ill patients and their families. Graduates have the skills and knowledge necessary to function as clinical nurse experts across the health care enterprise. RNs with a B.S.N., A.D.N., or Diploma are eligible for admission to the program. Other applicants are evaluated on an individual basis.

Classes are offered in a concentrated format of three- to four-day meetings, three or four times a semester. Project work and Web-based conferencing are required between sessions. Students must have proficient computer skills and Internet access.

## *Clinical Research Management*


PROGRAM DIRECTOR Lois J. Wagner

PROFESSOR Bonita Pilon

ASSOCIATE PROFESSOR Mary Jo Gilmer

ASSISTANT PROFESSORS Pam Jones, Lois J. Wagner

CLINICAL INSTRUCTORS Dan Brown, Paul Harris, Julie Ozier, Doris C. Quinn, Todd Rice, Amy Rock, Denise Roe, G. Kyle Rybczyk, Cynthia S. Sandy, Fred Talbott, Kelly Willenberg, Debra M. Wujick

 THIS SPECIALTY prepares graduates for advanced roles in the field of clinical research management. It is designed to prepare nurses at the graduate level to manage clinical research programs across multiple settings and specialty areas. The curriculum provides a series of integrated learning experiences that focus on the development of individuals with advanced

knowledge and keen analytic and quantitative skills who are capable of leadership and innovation in the dynamic fields of clinical research and clinical research management. Graduates acquire the breadth of clinical research and management knowledge and skills needed to perform effectively and assume leadership positions in clinical research management in academic, pharmaceutical, and governmental research organizations.

The clinical research management curriculum is offered in a part-time, online format only. Students may enter the program during any semester. Two or three courses are offered each semester for a total of 6 credits. During the last semester, two additional courses are added, bringing that semester to 9 credit hours.

## *Family Nurse Practitioner*

PROGRAM DIRECTOR Randolph F. R. Rasch

PROFESSORS Roger DesPrez, Randolph F. R. Rasch

ASSOCIATE PROFESSOR Charlotte M. Covington

CLINICAL ASSOCIATE PROFESSORS Stanley J. Bodner, Francis W. Gluck

ASSISTANT PROFESSORS Roberta Bradley, Iris Padilla, Geri Reeves, Clare J. Thomson-Smith

CLINICAL ASSISTANT PROFESSORS Terry O. Harrison, Deborah L. Wage

INSTRUCTORS Cindy K. Anderson, Tracy Baldrige, Angela M. Becker, Beverly Byram,

Sandra M. Byrd, Jane Case, Teresa L. Cook, Judy J. Corfman, Callie Cundiff, Melissa G.

Davis, Allison DeHart, Janis D. Ebolum, Merry J. Etling, Lynn M. Ferguson, Susan L. Ficken,

Suzanne E. Goldman, Sharon S. Hendrix, Queen O. Henry-Okafor, Linda C. Johnson,

Lynn E. Kehler, Wanda A. Lancaster, Karen R. McCarty, Mary McCasland, Elizabeth A.

McGraw, Gordon L. Melton, Amy Minert-Salunga, Carol D. Moore, Samantha J. Mulder,

Mary Pina-Garza, Catherine E. Reisenberg, Erin K. Rodgers, Patricia N. Scott, LeeAnne

Smith, Clare D. Sullivan, Pamela J. Thompson, M. Suzanne Tilley, Anne Marie Vander-

Woude, Marilee T. Weingartner, Dana C. Wirth, Barbara J. Wolff, Julie Ann Womack

CLINICAL INSTRUCTORS Mark Allen, John B. Bassel, James H. Batson, Lana S. Beavers,

Harvey E. Bennett, Shirley Bodner, Elizabeth D. Botts, Jason Boylan, Virginia L. Bradshaw,

Albert R. Brandon, Leanne Busby, Judith M. Caldwell, G. Summers Chaffin, Judy G.

Cole, Amy C. Costner, Elizabeth H. Crowe, Catherine Crumbo, Gamal S. Eskander, Leon

E. Everett, Linda A. Foster, Krista A. Garner, Sarah Jocelyn Greene, A. Merle Hanson,

Debra K. Hardy, Cynthia Hine, Beth Huff, Jack Hydrick, Angie Jackson, Lawrence R.

Jackson, Jr., Richard C. Johnston, Earnest J. Jones, Vickie Jones, Andrea D. Kelley, Nicole

Kendzierski, Mary Langlois, C. Todd Lewis, Robert T. Lim, Paul F. Mackey, Jr., Aureata

Majors, Timothy C. Mangrum, Bruce E. McLaughlin, Valerie Meece, Gita Mishra, Taniha

Moncier, Sandra K. Myers, Melissa Ott, Ellen B. O'Kelley, Linda Perrin, Lisa G. Pewitt,

Kimerly A. Rigsby, M. Brent Rudder, Kyle Rybczyk, Sudha S. Saraswat, Clay D. Satterfield,

Sue E. Scheleir, Chad C. Scott, Vicki Shaub, Benjamin E. Shoemaker, Charles R. Sidberry,

Mildred P. Sizemore, Jennifer Sternberg, Alice A. Stuart, Donna Tudor, Warren Via, Mary

L. Walker, Edward D. White, Jr., Thomas C. Whitfield, Jr., David W. Yancey, Sarah C. Yeagley,

Paul S. Yim

LECTURERS Christine S. Allocco, Catherine C. Berry, Cara Calloway, Darlene Dansby, Terri

Duran, Linda S. Johnson, Ruth T. Knab, Mohammad Rassekhi, Kathryn R. Reese, Sharon-

Lee Santos, Claire Srouji, Charlotte M. Stephenson

✿ THIS SPECIALTY prepares graduates to deliver comprehensive primary care to individuals, from infancy through adulthood. Emphasis is on acquisition of the knowledge and skills necessary for a family-centered approach to health promotion and intervention in illness. Students gain clinical experience in primary health care settings with children and adults. The preceptorship facilitates development of clinical skills that prepare the graduate for the advanced practice role of the Family Nurse Practitioner. Graduates are eligible to sit for either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) Family Nurse Practitioner certification exam.

## *Family Nurse Practitioner/ Acute Care Nurse Practitioner Emergency Care Focus*

PROGRAM DIRECTORS Randolph F. R. Rasch, Joan E. King  
PROGRAM COORDINATOR Jennifer L. Wilbeck

*For listing of faculty for Family Nurse Practitioner/Acute Care Nurse Practitioner Emergency Care Focus, see both Family Nurse Practitioner and Acute Care Nurse Practitioner.*

✿ THE MASTER of Science in Nursing dual FNP/ACNP Emergency Care focus program offers a uniquely designed five-semester curriculum for experienced RNs. Its foundation is the Vanderbilt University School of Nursing M.S.N. core of courses that delve into the themes and competencies that form the basis of graduate nursing education, including advanced health assessment, pathophysiology, and pharmacology.

### *Family Nurse Practitioner Component*

During the first three semesters, students will focus on the FNP coursework and clinical rotations and develop their knowledge and skills of advanced primary care nursing practice for children, adolescents, adults and the elderly. To prepare them for a role in emergency care, the adult primary care practicum is set in an internal medicine practice providing the opportunity to work with individuals at higher levels of acuity. The FNP component of students' education will culminate with a preceptorship that provides an immersion experience that combines theory, research and practice in an emergency care setting. Under the guidance of a clinical mentor, students will collaborate with a health care team in a primary or urgent care setting.

### *Acute Care Nurse Practitioner Component*

Students will expand their education into the acute care arena during their fourth and fifth semesters, gaining knowledge and skills in the pathophysiology, diagnosis, pharmacologic treatment and collaborative management of adults with varied episodic and chronic health problems in acute and critical care. The ACNP component will culminate with an expert clinical preceptorship in an emergency setting.

### *Emergency Care Focus Component*

Several courses have been designed to introduce students to the unique aspects and complexities of emergency care: Advanced Health Assessment for the FNP/ACNP, Special Topics: Concepts in Emergency Care, and Practicum in Emergency Care.

The first two semesters of the dual FNP/ACNP-emergency care focus program are offered in a traditional on-campus format (Monday through Friday). The last three semesters are offered in a modified block format which includes: (1) visits to campus 3-4 times per semester for 4-5 days, usually scheduled over a long weekend, (2) on-line conferencing, and (3) distributed learning methods allowing for continued faculty contact between sessions. Clinical placements can be arranged in the student's "home" area provided a suitable agency and preceptor are available. Sites and preceptors are subject to VUSN faculty approval.

The dual FNP/ACNP-emergency care focus program is open to RNs who have had at least two years of recent clinical experience. This includes diploma RNs, ADNs, BSNs, and post-master's students.

Graduates are eligible to take the American Nurses Association (ANA) Family Nurse Practitioner and Acute Care Nurse Practitioner examinations offered through the American Nurses Credentialing Center (ANCC) as well as the FNP certification examination offered by the American Academy of Nurse Practitioners.

## *Health Systems Management*

PROGRAM DIRECTOR Bonita Pilon

PROFESSORS Linda D. Norman, Bonita Pilon

CLINICAL PROFESSORS Robert J. Hawley, Nancy M. Lorenzi, Edwin J. Olsen, Sally J. Phillips

ASSOCIATE PROFESSOR Debra M. Wujick

CLINICAL ASSOCIATE PROFESSORS Chris L. Algren, Elizabeth C. Dayani, Marilyn A.

Dubree, Carol H. Eck, Catherine Garner, Richard Watters

ASSISTANT PROFESSORS Susan Cooper, Terri Crutcher, Carol Etherington, Clare J. Thomson-Smith

CLINICAL ASSISTANT PROFESSORS John Bingham, Jay Harrington, Jamie E. Hopping,

Pamela Jones, William Nolan, Marilyn Tavenner

INSTRUCTORS Teresa S. Boyer, Rebecca R. Keck, Katherine C. Portis

ADJOINT INSTRUCTOR Myra M. Socher

CLINICAL INSTRUCTORS Gregg P. Allen, Debbie A. Arnow, Nikki G. Baldi, Lenys A. Biga, Martha I. Bishop, Devin S. Carr, Tammy Choate, Mary A. Duvanich, Nancye R. Feistritzer, Catherine Garner, Robin C. Ginn, Pamela K. Hoffner, Karen Hughart, Heidi N. Jacobus, Nathan J. Johnson, Susan M. Johnson, Shari Jones, Treasa Leming-Lee, D. Brent Lemonds, Wendy S. Leutgens, Marilyn C. Monk, Shelley C. Moore, Susan M. Moseley, Teresa Oates, Kathryn Payne, David R. Posch, Doris C. Quinn, Cynthia S. Sandy, Mary E. Schmidt, Debora Shiflett, Lynn Slepiski, Janice M. Smith, Robin L. Steaban, Suzanne K. Stone-Griffith, Cynthia Waller, Cynthia R. Willis, Cynthia Winker

✿ THIS SPECIALTY prepares graduates for the advanced role of nursing and health care management. This specialty is designed to prepare nurses at the graduate level to manage the delivery of nursing and health care services across multiple settings and specialty areas. The curriculum provides a series of integrated learning experiences that focus on the development of individuals with keen analytic and quantitative skills who are capable of leadership and innovation in a dynamic health care system. Graduates acquire the breadth of management knowledge and skills needed to perform effectively and assume leadership positions in health care delivery organizations.

The HSM curriculum is offered in a part-time, online format only. Students may enter the program during any semester. Two or three courses are offered each semester for a total of 6 credits. During the student's last semester, two additional courses are added, bringing the total credits in that semester to 9.

## *Neonatal Nurse Practitioner*

PROGRAM DIRECTOR Karen D'Apolito

ASSISTANT PROFESSOR Karen D'Apolito

INSTRUCTORS Teresa S. Boyer, Judy W. Christy, Melissa K. Messick, Leigh Anne Murphy, Peggy Rinehart, Patti A. Scott, Anne R. Sheaves, Lisa E. White, Sharon H. Wilcox

CLINICAL INSTRUCTORS Jill B. Alliman, Bobbi J. Byrne, Gloria Cano, Rhonda L. Clifford, Fairy A. Coleman, Wakako Eklund, Colleen H. Flanders, Darrah D. Fowler, Cheryl M. Furlong, Karen Gannon, Terri T. Gay, Kathy E. Harrison, Sarah E. Hassell, Betty G. Hendel, Muhammed S. Ismail, Nancy L. Kraft, Jane C. Lebens, Wendy A. McLeskey, Susan M. Mercier, Jamie L. Nelson, Eric S. Palmer, Kelly S. Shirley, Sharon H. Wilcox

✿ THE NEONATAL Nurse Practitioner program (NNP) prepares Registered Nurses to become nurse practitioners whose focus is the care and management of critically ill and convalescent premature and full-term infants. Individuals who enter this program are self-directed and excited by the challenges of nursing with special needs infant populations.

The Neonatal Nurse Practitioner program prepares Registered Nurses to become nurse practitioners whose focus is the care and management of critically ill and convalescent premature and full-term infants. Individuals who enter this program are self-directed and excited by the challenges of nursing with special needs infant populations.



Recognizing that neonatal/infant development is ongoing and cannot be separated from care, the Neonatal Nurse Practitioner program uses a developmental approach to the nursing process. Emphasis is placed on the use of theory and research findings from nursing and health-relevant fields to guide innovative nursing practice and models of health care delivery. Nursing students will learn to care for ill and convalescent neonates/infants in a variety of settings. As part of the curriculum, students will obtain Neonatal Resuscitation Program certification.

The clinical experiences provided to students range from the care of healthy neonates to the care of those with short- and long-term health disruptions. Sites for clinical experiences are located in secondary and tertiary sectors of the health care system. Upon graduation, students are prepared to assume entry-level roles as a neonatal nurse practitioner and to contribute to the advancement of the nursing profession and discipline. Graduates are eligible to take the National Certification Corporation (NCC) Neonatal Nurse Practitioner Certification Exam.

### **Eligibility Criteria**

Registered Nurse Options are available to A.S.N./Diploma RNs and B.S.N.s who wish to pursue their M.S.N. studies to become a Neonatal Nurse Practitioner while working to meet their clinical nursing experience requirements. Please contact the admissions office staff or the program director for more information.

### **M.S.N. Program for B.S.N. Certificate-Prepared Neonatal Nurse Practitioners**

*For listing of faculty for this program, see Neonatal Nurse Practitioner above.*

Faculty members have designed a program for B.S.N. Certificate-Prepared Neonatal Nurse Practitioners that recognizes course work completed in the certificate program and years of clinical experience. Eligible credit towards the M.S.N. degree will be determined using either a credit by exam and/or clinical validation system for five courses within the program.

Students with a B.S.N. can obtain a Master of Science in Nursing degree with specialization as a Neonatal Nurse Practitioner in three semesters of part-time study. Students with an A.S.N. can obtain a B.S.N. equivalent in two semesters full time, then enter the M.S.N. program.

Courses are offered in a modified format that includes three campus visits in Fall, two in Spring, and one in Summer; online conferencing; classroom video-streaming and distributed learning methods. The faculty will work with the student to arrange for a suitable preceptor in the student's home town if necessary.

## Nurse-Midwifery

PROGRAM DIRECTOR Mavis Schorn

ASSOCIATE PROFESSOR Barbara A. Petersen

ASSISTANT PROFESSOR Mavis Schorn

ASSISTANT CLINICAL PROFESSOR Elaine M. Moore

INSTRUCTORS Susan P. Brown, Margaret H. Buxton, Andrea D. Cole, Michelle Collins, Melissa G. Davis, Teresa A. Keller, Shantele E. Lantz, Susan Lewis, Jacqui MacMillan-Bohler, Anne H. Miller, Samantha J. Mulder, Lisa D. Stephens, Deborah Wage, Pamela Waynick-Rogers, Tammy M. Williams

ADJOINT INSTRUCTORS Susan Cockburn, Katherine E. Eastham, Sanna Wagner, Karen Wolfe

CLINICAL INSTRUCTORS Jill B. Alliman, Sarah Alman, JoEllen Blake-Wingate, Janet L. Brodie, Linda Cole, Tonia L. Collins, Cynthia Early, Diane Easton, Joe M. Edwards, Susan Fischels, Linda Foster, Rena P. Harris, Linda F. Hughlett, Angela Long, Judith Martin, Wanda McClellan, Heather L. Miller, Vicky L. Miller, Deborah Narrigan, Letitia C. Rainey, Candace Riehl, Sarah S. Smith, Leona C. M. Wagner

LECTURER Julia C. Phillippi

✿ THE NURSE-MIDWIFERY specialty prepares students to manage the obstetric and primary health care needs of essentially healthy women across the lifespan as well as the care of the normal newborn. Nurse-midwifery courses are based on the American College of Nurse-Midwives (ACNM) "Core Competencies for Basic Midwifery Practice: May 2002," which include the "Hallmarks of Midwifery Care." Students may obtain clinical experience in a variety of nurse-midwifery practices that meet the "Standards of Midwifery Practice" of the ACNM.

Graduates will be eligible to take the American Midwifery Certification Board (AMCB) exam. The Nurse-Midwifery program is accredited by the American College of Nurse-Midwives Division of Accreditation (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1800; fax: 240-485-1818; Web: [www.midwife.org](http://www.midwife.org)).

The content of the Women's Health Nurse Practitioner (WHNP) program is integrated throughout the nurse-midwifery (NMW) specialty curriculum. In some instances it may be desirable for graduates of the NMW program to sit for the National WHNP certification examination as well as the American Midwifery Certification Board (AMCB). Although this is not considered to be a dual program, NMW graduates meet the criteria to sit for the WHNP exam through the National Certification Corporation (NCC). However, if WHNP graduates desire to sit for the AMCB exam, they will need to complete the post-master's nurse-midwifery curriculum to meet the American College of Nurse-Midwives (ACNM) "Core Competencies for Basic Midwifery Practice."

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## Nurse-Midwifery/Family Nurse Practitioner

PROGRAM DIRECTORS Mavis Schorn, Randolph F. R. Rasch

*For listing of faculty for Nurse-Midwifery/Family Nurse Practitioner, see both Nurse-Midwifery and Family Nurse Practitioner.*

✿ THIS PROGRAM is an option of the Nurse-Midwifery Specialty. As a result of the Nurse-Midwifery specialty courses, students are prepared to manage the obstetric and primary health needs of essentially healthy women across the lifespan as well as those of normal newborn infants. Following completion of the nurse-midwifery program, students enroll in select, prescribed Family Nurse Practitioner courses. Emphasis is on expansion of the knowledge and skills required in the management of a family-centered approach to health promotion, risk reduction, and intervention in illness. Through the combination of Nurse-Midwifery and Family Nurse-Practitioner specialties, the Family Nurse-Midwife graduates are prepared as an advanced practice nurse and midwife to deliver comprehensive primary care to individuals from preconception through adulthood.

Students first complete nurse-midwifery requirements, and are eligible to take the American Midwifery Certification Board (AMCB) exam. Following completion of the Family Nurse Practitioner courses, usually in two additional semesters, graduates are then eligible to complete either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) Family Nurse Practitioner certification examination. The Nurse-Midwifery Program is accredited by the American College of Nurse-Midwives Division of Accreditation (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1800; fax: 240-485-1818; Web: [www.midwife.org](http://www.midwife.org)).

## Nursing Informatics

PROGRAM DIRECTOR Patricia Trangenstein

PROFESSORS Jeff Gordon, Susan Newbold, Patricia Trangenstein, Elizabeth Weiner

✿ THE NURSING Informatics program at Vanderbilt prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics is the specialty that integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data and information to support nursing practice, administration, education, research, and the expansion of nursing knowledge. Graduates of

this program are known as informatics nurses, recognizing that the person is both a nurse and an informaticist. The informatics nurse is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing.

As with all nursing specialties, students are required to take the 10 hours of nursing core courses currently prescribed by the faculty. Other core courses are essential in the preparation for more in-depth study in a focus area of concentration. These major core courses present the basics of the informatics area, with cross discipline fertilization from Biomedical Informatics and Information Technology management. The nursing informatics area of specialization is further refined in the following two areas:

#### *Area I. Clinical Systems*

Hospital information systems, electronic patient records, order-entry and reminder/alerting systems, clinical pathways, nomenclature, coding methods, standards, natural language understanding and processing of clinical records, computer record confidentiality and security.

#### *Area II. Educational Informatics*

Computer assisted learning technologies, multimedia collection and cataloguing, strategic planning for technology, evaluation of technology impact, graphics and database tools, basic Web page development, principles of online learning, bridging education with practice and research.

## *Pediatric Nurse Practitioner*

### Primary Care and Acute Care Tracks

PROGRAM DIRECTOR Terry Witherington

PROFESSOR Lynda L. LaMontagne

CLINICAL PROFESSORS John W. Greene, John A. Phillips III, Churku M. Reddy

ASSOCIATE PROFESSOR Mary Jo Gilmer

CLINICAL ASSOCIATE PROFESSORS Ovidio B. Bermudez, Gerald B. Hickson, Brahm Parsh

CLINICAL ASSISTANT PROFESSORS Joseph Gigante, Terrell Smith

INSTRUCTORS Carl Anderson, Jennifer C. Anderson, Margaret S. Anderson, Carly M.

Bhave, Susan P. Conrad, Cynthia Y. Driskill, Heather Flynn, Mary McCasland, Amy M.

Edwards, Lani Liehr, Brittany H. Nelson, LaTeesa Posey-Edwards, Agnes Read, Patsy

C. Trimble, Terry Witherington, Sarah Wray

CLINICAL INSTRUCTORS Kathleen C. Byington, Priscilla Condon, David E. Danhauer,

Monica Deshpande, Patricia L. Givens, Kathryn Green, John W. Greene, James R.

Hanley, Lisa K. Hoehn, Ann M. Johnson, Diane Lee-Smith, Timothy C. Mangrum, Jonna

R. McCracken, Lee Anne O'Brien, Kimberly L. Ray, Sue Ross, Rebekah Shreve, Tena A.

Simmons, John C. Taylor, Jerome W. Thompson, Laura S. Winslow, Kenneth N. Wyatt

LECTURERS Terrah L. Foster, Karen T. Jenks, Sharon M. Karp

✿ THE PEDIATRIC Nurse Practitioner (PNP) specialty is designed to prepare advanced practice nurses to provide care for children from birth to twenty-one years of age, and in special situations, to individuals older than the age of twenty-one in a variety of pediatric settings. Students have the option of choosing one of two tracks: the Pediatric Nurse Practitioner, Primary Care (PNP-PC) track or the Pediatric Nurse Practitioner, Acute Care (PNP-AC) track.

The Pediatric Nurse Practitioner Primary Care track provides a broad theoretical and research foundation in advanced concepts of parent, child, and adolescent nursing. Clinical experiences occur across a variety of settings and focus on providing primary care to children of all ages. This track is available for students with or without a nursing background. A post-master's option is available, and an individualized program of study will be developed based on the student's transcript and courses needed to qualify for the Pediatric Nurse Practitioner Primary Care Certification exam.

The Pediatric Nurse Practitioner, Acute Care (PNP-AC) track is designed to prepare pediatric nurse practitioners to provide care for acutely, critically, and chronically ill children and their families. Clinical experiences are arranged across a variety of inpatient hospital settings and include pediatric intensive care units, emergency departments, and sub-specialty clinics. Primary Care Pediatric Nurse Practitioners working in an acute care setting who are interested in meeting the qualifications for the PNP-AC Certification exam are encouraged to apply for the post-master's curriculum in this specialty track, which can be completed in two semesters of part-time study.

This track is available for RNs who have a minimum of one year of acute care experience with children. A post-master's option is available and an individualized curriculum will be developed, based on courses that will transfer and what is required for pediatric nurse practitioner acute care certification.

## *Psychiatric–Mental Health Nurse Practitioner*

PROGRAM DIRECTOR Susie Adams

PROFESSOR EMERITA Joyce K. Laben

PROFESSOR Vaughn G. Sinclair

CLINICAL PROFESSOR Ginger Manley

ASSOCIATE PROFESSOR Susan Adams


CLINICAL ASSOCIATE PROFESSORS Gloria W. Calhoun, Mary Fern Richie

ASSISTANT PROFESSORS Sandra S. Seidel, Jennifer Scroggie, Karen L. Starr

CLINICAL ASSISTANT PROFESSORS Marilynn L. Bodie, Mary Beth Hogan, Alan Lynch,

Debra J. Partee, Herbert Price III, Lynn Thompson, Zia Wahid

INSTRUCTORS Rodney S. Adams, Susan M. Bruer, Edith E. Cloyd, Theresa Inott, Michelle A. Martens, Gretchen Rauter, Dawn M. Vanderhoef, Christopher White  
 CLINICAL INSTRUCTORS Mary Jane Allen, Alice Bernet, Deborah Bradford, Kiersten Brown, Shirley E. Colson, Ann S. Cross, Frances Edwards, Taylor C. Fife, Patricia H. Gaille, Christina Henry, Adrienne W. Hollis, La'Wanda Jenkins, Karen T. Jenks, Christine J. Lamphier, Donna Lynch, Peggy Marion, John J. Martens, Lynn McDonald, David W. McMillan, Jan C. Osborne, Melissa Ott, Amanda L. Pendley, April Ramage, Kenneth M. Sakauye, Kathryn Skinner, William David Smith, Cynthia H. Sneed, M. Melissa Towry, Walter F. Wilson, Mary A. Woodward-Smith, Paula Yelverton, Jane C. Zibelin  
 LECTURERS Jean Blackburn, Carol Groninger, Carly W. McNeill, Melissa Brown Paty

 THIS SPECIALTY focuses on the mental health care needs of individuals across the life-span within the context of their environment. Course content and clinical practica prepare students to use clinical judgment and critical thinking in the performance of comprehensive (physical and mental health) assessments, differential diagnoses, prescription of psychopharmacologic agents, and non-pharmacologic interventions such as case management, individual, group, and family psychotherapy. Students may select clinical sites with an emphasis on child-adolescent, adult, forensic, or geriatric populations. Legal, ethical, social, cultural, financial, and policy issues that impact the delivery of mental health services and the PMHNP role are integrated throughout the curriculum.

Graduates of this program will be eligible to take the American Nurses Credentialing Center (ANCC) certification exams for either the Adult or Family Psychiatric–Mental Health Nurse Practitioner, depending on their area of clinical focus. Additionally, this program provides weekly psychotherapy supervision and clinical experience that meet the eligibility requirements for graduates to take the ANCC certification exams for either the Adult or Child-Adolescent Psychiatric and Mental Health Clinical Nurse Specialist, depending on their area of clinical focus.


## *Women's Health Nurse Practitioner*

PROGRAM DIRECTOR Jane B. Daddario  
 PROFESSOR Royanne A. Moore  
 CLINICAL PROFESSORS Frank H. Boehm, James F. Daniell  
 ASSOCIATE PROFESSOR Jane B. Daddario  
 CLINICAL ASSOCIATE PROFESSORS Sandra Averitt, Joseph P. Bruner  
 ASSISTANT PROFESSOR Michele S. Salisbury  
 CLINICAL ASSISTANT PROFESSORS Ted L. Anderson, Barry K. Jarnagin, Bryan R. Kurtz, Jo M. Kendrick  
 INSTRUCTORS Suzanne Baird, Alison B. Barlow, Lisa C. Fournace, Michelle Frisbie, Elizabeth Hall, Deborah A. Jones, Tamara Keown, Lucy Koroma, Virginia A. Moore, Tracie R. Thibault, Laurie A. Tompkins, Penny Waugh, Tracie E. Wilder

ADJOINT INSTRUCTORS Cheryl W. Major, Tracie R. Ralph, Hope B. Wood

CLINICAL INSTRUCTORS Mohammad Arshad, Alison B. Barlow, Julie B. Barnes, Lenys A. Biga, Susan W. Caro, Carlotta Crawford, Mary E. Dabrowiak, Rodney Deal, Dana L. DeMoss, Cathy A. Deppen, Caroline V. Duley, Joe M. Edwards, Gertrude I. Fricko-Wright, Gregory A. Gapp, Cheryl A. Glass, Rhonda T. Halcomb, Elizabeth D. Hall, Angela Hammond, Susan S. Hargrove, Tracie Henry, Elizabeth A. Huff, Tamara Keown, Jacqueline J. Koss, Bryan R. Kurtz, Heather Lambert, James H. Lindsay, Lisa K. Mandeville, Carol H. McCulough, William D. McIntosh, S. Houston Moran, Jennifer M. Pollice-Meservy, Robin E. Mutz, Angela F. Sims, Jennifer Barnes Smith, John V. Spencer, Lisa Staggs, Nancy S. Townsend, Nanette Troiano, Hope Wood

LECTURERS Elizabeth K. Hargis, Margaret Babb Kennedy

 THE WOMEN'S HEALTH Nurse Practitioner specialty begins with the study of gynecologic, well-woman care and continues with the study of healthy childbearing women. Emphasis is on health maintenance of women throughout the life span. This program prepares students for entry level advanced practice as a Women's Health Nurse Practitioner. A focus on Critical Care Obstetrical Nursing is open to a limited number of students who have practiced as Registered Nurses.

Upon completion of the program, the student will be eligible to sit for the National Certification Corporation Women's Health Nurse Practitioner exam.

### *M.S.N. Program for B.S.N. Certificate-Prepared Women's Health Nurse Practitioners Who Live at a Distance*

*For listing of faculty for this program, see Women's Health Nurse Practitioner.*

Faculty members have designed a program for B.S.N. Certificate-Prepared Women's Health Nurse Practitioners that recognizes course work completed in the certificate program and years of clinical experience. Through a portfolio analysis of certificate course work, résumé, and college transcripts, the faculty will review course work and work experience for eligible credit towards the M.S.N. requirements.

Students will be able to obtain a Master of Science degree in Nursing with a specialization in Women's Health in three semesters of part-time course work. Our courses are offered in a modified format that includes campus visits one time per semester for 4-5 days, online conferencing, video-streaming, and distributed learning methods.

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## *Women's Health Nurse Practitioner/ Adult Nurse Practitioner*

PROGRAM DIRECTOR Jane B. Daddario

*For listing of faculty for Women's Health Nurse Practitioner/Adult Health Nurse Practitioner, see both Women's Health Nurse Practitioner and Adult Nurse Practitioner.*

✿ THE WOMEN'S HEALTH Nurse Practitioner (WHNP)/Adult Nurse Practitioner (ANP) Dual Focus Program is an exciting opportunity for individuals to gain dual certification in both specialties so they can meet the unique health care needs of women as well as primary health care needs of all adults as they pass from adolescence through the advanced years.

The WHNP/ANP program addresses a range of women's health issues, including normal pregnancy, prenatal management, well-woman health care and menopause. In addition, it provides a broad foundation in adult primary care with a significant emphasis on disease prevention and health promotion. Students gain an understanding of health care delivery systems in this country. They gain the knowledge and skills necessary to assess, diagnose and manage common acute and chronic health problems of adults, including the unique aspects related to women's health. In addition, they will be prepared to educate and counsel patients on health maintenance and disease prevention.

Students will learn from a group of professional faculty members who combine classroom instruction with hands-on clinical experience. Graduates of this program have the opportunity to gain dual certification as a Women's Health Nurse Practitioner through the National Certification Corporation (NCC) and an Adult Nurse Practitioner through the American Nurses Credentialing Center (ANCC). As advanced practice nurses, they can practice in various health care settings, including collaborative physician internal medicine and women's health practices, women's health clinics, and hospitals.

Nurse practitioners who are currently certified as Women's Health Nurse Practitioners and who wish to return for a post master's option in the Adult Nurse Practitioner program may submit an educational portfolio for review and determination of additional required course work.

The WHNP/ANP program requires an additional semester of full-time course work. The length of the specialty year is four full-time semesters.

### *Joint M.S.N./M.B.A. Program*

✿ A joint program leading to the M.S.N./M.B.A. degrees is offered through the health systems management specialty at the School of Nursing and the Owen Graduate School of Management.



The M.S.N./M.B.A. joint-degree program is uniquely designed to prepare nurse managers for top level management in various health care settings. In addition to advanced practice in health systems management, opportunities are provided for advanced practice in financial management, operations management, marketing, accounting, economics, leadership, management, and policy. Admission is required to both the School of Nursing and the Owen Graduate School of Management. Successful completion of the GMAT is required.

Students are required to attend full time and will take approximately 74 hours of required course work in five semesters including one summer of full-time study. Non-credit math and statistics review courses taken at Owen may be required of students in the summer preceding fall enrollment. Nursing and management practice are required in selected courses. Special requirements for admission to the joint degree program are listed under admission criteria for the M.S.N./M.B.A. program. Specific curriculum information is available in the Office of Admissions, 229 Godchaux Hall, or by calling (615) 322-3800.

## *Joint M.S.N./M.T.S. and M.S.N./M.Div. Programs*

✿ THE M.S.N./M.T.S. and M.S.N./M.Div. degrees represent the Master of Science in Nursing, the Master of Theological Studies, and the Master of Divinity. These joint degrees provide the potential to attract outstanding students to both schools and will benefit both schools, encouraging interdisciplinary work and intra-school collaboration.

Students will apply to each school separately and must be accepted by both to pursue the joint degree. Ideally, students will apply for joint degree status prior to enrolling in either program. Each school will receive student tuition and provide financial aid, if any, during those semesters in which the student is registered for courses in the respective school.

### **M.S.N./M.T.S. Degrees**

The M.S.N./M.T.S. program can usually be completed in three years (see below) for students with a prior B.S.N. and four years for students requiring the V.U.S.N. pre-specialty year. A student must be registered as a full-time student in the Divinity School for at least three semesters and in the School of Nursing for at least two semesters. A student will complete 51 hours for the M.T.S. and 39 hours for the M.S.N. (with an additional year's work for those requiring the pre-specialty year). Nine (9) elective hours from the total 51 M.T.S. program (Divinity hours) will be from the School of Nursing. Zero to 6 hours from the total 39 M.S.N. program (School of Nursing hours) will

be from the Divinity School, with hours varying depending on the student's major area of specialty. If the student elects to participate in field education experiences, students may be able to share V.U.S.N. Clinical Preceptorship requirements. Any awarding of joint credit will require approval of both V.D.S. Field Education and V.U.S.N. Clinical Preceptorship programs.

**For RN and Non-RN Pre-Specialty Students**

Year One: V.U.S.N. Pre-Specialty Year  
 Year Two: V.D.S.  
 Year Three: V.U.S.N. Specialty Year  
 Year Four: V.D.S.

**For Direct Entries to V.U.S.N.  
 (Students with a B.S.N. degree)**

Year One: V.D.S.  
 Year Two: V.U.S.N. Specialty Year  
 Year Three: V.D.S.

**M.S.N./M.Div. Degrees**

The M.S.N./M.Div. program can usually be completed in four years for students with a prior B.S.N. and five for students requiring the V.U.S.N. Pre-Specialty Year (see below). A student must be registered as a full time student in the Divinity School for at least five semesters and in the School of Nursing for at least two semesters. A student will complete 84 hours for the M.Div. and 39 hours for the M.S.N. (with an additional year's work for those requiring the pre-specialty year). Twelve (12) elective hours from the total 84 M.Div. program (Divinity hours) will be from the School of Nursing. Zero to 6 hours from the total 39 M.S.N. program (School of Nursing hours) will be from the Divinity School, with hours varying depending on the student's major area of specialty. Under certain circumstances, students may be able to share V.U.S.N. and V.D.S. credit for V.D.S. Field Education requirements and V.U.S.N. Clinical Preceptorship requirements.

**For RN and Non-RN Pre-Specialty Students**

Year One: V.U.S.N. Pre-Specialty Year  
 Year Two: V.D.S.  
 Year Three: V.U.S.N. Specialty Year  
 Year Four: V.D.S.  
 Year Five: V.D.S.

**For Direct Entries to V.U.S.N.  
 (Students with a B.S.N. degree)**

Year One: V.D.S.  
 Year Two: V.U.S.N. Specialty Year  
 Year Three: V.D.S.  
 Year Four: V.D.S.

Students accepted to dual degree status should arrange an appointment with the advisors from both schools as soon as possible to develop a comprehensive plan of studies.

## Curriculum Planning

Individual curriculum plans for joint degree students will be planned by the student's advisors from both schools in view of the student's goals, background, academic accomplishments, and program/degree choices. Such a curriculum plan will detail full or part time status, the school to be attended each year or semester, clinical and field education plans, electives, and courses to be shared by both programs. Such a plan is subject to revision as the student better defines his/her professional and vocational aspirations.





# Ph.D. in Nursing Science

PROGRAM CO-DIRECTORS Ann F. Minnick and Linda D. Norman

DEAN Colleen Conway-Welch


PROFESSORS Peter I. Buerhaus, Colleen Conway-Welch, Mary Jo Gilmer, Jeffrey S. Gordon, Lynda L. LaMontagne, Larry E. Lancaster, Ann F. Minnick, Linda D. Norman, James Pace, Bonnie A. Pilon, Randolph F. R. Rasch, Vaughn G. Sinclair, Patricia A. Trangenstein, Kenneth A. Wallston, Elizabeth E. Weiner

ASSOCIATE PROFESSORS Joan E. King, Melanie Lutenbacher

RESEARCH ASSOCIATE PROFESSORS Mary S. Dietrich, Nancy Wells

ASSISTANT PROFESSORS Thomas L. Christenbery, Thomas H. Cook, Karen C. D'Apolito, Sarah C. Fogel, Rolanda L. Johnson, Jana Lauderdale, Shelagh A. Mulvaney, Sheila H. Ridner, Michele H. Salisbury, Michael W. Vollman

**DEGREE OFFERED:** Doctor of Philosophy

 THIS PROGRAM prepares scholars for research and academic careers in major universities and for research positions in public or private sectors of health care. Two tracks of study are available: Clinical Research and Health Services Research. These areas of study are reflective of the overall research interests and expertise of School of Nursing faculty members and the resources available in the Medical Center, the university, the School of Nursing nurse-managed and interdisciplinary care delivery centers, and the Veterans Affairs Tennessee Valley Healthcare System (Nashville campus). More specifically, faculty research interests include such areas as stress and coping, perceived control, health promotion, oncology, pediatric palliative care, impact of chronic conditions on individuals and families, family violence, health psychology/behavioral medicine, life transitions, and symptom management. Health services research topics include clinical outcomes, workforce policy, and economic aspects of health care delivery.

Admission to the Ph.D. in Nursing Science program is through the Graduate School, which oversees all doctoral programs in the university. Multiple entry options are available. For additional information, go to [www.mc.vanderbilt.edu/nursing/phd](http://www.mc.vanderbilt.edu/nursing/phd). Application materials are online and may also be obtained from the Graduate School located in Kirkland Hall. Successful applicants to the program are those whose previous academic performance, letters of recommendation, Graduate Record Examination scores, and written goal statement meet admission standards for the School of Nursing and the Graduate School and whose research and career goals best match the School's research foci and faculty expertise.

The program requires 72 credit hours of study, of which 18 may be transferred from master's course work, pending review and approval by the

graduate faculty. The two-year core curriculum of the program includes 26 credit hours of required course work for all Ph.D. students, 17 credit hours of required course work specific to the selected track of study, and 11 credit hours of course work that supports the student's focus of research. Our course work is delivered using a combination of formats with limited on-campus visits. Students work with faculty mentors who guide and oversee their educational program from admission through completion of degree requirements. Students participate in intensive research experiences connected with faculty research projects and are exposed to a variety of research designs and analysis techniques. Requirements for the degree include successful completion of advanced course work, a qualifying paper, an oral qualifying exam, and a dissertation (including oral defense of proposal and findings). Full-time and part-time options are available.

Further information about the doctoral program can be obtained by writing the Ph.D. Program, Office of Admissions, Godchaux Hall, 461 21st Avenue South, Nashville, Tennessee 37240, calling (615) 322-3800, or visiting the Web site at [www.mc.vanderbilt.edu/nursing/phd/admission.html](http://www.mc.vanderbilt.edu/nursing/phd/admission.html).



# Pre-Nursing Studies

**F**RESHMAN students interested in nursing at Vanderbilt apply for admission to either the College of Arts and Science or Peabody College and indicate that pre-nursing is their intended program of studies. In addition to their faculty advisers in the College of Arts and Science or Peabody College, pre-nursing students will be assigned advisers in the School of Nursing to assist them in planning their program of studies.

Qualified students are admitted to the Master of Science in Nursing program upon completion of 78 prerequisite semester hours of credit, after earning a baccalaureate degree at Vanderbilt or after completing the pre-nursing program of studies in either the College of Arts and Science or Peabody College. Students are encouraged to write or call the Office of Admissions, 229 Godchaux Hall, (615) 322-3800 for further details of the program or e-mail [VUSN-admissions@vanderbilt.edu](mailto:VUSN-admissions@vanderbilt.edu).

## ENGAGE Scholars Program

The School of Nursing participates in Vanderbilt's ENGAGE (Early Notification of Guaranteed Admission for Graduate Education) Scholars Program that seeks to connect Vanderbilt's exceptional undergraduates with the university's diverse array of graduate and professional schools, including the Divinity School, the Law School, Owen Graduate School of Management, Peabody College, the School of Engineering, the School of Medicine, and the School of Nursing.

ENGAGE is designed to give students the opportunity to pursue a broad curriculum and take full advantage of course offerings in all areas offered at Vanderbilt. Though individual courses may be recommended by some of the graduate and professional schools, students may pursue any major within the university. ENGAGE Scholars also receive funding of up to \$5,000 for one summer study abroad or research experience after the sophomore year. With its emphasis on comprehensive education, ENGAGE is not designed to reduce the number of years required to graduate from an undergraduate or graduate/professional program. Students interested in pursuing one of the combined "3-2" programs offered in education, nursing, engineering, or business may work in consultation with their adviser to organize their curriculum with the programs in order to complete the requirements necessary for combined program options.

The ENGAGE Scholars application process is separate from the freshman application process for Vanderbilt's undergraduate schools and selection is very competitive. Applications are available from the Office of

Undergraduate Admissions for incoming students and from the Office of Honor Scholarships for first-year students. A record of outstanding achievement throughout high school in academic, personal, leadership, and community arenas is important. Strong candidates are intellectually curious and able to articulate their ideas clearly.

Students have two opportunities to apply for ENGAGE: as an incoming freshman or at the end of the freshman year. This applies to all of the graduate and professional programs except medicine, where the second opportunity to apply is available at the end of the sophomore year. ENGAGE Scholars must eventually meet the admissions criteria established by the School of Nursing in order to secure enrollment. These criteria include GPA requirements, achievement of established minimum GRE test scores, satisfactory goal statement, interview survey, and references; enrollment is nonbinding.

### Pre-Nursing Studies in the College of Arts and Science

Students may obtain both the baccalaureate degree and the M.S.N. degree by combining three and one-half years (105 credit hours) of study in the College of Arts and Science with six semesters of study in the School of Nursing. Students will receive the baccalaureate from the College at the end of the eighth semester under the senior-in-absentia program and the M.S.N. from the School of Nursing after completing an additional five consecutive semesters of study. This program of study requires that students complete the general curriculum requirements for the baccalaureate degree and satisfy the prerequisite courses for admission to the School of Nursing. The first three semesters in nursing are accelerated generalist nursing courses and serve as a "bridge" into the Masters of Science in Nursing (M.S.N.) program by preparing students for the NCLEX exam to become a Registered Nurse (RN). These courses also provide the foundation equivalent to the bachelor's degree in nursing for course work in the selected nursing specialty. Upon completion of three semesters of pre-specialty courses, students enter an additional three-semester sequence of courses in their declared specialty in order to earn the M.S.N. degree.

Students must apply to the School of Nursing for admission to the senior-in-absentia program by December 1 of their junior year. Students are subject to all Nursing School admission requirements, and no student is assured of admission to the School of Nursing. Up to 16 hours of School of Nursing courses approved by the College may be counted toward completion of the undergraduate degree. Upon acceptance to the School of Nursing, students will be assigned an adviser and should schedule an advising appointment.

Students interested in this program should consult Paddy Peerman, Director of Enrollment Management at (615) 322-3802, or the School of Nursing Admissions Office at (615) 322-3800 for advice on planning undergraduate studies to meet the program's requirements.



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## Pre-Nursing Studies at Peabody College

Pre-nursing students at Peabody College may either (a) complete a major in human and organizational development or child development and earn both a B.S. and an M.S.N. through a senior-in-absentia program; (b) complete 78 hours of prerequisite courses and apply for admission to the School of Nursing for their senior year; or (c) complete degree requirements at Peabody and enter the School of Nursing after graduation from Peabody College. Students choosing any of these options must satisfy admission requirements for the M.S.N. program. Upon admission to the School of Nursing, the student is required to complete six semesters (two calendar years) of full-time study to earn the M.S.N.

Students interested in the senior-in-absentia program should refer to the section on Senior-in-Absentia in this catalog as well as to the Special Programs for Undergraduates section in the *Undergraduate Catalog*. Under this option, students complete their first three years of study at Peabody, apply for admission to the School of Nursing by December 1 of their junior year, and, upon admission, take generalist nursing courses their senior year, formally transferring to the School of Nursing in the spring semester, after completing 105 hours as Peabody students. Upon successful completion of the fall and spring semester nursing course work, students are awarded the B.S. in human and organizational development or child development. They then continue for an additional four semesters (summer, fall, spring, and summer) to earn the Master of Science in Nursing.

The B.S. degree is conferred by Peabody College at the end of the spring semester. The M.S.N. is conferred by the School of Nursing at the end of the fifth year.

Pre-nursing students at Peabody who elect to complete 78 hours of prerequisite courses and enter the School of Nursing in their senior year will continue to the M.S.N. degree, bypassing the baccalaureate degree. With the M.S.N., however, students are qualified for all professional nursing careers and eligible to apply to the National Council on Licensure Examination (NCLEX) to become a Registered Nurse.

## Senior-in-Absentia Programs

The School of Nursing has formalized arrangements with several liberal arts colleges to allow students to combine a baccalaureate degree in liberal arts and a Master of Science in Nursing degree. Students who complete this five-year program of study will have had the experience of dividing their academic career between a liberal arts college and the health sciences center of a major university. This unique combination of study on two differently-oriented campuses provides the student with an excellent nursing education, strongly complemented by study in the humanities, natural sciences, and social sciences.

While specific details vary in each senior-in-absentia program, these programs generally require students to spend three years at their liberal arts college, completing general curriculum requirements for the baccalaureate degree and satisfying the prerequisite courses for admission to the School of Nursing. Students apply for admission to the School of Nursing in the fall semester of their junior year. If accepted, the student enrolls at Vanderbilt in the fall semester of the senior year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt, the student is awarded a baccalaureate degree from his or her undergraduate school. The student then continues for an additional four semesters (summer, fall, spring, and summer) to earn a Master of Science in Nursing from Vanderbilt University.

At the time of publication, senior-in-absentia programs have been formalized with Vanderbilt University's College of Arts and Science and Peabody College, and Fisk University, all in Nashville, Tennessee; as well as Bridgewater College in Bridgewater, Virginia; Mary Baldwin College in Staunton, Virginia; Maryville College in Maryville, Tennessee; Randolph-Macon Woman's College in Lynchburg, Virginia; Wheaton College in Wheaton, Illinois; Birmingham-Southern College in Birmingham, Alabama; Bryan College in Dayton, Tennessee; and Covenant College in Lookout Mountain, Georgia.

Please call or write the Director, Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800, for further details.

### Vanderbilt Academic Partnerships

The School of Nursing also has an affiliation with Rhodes College in Memphis, Tenn., and the University of the South in Sewanee, Tenn., for six-year liberal arts nursing programs. These partnerships allow students at Rhodes and the University of the South to take key prerequisite courses needed to apply for admission to the M.S.N. program at Vanderbilt.

Please call or write the Director, Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800, for further details.

# Post-Master's Option

**T**HE purpose of the post-master's studies program is to provide, for nurses who already hold a master's degree in nursing, an educational route to specialization in an area other than that obtained in their master's program. The program is designed to strengthen or broaden the clinical or administrative capabilities of master's-prepared nurses who are planning a role expansion or role change.

## **Admission Requirements**

1. A master's degree in nursing from an NLNAC- or CCNE-accredited program.
2. Completed application and official transcript documenting conferral of master's degree in nursing.
3. Current Tennessee or compact state nursing license.
4. Requirements regarding letters of reference, nursing experience, interview, and prerequisite courses vary according to the area of specialization. Call the Director, Office of Admissions, (615) 322-3800, for further details.
5. Approval by the program director.

## **Academic Standards**

Post-master's students must meet the same academic standards for progression and program completion as M.S.N. students. See Academic Standards section under M.S.N. Students.

## **Advanced Practice Roles**

Post-master's study programs are available in each of the following specialties: acute care nurse practitioner, adult nurse practitioner, adult/gerontological nurse practitioner, clinical management, clinical research management, family nurse practitioner, health systems management, nursing informatics, neonatal nurse practitioner, nurse-midwifery, pediatric nurse practitioner, psychiatric-mental health nurse practitioner, and women's health nurse practitioner. Please refer to the specific advanced practice specialty curriculum for sample curriculum plans. For further information, call the Office of Admissions at (615) 322-3800.



# Continuing Nursing Education

The Vanderbilt University School of Nursing acknowledges the rapidity of advances in health care theory and technologies. These changes and the concurrent expanded roles for advanced practice nurses necessitate on-going education and training to support professional advancement and optimal health care. As a result, the Vanderbilt School of Nursing has accepted the concept of lifelong learning as a cornerstone to the educational process. This means that a nurse's formal education is only the beginning of a lifelong commitment to learning. Continuing nursing education is the vehicle through which this goal is operationalized.

Vanderbilt University School of Nursing's Office of Lifelong Learning plans, coordinates and evaluates a wide variety of continuing education opportunities. These educational experiences range from hour-long updates to multi-state conferences to Web-based courses that are distributed worldwide via the Internet.

The Vanderbilt University School of Nursing is approved as a provider of continuing education in nursing by the Tennessee Nurses Association which is accredited as an approver of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.

For online listing of course offerings, go to [www.mc.vanderbilt.edu/nursing/CE/index.html](http://www.mc.vanderbilt.edu/nursing/CE/index.html). For further information, contact the Office of Lifelong Learning at (615) 343-3294.



# Academic Regulations

VANDERBILT students are bound by the Honor System inaugurated in 1875 when the university opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for the Honor System. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations, but also to written work and clinical practice requirements submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the Vanderbilt University School of Nursing.

The University's Nursing Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

Students are expected to become familiar with the Vanderbilt University *Student Handbook* and the *School of Nursing Student Handbook* (online at [www.vanderbilt.edu/student\\_handbook/](http://www.vanderbilt.edu/student_handbook/) and [www.vanderbilt.edu/nursing/current/handbk0708.pdf](http://www.vanderbilt.edu/nursing/current/handbk0708.pdf)), available at the time of registration, which contain the constitution and bylaws of the Honor Council and sections on the Nursing Student Conduct Council, Appellate Review Board, and related regulations.

For information concerning academic rules and regulations for the Ph.D. program, consult the *Graduate School Catalog* at [www.vanderbilt.edu/catalogs/grad/Grad01.html](http://www.vanderbilt.edu/catalogs/grad/Grad01.html).

## *Nursing Honor Council*

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. The membership consists of student representatives from the specialty and pre-specialty levels. Representatives serve for one year from September through August. Officers of the council must be students in good standing. Alternates are elected to serve in the absence of representatives.

## **Orientation**

A required orientation program is held each fall prior to the registration period to acquaint new and continuing students with the school environment. The senior associate dean may call additional class meetings throughout the year as needed.

Orientation for new students is provided in the semester in which the student is first enrolled.

## Registration

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and register for courses for the next semester. Students should check carefully with their faculty advisers concerning progress toward completing degree requirements and make the necessary revisions in their program of studies. A student who registers late is charged a \$30 late registration fee.

Soon after enrollment, and before the student is placed in a clinical setting, the following requirements must be presented and on file in the Clinical Placement Office:

1. Proof of Registered Nursing license. Students must be authorized to practice in Tennessee (i.e., hold a license in Tennessee or one of the compact licensure states). Refer to <http://www.ncsbn.org> for more information on compact licensure.

2. Adequate hospitalization insurance coverage either through the university insurance plan or by another policy. See the section on the university's Hospitalization Insurance Plan in the front of this catalog for further details.

3. Current CPR certification for adult, child, and infant (health care provider course preferred).

4. Students are required to submit documentation of the following to the Student Health Service prior to initial registration:

- a. Negative results of annual tuberculin skin test or chest X-ray .
- b. MMR is required of all students born after 1956. For students born before 1957, documentation of Rubella immunity (Rubella antibody titer) or Rubella vaccination is required.
- c. Hepatitis B vaccination (3-part series) and a Hepatitis B titer showing positive immunity.
- d. Diphtheria/tetanus (inoculated within last ten years).
- e. Varicella titer (Students testing negative must be immunized).
- f. Physical exam within the last six months, authenticated by an M.D. or N.P., indicating good physical and mental health.
- g. Annual documentation of Vanderbilt University Medical Center orientation. Successful completion of the online VandySafe training.

5. Satisfactory criminal background check.

Students should be aware that some clinical rotations may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. The immunizations and titers can be done at Student Health or at the clinical site. Students will be responsible for the charges incurred.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain



student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition.

All students seeking the M.S.N. degree must take a minimum of 6 semester hours each semester unless enrolled in the preapproved, three-year part-time program of studies for nurses employed by the Vanderbilt University Medical Center. Post-master's students continue to be allowed to take three or more hours each semester in an approved, planned program of studies. Special students are an exception; by virtue of their non-matriculated status, they are eligible to take a maximum of 7 semester hours. Other exceptions may be requested by written petition to the chair of the Student Admissions and Academic Affairs Committee.

### **Accidents / Injury / Illnesses**

Students are responsible for the costs of tests, treatment, and follow-up care for any accidents, injury, or illnesses that occur while enrolled as students at Vanderbilt University School of Nursing. Students are not entitled to worker's compensation benefits.

### **Calendar**

The official calendar of the School of Nursing is printed at the front of this catalog and in the VUSN Student Handbook. These publications are available in August of each year in hard copy and online through the VUSN Web site at [www.vanderbilt.edu/catalogs/nursing/](http://www.vanderbilt.edu/catalogs/nursing/) and [www.mc.vanderbilt.edu/nursing/current/handbk0506](http://www.mc.vanderbilt.edu/nursing/current/handbk0506). The Vanderbilt University Academic Calendar is also available online at <http://registrar.vanderbilt.edu/calendar.htm>. In the RN pre-specialty year and in selected specialties, course content is taught in a modified learning (block) format via the following: (1) courses offered in concentrated blocks of time on campus including weekends up to four times per semester, (2) online conferencing, and (3) digital video and distributed-learning methods that allow for continued faculty contact between sessions. Block schedules are available on the VUSN Web site prior to each semester at [www.mc.vanderbilt.edu/nursing/current/BlockSchedule](http://www.mc.vanderbilt.edu/nursing/current/BlockSchedule). Students are expected to be familiar with these dates and to conform to them. The *Vanderbilt Register* and the *VUMC Reporter*, issued weekly by the Division of Public Affairs, contain notices of all events and announcements pertaining to the university and Medical Center communities. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

### **Faculty Advisers**

Each student will be assigned a faculty adviser who will assist with planning a program of studies and help solve academic problems. The complete

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program should be approved within the first semester of enrollment. The senior associate dean for academics serves as adviser to special students.

### **Program of Studies**

During the first semester of study, all students must file an approved program of studies with the faculty adviser. When a change in program is desired, the student must request a change in program through the VUSN Registrar after conferring with both program directors.

When an absence from the school for one or more semesters is anticipated, the student must submit a Request for Leave of Absence form through the student's faculty adviser and forward it to the Registrar for official processing.

Part-time students must follow the planned part-time program of study. Students taking a leave of absence may be unable to take clinical courses in their planned sequence.

Students who wish to alter the required program of studies or change their status from full time to part time, or vice versa, may petition to do so by giving justification for the request and proposing an alternative program of study, which must be approved by the academic adviser, program director, and senior associate dean. Forms for this purpose are online at the VUSN Web site.

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the Student Admissions and Academic Affairs Committee.

### **Change of Course**

*Dropping a Course.* The first five class days of the semester are allocated for necessary changes of course.

Courses may be dropped without entry in the final record within two weeks of the first day of classes. Courses may be dropped only after consultation with the student's adviser and the course instructor. Dropping a course may affect the sequencing of the program of study and may change the student's expected date of completion of course work.

*Withdrawing from a Course.* Students may withdraw from courses and receive the grade *W* (withdrawal) according to the date published in the University Calendar for each semester. If the course in question is a nursing course, the student will receive the grade *W* (withdrawal) if less than half of the course has elapsed. Students may not withdraw from a course after the published date in the University Calendar or after the course is half completed, except under extenuating circumstances. If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply. A student must be in good academic standing to be eligible to withdraw from a course.

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**Audit Courses**

Students may wish to audit courses in the School of Nursing for which they will receive no credit. Auditing courses requires registration and payment of tuition and is subject to the following conditions:

1. Consent of the instructor must be obtained.
2. The instructor sets the conditions under which a course may be audited. Failure to meet those conditions is justification for withdrawal of the audit designation.
3. Audits carry no credit.

**Pass-Fail Courses**

Only elective courses may be taken Pass-Fail. Grades of C or above are recorded as *Pass*.

The grade *Pass* is not counted toward grade point averages. The grade of *F* applies as in any other course; although an *F* earns zero hours, the hours attempted are counted in calculating the grade point average. A student who has a choice about taking a course for a grade or Pass-Fail may register on a Pass-Fail basis or may change to Pass-Fail basis within one month of the first day of classes. After this time, one may change from a Pass-Fail to a letter grade basis according to the dates published in the university calendar, but not vice-versa.

**No-Credit Courses**

A student taking a course on a no-credit basis is required to attend class, take examinations, and do all the work of the course. The student's grade is recorded with the notation that no credit toward graduation is received. No-credit courses do count in computation of the student's academic load and in the computation of tuition.

**Class Attendance**

At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process. It is expected that students will attend all nursing classes, laboratory sessions, clinical experiences, and any online class sessions.

**Course Load**

The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours.

The normal full-time schedule is 12 to 16 hours per semester depending upon the individual specialty program. A student who wishes to carry more than 16 hours must secure authorization from the senior associate dean before registration. Students who elect to attend the program part time must be approved for part-time study by the program director and follow the approved part-time program of study.

## **Examinations**

Examination policies are determined by the instructor. A record of all grades given during the course and all final examinations and major papers are kept on file by the instructor for one year following the conclusion of the course.

A number of alternatives to standard in-class examinations are permitted at the instructor's discretion. These include take-home and self-scheduled examinations, oral examinations, on-line examinations, and term papers. Final examinations must be conducted during the final examination period at the end of the module or at the end of the semester.

Students are expected to take exams at the times specified in the course syllabus, and as announced by the course coordinator. Students must receive permission from the faculty prior to the scheduled exam to take the exam at a different time.

Any student more than fifteen minutes late to an in-class examination must present a satisfactory excuse. No student will be admitted after the first hour.

## **Grade Reports**

Pre-specialty students are notified of mid-semester deficiencies in writing; copies of the notice are sent to the student's faculty adviser and the director of enrollment management of the School of Nursing. Students receiving mid-semester deficiencies are encouraged to meet with the course instructor and their faculty adviser to identify resources available to assist in successfully completing the course.

A final grade recorded by the University Registrar may be changed only upon written request of the instructor.

## **Program Evaluation**

Students are expected to participate in program evaluation activities while enrolled in the program and after they have left Vanderbilt. These data will be used for research purposes only. Procedures to protect individual confidentiality will be followed.

## **Leave of Absence**

Leaves of absence are granted for a minimum of one semester or a maximum of one year. Leave of absence forms are available from the Web site at [www.mc.vanderbilt.edu/nursing](http://www.mc.vanderbilt.edu/nursing) under "Resources for Current Students/Academic Support Services/MSN forms" and from the School of Nursing director of enrollment management. Students must attach a change in program form to the leave of absence form. Leaves must be approved by the academic adviser and the senior associate dean. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any

semester they are not in attendance. Students are ineligible for a leave of absence if they have a grade of *I* (Incomplete) or *M* (Missed a final examination) for the previous semester. At the end of the leave of absence, the student must notify the director of enrollment management in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the senior associate dean. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

### **Alcohol and Controlled Substance Policy**

Students are not allowed to attend class, lab, or clinical practice under the influence of alcohol or controlled substances (prescribed or not prescribed). Students suspected of using such substances will be asked to submit to voluntary breath, blood, or urine screening as a condition of progression. Additional information on student impairment is found in the Vanderbilt University *Student Handbook* on policies concerning alcohol and controlled substances. [www.vanderbilt.edu/student\\_handbook/alcohol.htm](http://www.vanderbilt.edu/student_handbook/alcohol.htm)

### **Clinical Placement, Practica, and Preceptorships**

The Clinical Placement Department will arrange all clinical sites for students unless the placement site is outside of the Middle Tennessee region. Students during their Pre-specialty year will be placed in group clinical experiences. These group experiences may be in a hospital or community setting. Students during their Specialty year have required practica and preceptorships with individual preceptors in the community. The Clinical Placement Department will work with the students and faculty to locate practica and preceptorship sites. Students in a distance program may be completing their clinical practica and preceptorships in their hometown. Students and faculty share the responsibility for locating these clinical sites. Guidelines for selecting an appropriate site are available from each Program Director. Preceptorship sites are selected based on how they fit with the specialty and the students. Clinical sites may be located up to two hours one direction outside the Middle Tennessee area. Students are responsible for transportation and lodging. An Affiliation Agreement must be in place with all sites where a student will obtain clinical experience. This includes the practice site as well as any ancillary sites a preceptor may take the student, such as hospitals, surgery centers, nursing homes, charitable clinics, etc. A student may not go with the preceptor to a site where the school does not have an active affiliation agreement. Faculty must approve any additional sites for the student's clinical experience to ensure that the sites are necessary or appropriate to the student's clinical objectives. The number of sites and contracts will be limited per student.

All requirements for clinical placements should be completed and on file (see Registration, p. 114) prior to the student's beginning the clinical practicum. Clinical preceptors and/or agencies may require a drug screening or additional criminal background check. Costs associated with these processes will be the responsibility of the student.

### **Transportation and Lodging**

Students are responsible for their own transportation to and from all clinical facilities and field trips. Clinical sites in the specialty year are chosen for their ability to provide clinical experiences consistent with the specialty requirements and the mission of the school. Students should be prepared to travel as much as two hours each way to rural, remote, and underserved areas. Practica and preceptorships may be in out-of-state locations. Students are responsible for the cost of their travel and lodging.

### **Tennessee Board of Nursing Eligibility Requirements for Licensure**

The Tennessee Board of Nursing is concerned about the number of individuals with criminal conviction histories who apply for licensure as registered nurses. The Board will presume that an applicant is not entitled to licensure and will therefore deny any application for initial licensure, temporary permit, or renewal following the provisions of the Administrative Procedures Act to a person who has been convicted, and on which conviction the time for appeal has expired, as an adult of any of the following crimes within five (5) years preceding said application of renewal:

- a. Aggravated Assault, as in T.C.A. 39-13-102;
- b. First degree Murder, as in T.C.A. 39-13-202;
- c. Second degree Murder, as in T.C.A. 39-13-207;
- d. Voluntary Manslaughter, as in T.C.A. 39-13-211;
- e. False Imprisonment, as in T.C.A. 39-13-302;
- f. Kidnapping, as in T.C.A. 39-1-303;
- g. Aggravated Kidnapping, as in T.C.A. 39-13-304;
- h. Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- i. Robbery, as in T.C.A. 39-13-401;
- j. Aggravated Robbery, as in T.C.A. 39-13-402;
- k. Especially Aggravated Robbery, as in T.C.A. 39-13-403;
- l. Aggravated Rape, as in T.C.A. 39-13-502;
- m. Rape, as in T.C.A. 39-13-504;
- n. Aggravated Sexual Battery, as in T.C.A. 39-13-504;
- o. Sexual Battery, as in T.C.A. 39-13-505;
- p. Statutory Rape, as in T.C.A. 39-15-506;
- q. Theft of Property, as in T.C.A. 39-14-103 or of services, as in T.C.A. 39-14-104, except as to be a Class A misdemeanor, as in T.C.A. 39-14-105(1);
- r. Forgery, as in T.C.A. 39-14-114;
- s. Falsifying of Educational and Academic records, as in T.C.A. 39-14-136;
- t. Arson, as in T.C.A. 39-14-301;

- u. Aggravated arson, as in T.C.A. 39-14-302;
- v. Burglary, as in T.C.A. 39-14-402;
- w. Aggravated Burglary, as in T.C.A. 39-14-404;
- x. Incest, as in T.C.A. 39-15-302;
- y. Aggravated Child Abuse, as in T.C.A. 39-15-402;
- z. Sexual Exploitation of a Minor, as in T.C.A. 39-17-1003;
- aa. Aggravated Sexual Exploitation of a Minor as in T.C.A. 39-17-1004;
- bb. Especially Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-100;
- cc. Assisted Suicide, as in T.C.A. 39-13-216;
- dd. Rape of a child, as in T.C.A. 39-13-522.

The Tennessee Board of Nursing will also deny an application for initial licensure, temporary permit, or renewal, following the provisions of the Administrative Procedures Act, to persons who were convicted as a juvenile of the following crimes within five (5) years preceding said application or renewal:

- a. First Degree Murder, as in T.C.A. 39-13-202;
- b. Second Degree Murder, as in T.C.A. 39-13-207;
- c. Kidnapping, as in T.C.A. 39-13-207;
- d. Aggravated Kidnapping, as in T.C.A. 29-13-304;
- e. Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- f. Aggravated Robbery, as in T.C.A. 39-13-402;
- g. Especially Aggravated Robbery, as in T.C.A. 39-13-403;
- h. Aggravated Rape, as in T.C.A. 39-13-502;
- i. Rape, as in T.C.A. 39-13-503.

Any individual who applies for initial licensure, temporary permit, or licensure renewal and supplies false or incomplete information regarding the individual's criminal record to the Board on an application for licensure will be denied said initial licensure, temporary permit, or renewal.

### **Uniform Policy**

The uniform for specialty-level students varies. The faculty designates appropriate professional apparel for students taking specialty nursing courses. Students in the clinical area are expected to be well groomed at all times.

Pre-specialty students are required to have at least two uniforms and one white three-quarter-length lab coat. A navy scrub uniform and either a white scrub or a white nurse's uniform are acceptable.

Vanderbilt uses several different institutions for clinical practice, and the dress code varies for each. Some clinical situations require a white laboratory coat, street clothes (no jeans), or a hospital-provided uniform. The VUSN insignia is required to be sewn on the left sleeve of all lab coats and uniforms. The patch can be purchased at the Vanderbilt Medical Book Store.

A student identification badge, available through the School of Nursing, is always worn when the student is in the School of Nursing or the clinical area. Accessory items needed are a watch with a second hand, and

a stethoscope. The only jewelry that may be worn in the clinical area are a watch, a wedding band, small earrings for pierced ears (maximum two per ear), and pins that designate professional organizations. Other visible body piercing will not be allowed in the clinical area.

### Academic Standards

#### *Good Academic Standing*

Good academic standing is defined as both a semester GPA of 3.0 or higher, a cumulative GPA of 3.0 or higher, no grade below *C* in a didactic course, and no grade below *B* in a course with a clinical component.

#### *Completion of Program*

Students admitted to the M.S.N. program through the pre-specialty component must complete all pre-specialty courses *within two calendar years* and the specialty curriculum *within three calendar years*. Leaves of absence are counted in this time frame.

Students admitted to an M.S.N. specialty with a B.S.N. must complete the curriculum *within three calendar years*. Leaves of absence are counted in this time frame.

#### *Grading System to be Implemented 2007/2008*

Letter Grade	Numerical Equivalent	Quality Points	Letter Grade	Numerical Equivalent	Quality Points
A+	97-100	4	B-	80-82	2.7
A	93-96	4	C+	77-79	2.3
A-	90-92	3.7	C	73-76	2
B+	87-89	3.3	C-	70-72	1.7
B	83-86	3	F	69 or below	0

All *F* grades are counted in the computations of grade point ratios unless the student repeats the course and earns a passing grade.

*M: Missing a final examination.* The designation *M* is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade *F* is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor. The grade *M* must be removed in the next semester or the grade will automatically be converted to *F*.

*I: Incomplete.* Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the director of enrollment management of the School of Nursing. The grade *I* must be removed in the next semester or the grade will automatically be converted to *F*.



*Late work.* Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

### *Repeat Courses*

Students enrolled in the M.S.N. program may repeat a course only with the permission of the Student Admissions and Academic Affairs Committee.

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once.

Students who do not earn at least a *B* in a course with a clinical component must repeat that course.

If a student makes below the required grade (*B* for courses with a clinical component, *C* for didactic courses) in another course, they will be dismissed. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

### *Core Courses*

Students enrolled in the specialist nursing component are required to earn a minimum grade of *C* in the core course component (300, 301, 302, 303, 304). Students who earn *C* grades in these courses, however, must have sufficient grade points to maintain a cumulative grade point average of *B*, or a 3.0 on a 4.0 scale.

### *Probation*

Students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed at the end of each semester, and students who have not maintained a 3.0 grade point average are placed on academic probation. A student who is not making satisfactory progress toward the degree will be dismissed if improvement is judged to be unlikely.

A student may be placed on probation only once during the entire program of study (pre-specialty and specialty). If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be dismissed from the School of Nursing or may be advised to go on leave of absence or withdraw. When a student is placed on or removed from probation, letters are sent to the student, the student's adviser, and the program director. When appropriate, a copy of the letter is sent to the Director of the Academic Enhancement Program.

If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student a 3.0 grade point average.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, program director, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work will be dismissed.

### *Readmission*

A student who has been dismissed or has withdrawn from the program may apply to the Student Admissions and Academic Affairs Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. A former student having successfully completed a tour of duty in the armed forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.

A student readmitted after having been advised to withdraw, or after having been suspended or dropped, is on probation during the first semester back in residence.

### *Progression*

Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. A student seeking a waiver of this policy must submit a written request to the Student Admissions and Academic Affairs Committee for an exception to the rule.

Students must earn a *B* in any course with a clinical component. If a student earns less than a *B*, they must repeat the course and will not be able to progress in the clinical sequence until a *B* grade is earned.

To progress from the pre-specialty component to the specialist nursing component, students must (a) complete 42 hours of the generalist component with at least a *C* in each didactic course and a *B* in each clinical course, and (b) earn at least a 3.0 cumulative grade point average.

Students who earn less than a C in 300, 301, 302, 303, or 304 may not enroll in their final specialty clinical course until 300, 301, 302, 303, and 304 have been successfully repeated.

Students must hold an active Tennessee nursing license or valid license in a compact state in order to begin a 300-level clinical course.

### **Student Complaint and Grievance Procedure**

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem still persists, the student should make an appointment with Linda Norman, senior associate dean for academics. At the time of the appointment with Dean Norman, the student should bring a written statement of the problem or grievance. If still unresolved, contact Dean Conway-Welch for assistance.

Additional information on complaint and grievance procedures can be found in the *Student Handbook* online at [www.vanderbilt.edu/student\\_handbook/](http://www.vanderbilt.edu/student_handbook/).

### **Withdrawal from the University**

Students planning to withdraw from the university should see the director of enrollment management in the School of Nursing to initiate proper procedures.

### **Essential Competencies for Nursing Practice**

Practice as a registered nurse requires many competencies, such as the functional abilities listed below:

- Ability to see, hear, touch, smell, and distinguish colors.
- Ability to speak and write with accuracy, clarity, and efficiency.
- Manual dexterity, gross and fine movements.
- Ability to learn, think critically, analyze, assess, solve problems, and reach judgment.
- Emotional stability and ability to accept responsibility and accountability.

All students enrolled in the M.S.N. or post-master's program must satisfactorily demonstrate these competencies in the didactic, laboratory, seminar, and clinical courses throughout their program of studies.

### **Eligibility for Registered Nurse (RN) Licensure**

Students are eligible to apply to the National Council on Licensure Examination to become a Registered Nurse (NCLEX–RN) upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean, when the following requirements have been met: (a) completion of the pre-specialty portion of

the curriculum; (b) good academic standing (semester and cumulative grade point average of 3.0 or above); (c) no grade below a C in a didactic course, no grade below a B in a clinical course, and no incomplete grades; and (d) satisfactory criminal background check. Students who are ineligible to take the NCLEX–RN will not be allowed to participate in a course with a clinical component.

Students who are not successful on the first writing of the NCLEX–RN will be immediately withdrawn from courses with a clinical component. Once the RN license is obtained, the student may enroll in courses with a clinical component. The program of study for full-time students will be altered because of delay in being able to participate in clinical courses. Additional semester(s) will be required to complete clinical courses.

Students who are not Registered Nurses are required to take examinations specified by the senior associate dean to prepare for the NCLEX–RN. Students will be billed for the examinations through their student accounts.

### **Change of Address and Telephone Number**

Students who change either their local or permanent mailing address or telephone number are expected to notify the School of Nursing director of enrollment management immediately. Candidates for degrees who are not in residence should keep the director of enrollment management informed of their current mailing address and telephone number. Students may also change their address and phone number via the Web. Go to [www.vanderbilt.edu](http://www.vanderbilt.edu). Click on “students,” then on “address change.” At this point you will be asked to log in by entering your VUnet ID and password. You may then make changes.

### **Graduation**

Degree candidates must have satisfactorily completed all curriculum requirements, have a cumulative grade point average of at least a 3.0, have passed all prescribed examinations, and be free of all indebtedness to the university.

### **Commencement**

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements with at least a 3.0 overall GPA and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student’s permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.

# Admission

**D**IRECT admission to the Master of Science in Nursing (M.S.N.) program requires graduation from an NLNAC- or CCNE-accredited baccalaureate program with an upper division major in nursing (B.S.N. degree). Applicants from unaccredited nursing programs will be considered on an individual basis.

Admission without a B.S.N. degree is possible via a generalist nursing pre-specialty or pre-specialty–R.N. component. Qualified students without a B.S.N. enter the Master of Science in Nursing Pre-Specialty Component, an M.S.N. program with multiple entry options.

The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. In accordance with Vanderbilt's non-discrimination policy, the Student Admissions and Academic Affairs Committee is charged with making individualized determinations of the ability of each candidate for admission to successfully complete the degree requirements.

## **Admission to the M.S.N. Program with a B.S.N.**

Admission is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
2. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Exam (GRE) within five years of the application date. The GRE will be waived for applicants with master's or doctoral degrees from U.S.-based educational programs.

*Graduate Record Examination Aptitude Test.* The applicant should have a composite score of 1,000 or above for the verbal and quantitative portions and a 4.5 or above for the analytical portion. Those with scores below 1000 may be asked, upon faculty request, to provide additional evidence of aptitude. Applicants are reminded to take the test early to meet application deadlines, since it is often several weeks before scores are reported. Information on the GRE may be obtained by writing GRE-ETS, Box 6000, Princeton, New Jersey 08541-6000, by calling 1-866-473-4373, or by visiting the Web site at [www.gre.org](http://www.gre.org).

Graduate Management Admission Tests (GMAT) are required for all students applying for the joint degree program (M.S.N./M.B.A.). The GMAT score may be submitted instead of a GRE score for M.S.N./M.B.A. applicants. Information on the GMAT may be obtained by writing GMAT, Educational Testing Service, Box 6103, Princeton, New Jersey 08541-6103, or by e-mail inquiries sent to [gmata@ets.org](mailto:gmata@ets.org).

3. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.

4. *R.N. License.* Authorization to practice as a Registered Nurse in Tennessee is required at the time of registration except for students who have taken the licensing examination but have not received the results. Individuals admitted pending examination results are subject to immediate withdrawal from graduate (300-level) clinical courses if the examination is not passed. Once the license is obtained the individual may enroll in courses with a clinical practice component.

5. *Letters of Recommendation.* Three letters of recommendation are required.

6. *Interview.* An interview survey is required. An interview in person or by telephone may be required in certain specialties.

7. *Goal Statement.* A concise statement of your career goals as an advanced practice nurse.

8. *Prerequisite Courses.* An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.

9. *M.S.N./M.B.A. Program.* Students applying for the joint degree M.S.N./M.B.A. program must apply and be admitted to both the School of Nursing and the Owen Graduate School of Management. Application packets for Owen may be submitted online at [www.owen.vanderbilt.edu/vanderbilt](http://www.owen.vanderbilt.edu/vanderbilt) or may be obtained by writing to the Office of Admissions and Student Services, Owen Graduate School of Management, Admissions Office, 401 Twenty-first Avenue South, Nashville, Tennessee 37203, or by calling (615) 322-6469 or 1-800-288-OWEN.

10. *M.S.N./M.T.S. and M.S.N./M.Div. Programs.* Students applying for the joint degree M.S.N./M.T.S. or M.S.N./M.Div. programs must apply and be admitted to both the School of Nursing and the Divinity School.

### **Admission to the M.S.N. Program via the Pre-Specialty Component**

The School of Nursing offers several options for entry into the M.S.N. program for applicants who do not hold a B.S.N. degree. Qualified applicants are eligible for admission in the following categories:

1. Entry with a non-nursing liberal education baccalaureate degree from an accredited college or university or through a formalized senior-in-absentia program. Such applicants must complete prerequisites in human anatomy, human physiology, lifespan development, microbiology/bacteriology, nutrition, and statistics. Students enter the pre-specialty component where they complete 42 hours of generalist courses. They then complete a minimum of 39 hours in courses for a nursing specialty.

2. Entry with an associate degree in nursing or a diploma from an NLNAC-accredited nursing school with 78 semester or 120 quarter hours of transferable credit (see Prerequisite Courses below).

After completing 26 hours of pre-specialty level courses, they complete a minimum of 39 credit hours in a nursing specialty.

3. Entry with 78 semester or 120 quarter hours of prerequisite courses (see below). Students enter into the pre-specialty program. After completing 42 hours of pre-specialty courses, they complete a minimum of 39 hours in a nursing specialty.

### *Prerequisite Courses*

*All prerequisite courses must be completed with a minimum grade of C.*

*English (6 hours).* English composition, literature, or Vanderbilt courses designated with a “W” meet this requirement.

*Humanities (6 hours).* Humanities courses are those concerned with human thought, including literature, classics, drama, fine arts, history, philosophy, and religion. Technical or skill courses such as applied music or studio art are not acceptable as humanities courses.

*Statistics (3 hours).* An introductory course in statistics that includes descriptive and inferential statistical techniques is required. Math 127–128, Math 180, Psychology 209, or Psychology 2101P are the courses offered at Vanderbilt that fulfill this requirement.

*Social Sciences (9 hours).* Social Sciences include psychology, sociology, anthropology, political science, and economics.

*Natural Sciences (11 hours).* Natural Science courses in human anatomy and physiology (Nursing 210ab) and microbiology (Nursing 150) are required. Chemistry 101a–101b or Chemistry 102a–102b and Biological Sciences 110a–110b are strongly recommended but not required for admission.

*Lifespan Development (3 hours).* A course in lifespan development that includes birth through late adulthood is required. Psychology 283, Developmental Psychology; Human Resources 1000, or Applied Human Development; Psychology 1630, Development Psychology, fulfills the lifespan development requirement.

*Nutrition (2 hours).* Nutrition must be taken as a prerequisite course. Nursing 231a, Introduction to Nutritional Health, fulfills the requirement for nutrition. Nursing 231b (1 hour), Nutrition and Health: Issues and Insights, and Nursing 231c (1 hour), Health and Wellness, are also offered but are not required.

### *Electives (38–39 hours)*

The remaining hours of prerequisites may consist of prior college-level nursing or elective courses, except physical education courses, pass/fail courses, courses with grades lower than C, courses taken at unaccredited schools, and nursing courses taken at diploma schools. Students entering with a baccalaureate degree in a field other than nursing must have as prerequisite courses: human anatomy and physiology, microbiology/bacteriology, statistics, lifespan development, and nutrition.

### *Admission Criteria*

Admission to the pre-specialty program is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that the applicant have at least a *B* average in nursing and a cumulative average of *B*.
2. *Standardized Test Scores.* Applicants are required to have taken either the Graduate Record Examination or the Graduate Management Admission Test, as appropriate, within five years of the application date. See Admission to the M.S.N. Program with a B.S.N. for recommended scores and additional details.
3. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
4. *Current Licensure or Eligibility for RN Licensure.* Registered Nurse students must be authorized to practice in Tennessee. Individuals admitted pending examination results are not eligible for clinical courses until licensure is obtained. Pre-specialty applicants must have a negative criminal conviction history to be eligible to apply for RN licensure. See previous section on Tennessee Board of Nursing Eligibility Requirements for Licensure for further details.
5. *Letters of Recommendation.* Three letters of reference are required.
6. *Interview.* An interview survey is required. An interview in person or by telephone may be required in certain specialties.
7. *Goal Statement.* A concise statement of your career goals as an advanced practice nurse.

Applicants who do not meet all the listed criteria will be considered on an individual basis.

### **Application Procedure**

Application forms for the M.S.N. program may be secured from the Admissions Office of the School of Nursing or from the School of Nursing Web site at [www.mc.vanderbilt.edu/nursing](http://www.mc.vanderbilt.edu/nursing). A \$50 non-refundable fee is required when the application is submitted. The School of Nursing begins reviewing applications for admission to its new fall class beginning December 1 of the previous year, after which admissions are on a rolling basis. There is no published deadline. Although applicants are encouraged to apply by December 1 of the year before they intend to enroll, there is flexibility. Interested applicants should contact the Admission Office about specific programs.

Admissions decisions are made upon receipt of all application materials. A \$200 non-refundable matriculation fee is required upon acceptance.

Applications are considered current for one year; accepted applicants who do not enroll during that time must reapply for admission. Students may apply for one deferral of admission, not to exceed one year, which must be approved by the SAAA committee. After one year the student must reapply for admission.



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### Transfer Credit

Transfer credit is considered for specialty courses taken elsewhere within five years of admission upon request on the application form. The program director approves transfer credit for specialty courses and/or elective courses. The senior associate dean approves transfer credit for core courses. If courses are approved, a total of 6 semester hours may be transferred. No credit is awarded toward the degree for courses designated as prerequisite for admission.

### Credit by Examination

Registered Nurse students in the specialist component who are certified through a professional nursing organization in the area of specialty practice may obtain credit by examination for selected specialty courses. The credit by examination procedure will verify acceptable knowledge and skill attainment received through national certification at the specialist level. Credit by examination will be limited to a maximum of two specialty courses. Verification of the certification must be sent directly to the School of Nursing by the certifying agency before the student is eligible to register for credit by examination. Full tuition is charged for courses in which credit by examination is earned.

Other courses in the specialist component may be available for credit by examination as determined by the Curriculum Committee or upon petition to the Student Admissions and Academic Affairs Committee. Students may consult their faculty advisers for further information.

### International Students

Vanderbilt has a large international community representing approximately one hundred countries. The University welcomes the diversity international students bring to the campus, and encourages academic and social interaction at all levels.

*English Language Proficiency.* Proficiency in written and oral English is required for enrollment in an academic program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with the application, unless they have demonstrated competence while attending an American institution. International students transferring from unfinished degree programs of other universities in the United States should present TOEFL scores. Vanderbilt University School of Nursing will accept the TOEFL or ILETS and an interview with the program director and a SAAA representative. The International TOEFL is administered at test centers throughout the world at different times during the year. You may access information regarding the TOEFL exam, including registration and sample tests, at <http://www.toefl.org>. Inquiries and requests for application forms should be addressed to TOEFL, Box 6151, Princeton, New Jersey 08541-6151 U.S.A. The minimum

acceptable score on the Test of English as a Foreign Language is 215 on the computer-based test or 81 on the internet-based test.

International student applicants who have completed college or university coursework at an institution in a country other than the United States must obtain a complete course-by-course evaluation of foreign transcripts, degrees, and other official documentation. Evaluating agencies include (1) World Education Services, Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087; telephone (212) 966-6311; Web site: [www.wes.org](http://www.wes.org); and (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3412; Web site: [www.ece.org](http://www.ece.org).

*English Instruction.* Applicants whose proficiency in English is low or marginal will be required to enroll in an English language program before beginning academic studies. Vanderbilt offers such a program at the English Language Center (ELC), located at 1208 18th Avenue South. Intensive, semi-intensive, or part-time English study is offered throughout the year. Non-credit enrollment in at least one academic course may be recommended while the student is improving proficiency in English. Academic studies for credit may begin after recommendation by ELC in consultation with the student's academic adviser. For more information, write to ELC, Peabody #510, 230 Appleton Place, Nashville, Tennessee 37203-5721, U.S.A.; [www.vanderbilt.edu/ELC/index.htm](http://www.vanderbilt.edu/ELC/index.htm); (615) 322-2277.

*Financial Resources.* To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet expected costs of their entire educational program. Applicants must provide documentary evidence of their financial resources before visa documents can be issued.

United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work off campus only under special circumstances. Many spouses and dependents of international students generally are not allowed to be employed while in the United States.

*Health and Accident Insurance.* International students, whether attending the university full time or part time, and their dependents residing in the United States are required to purchase the university's international student health and accident insurance unless, in the judgment of the university, adequate coverage is provided from some other source. Information concerning the limits, exclusions, and benefits of this insurance coverage can be obtained from the Student Health Center.

*Additional Requirements.* Prior to admission, international applicants who are nurses must have taken the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination and the Tennessee licensing examination. Information on the CGFNS may be obtained by writing the commission at 3600 Market Street, Suite 400, Philadelphia, Pennsylvania 19104-2651, U.S.A., or by calling (215) 222-8454 or at [www.cgfns.org](http://www.cgfns.org). The CGFNS exam is given in March, August, and November in forty-six locations worldwide,

though not in Nashville. Information on the Tennessee licensing exam may be obtained from the Tennessee Board of Nursing; 227 French Landing, Suite 300, Heritage Place, Metro Center; Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5222; Web site: [www.state.tn.us/health](http://www.state.tn.us/health).

*Information.* Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, VU Station B #351568, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1568, U.S.A.; [www.vanderbilt.edu/ISSS](http://www.vanderbilt.edu/ISSS).

### **Student Classification**

The following classifications apply to all M.S.N. students.

*Regular Student.* Enrolled full time or part time in the School of Nursing, having met admission requirements.

A full-time student in the program normally will enroll for a minimum of 12 and a maximum of 16 credit hours a semester. Students registered for thesis or master's project (0–3 hours) are also defined as full time. Part-time students carry a minimum of 6 but fewer than 12 hours per semester.

Students entering the M.S.N. program with a B.S.N. degree must complete all degree requirements within three years of first enrollment. Students entering the M.S.N. through the pre-specialty or R.N. pre-specialty component must complete all degree requirements within five years of first enrollment.

*Special Student.* Enrolled in one or more non-clinical pre-specialty or specialty courses but not working toward a master's degree in the School of Nursing. A limit of 7 credit hours is permitted in this status. Successful completion of courses taken as a special student does not guarantee admission to the M.S.N. program.

To be considered as a special student, an applicant must submit a completed application form with transcripts and the non-refundable application fee at least two weeks before registration. Acceptance into a course is dependent upon availability of space and facilities after full-time and part-time students have been registered.

Registration as a special student requires approval by the senior associate dean for academics. All University and School of Nursing regulations, including the Honor System, apply to special students. Special students who desire to change to regular student status should make application for admission to a specialty following regular procedures.

### **Requirements for Licensure**

Students must be authorized to practice as a Registered Nurse in the state of Tennessee. Please refer to previous section, titled Academic Regulations, Eligibility for Registered Nurse (R.N.) Licensure, for more information on the licensure exam (NCLEX).



# Financial Information

**T**UITION for 2007/2008 is \$938 per credit hour.

*Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.*

The Master of Science in Nursing degree may be completed in three semesters of full-time study for students who enter with a B.S.N.; students admitted through the pre-specialty component complete the M.S.N. in six full-time semesters. Students admitted through the R.N. pre-specialty component complete the M.S.N. in five full-time semesters. M.S.N. students attend fall, spring, and summer sessions.

The charge for students registered for zero hours of Thesis (N379) or Master's Project (N377) is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

Students taking an incomplete or having a missing grade in a course register for zero hours until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

There will be a one-time fee of \$30 for processing transcripts.

## Other Fees

Application	\$ 50
Matriculation (nonrefundable)	200
Student activities (per semester)	64
Student Recreation Center fee (per semester)	105
Technology fee (per semester)	100
Laboratory fee for N210a	35
Laboratory fee for N210b	50
Laboratory fee for N235	60
Laboratory fee for N236	60
Laboratory fee for N237	60
Laboratory fee for N245	100
Laboratory fee for N246	50
Laboratory fee for N247b	75
Laboratory fee for N305a	200
Laboratory fee for N305b	75
Laboratory fee for N305c	150
Laboratory fee for N305e	150
Laboratory fee for N305f	200
Laboratory fee for N315	150

Laboratory fee for N336	75
0 hours	469
Liability insurance coverage (per semester)	33
Student health insurance (per year)	1,938
Occupational exposure assessment fee (per year)	40
Criminal background fee (one-time fee)	60

Expenses for books and supplies will vary by specialty. Equipment such as tape recorders and diagnostic sets will be required for certain specialties.

Hepatitis B vaccine is available, at student expense, through the Student Health Service.

For information concerning tuition for the Ph.D. in Nursing Science, see the *Graduate School Catalog*.

### Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable by August 22 for the fall semester and January 3 for the spring semester. All charges incurred after classes begin are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access for campus residents may result and additional charges to campus dining or flexible-spending accounts may be prohibited.

Students/guarantors will be responsible for payment of all costs, including reasonable attorney fees and collection agency fees, incurred by the university in collecting monies owed to the university. The university will assess a \$20 fee for any check returned by the bank and reserves the right to invoke the laws of the State of Tennessee governing bad checks.

### Refunds of Tuition and Dormitory Charges

University policy for the refund of tuition and dormitory charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the university for any reason may be entitled to a partial refund in accordance with the established schedule shown below. Fees are not refundable.

#### *Fall 2007 Withdrawal/Refund Schedule*

Week 1	August 29–September 1	100%
Week 2	September 2–September 8	95%
Week 3	September 9–September 15	85%
Week 4	September 16–September 22	80%
Week 5	September 23–September 29	75%
Week 6	September 30–October 6	70%

Week 7	October 7–October 13	60%
Week 8	October 14–October 20	55%
Week 9	October 21–October 27	50%
Week 10	October 28–November 3	45%

*No refund after November 3, 2007*

#### *Spring 2008 Withdrawal/Refund Schedule*

Week 1	January 9–January 12	100%
Week 2	January 13–January 19	95%
Week 3	January 20–January 26	85%
Week 4	January 27–February 2	80%
Week 5	February 3–February 9	75%
Week 6	February 10–February 16	65%
Week 7	February 17–February 23	60%
Week 8	February 24– February 29	55%
<i>Spring Break</i>	March 1–March 9	
Week 9	March 10–March 15	50%
Week 10	March 16–March 22	45%

*No refund after March 22, 2008*

### **Tuition Payment Programs**

Tuition payment programs are available through Tuition Management Systems (TMS). Pamphlets describing these plans are available on request from the Office of Student Accounts, VU Station B #351671, 2301 Vanderbilt Place, Nashville, TN 38235-1671, or the Office of Student Financial Aid, 2309 West End Avenue, Nashville, TN 37203.

### **Late Payment of Fees**

All charges not paid by the specified due dates will be assessed a late payment fee of \$1.50 on each \$100 owed.

### **Financial Clearance**

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwarranted). However, a late payment fee will be assessed each month until the balance is paid. All amounts deferred are due no later than November 30 for the fall semester, April 30 for the spring semester, and July 31 for the May and summer sessions.

No transcript (official or unofficial) will be issued for a student who has an outstanding or deferred balance. Diplomas will be withheld until all bills are paid.

### **Professional Liability Insurance**

Students will be automatically covered with professional liability insurance. Payment of premium is required of all enrolled nursing students at the time of registration. Payment of premium is required regardless of any other professional liability coverage the student might have, even for students taking only didactic courses. The policy covers only practice as a nursing student and does not extend to coverage of nursing practice outside of the student role.

The annual premium is payable in addition to tuition. Details of the policy are available at the university's student insurance office, and students are encouraged to familiarize themselves with policy details and their responsibility in regard to insurance coverage.

### **Student Health Insurance**

If you have health insurance coverage, complete an online petition found at [www.kosterweb.com](http://www.kosterweb.com) to waive insurance. If you are taking 4 or more hours, you will be charged automatically for health insurance for the entire year unless you have completed this waiver. You will need to provide verification of other health insurance coverage.

### **Activities and Recreation Fees**

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published on-line annually in the *Student Handbook* at [www.vanderbilt.edu/student\\_handbook/](http://www.vanderbilt.edu/student_handbook/). By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student activities fee (Sarratt and University programs) and the student recreation fee will be waived automatically if the student is a part-time student registered for four or fewer semester hours, or if he or she resides, while a student, beyond an approximate fifty-mile radius from the campus as determined by zip code. Students who register late or students who wish to have fees waived due to exceptional circumstances must petition for a waiver through the Office of Campus Student Services, VU Station B #356206, 2301 Vanderbilt Place, Nashville, Tennessee 37235-6206. A \$10 charge is assessed for processing the waivers of students who register late.

### **Transcripts**

Academic transcripts are supplied by the University Registrar on written authorization from the student. Transcripts are not released for students with delinquent accounts. New students will be charged a one-time fee of \$30 for processing transcripts.



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## Financial Aid

The majority of our nursing students use financial aid. Upon applying to the School of Nursing, a financial aid packet will be mailed to the student in mid January. That packet will include directions about completing a Vanderbilt University Graduate/Professional Financial Aid Application and a Free Application for Federal Student Aid (FAFSA). The completed FAFSA is mailed electronically to the University Financial Aid Office, and the student is then considered for all types of funding available based on financial eligibility.

In order to qualify for financial assistance, a student must be enrolled for at least six credits per semester and be seeking a degree. Federal Stafford subsidized loans are need-based loans. Non-need-based loans are Federal Stafford unsubsidized loans, as are Federal Grad PLUS loans on which the interest accrues from the date of disbursement. Federal Grad PLUS loans are credit-based loans.

Financial aid awards are made after the student is accepted to the School of Nursing and has made a deposit. Assuming the student has completed all appropriate financial aid paperwork, the financial aid office will send the student a package of loan awards or any other aid the student may be receiving in late April or early May for students planning to begin school in the fall.

### Applying for Financial Aid

To apply for Federal Stafford subsidized and unsubsidized student loans, Federal Grad PLUS loans, and institutional funds, a current or prospective student must complete two application forms: the Vanderbilt University Graduate/Professional Financial Aid Application (available online only at [www.vanderbilt.edu/financialaid/gradapp.htm](http://www.vanderbilt.edu/financialaid/gradapp.htm)) and the Free Application for Federal Student Aid (FAFSA) ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). The tax information from the previous tax year combines with other factors on the FAFSA to form an Expected Family Contribution (E.F.C.). This figure, along with other financial aid formulas, determines an individual's eligibility for financial aid based on federal guidelines. This information is provided to the University Financial Aid Office which determines the types and amount of funding available based upon financial aid eligibility. Financial aid applications are not available for distribution until after January of each year and must be filed annually.

### Student Loans

Student loans compose the majority of a financial aid package. Federal Stafford loans and the Federal Grad PLUS loans are borrowed from a lending institution. The Federal Stafford subsidized loan is based on need and has a six-month grace period prior to repayment. The maximum available is \$8,500 per academic year. The Federal Stafford unsubsidized loan is not based on need and also has a six-month grace period prior to repayment.

The maximum available is \$12,000 per academic year. If a student does not qualify for a subsidized loan, it is possible to receive the entire \$20,500 in an unsubsidized loan. With a subsidized loan, the Department of Education pays the interest on the loan while the student is enrolled in school, during the grace period and any period of deferment. With an unsubsidized loan, the student is responsible for payment of the accruing interest and may request that payment be deferred until the grace period expires, at which time the interest is capitalized. All Federal Stafford loans must be repaid within 120 months, and the fixed interest rate on a Federal Stafford loan is 6.8 percent (for the 2006/2007 academic year).

Once the student has been awarded federal Stafford loans, the financial aid office will determine how much aid will be offered in a Federal Grad PLUS loan. The Federal Grad PLUS loan enables graduate/professional students with a good credit history to borrow to pay educational expenses for at least half-time enrollment. The student may borrow up to the annual cost of attending Vanderbilt minus any other aid for which the student is eligible. The majority of loans offered will be Federal Grad PLUS loans. The fixed interest rate on this loan is 8.5 percent (for the 2006/2007 academic year). A student's eligibility for this loan is based on the student's credit history, and in some cases a co-borrower is required.

### **Internal Scholarships**

All internal scholarships are merit based and are awarded based on a combination of the student's incoming grade point average and GRE or GMAT score. Full-time enrollment (12 hours per semester) is required to be considered for a scholarship award. Students do not apply directly to any of the scholarship benefactors; they simply need to complete the internal scholarship application available in mid-February. In order for students to be considered for scholarships, they must be accepted to the School of Nursing. All awards are made through the School of Nursing Scholarship Committee according to the requirements of the funding source. Part-time students and students who have a master's degree in nursing are not eligible for scholarships but may qualify for some loans. The School of Nursing maintains an extensive list of scholarships available for women, minorities, and graduate students.

### **External Scholarships**

All external scholarship applications must be initiated by the student. Listings of external scholarships are available from your local library, the Internet, religious organizations, community organizations and civic groups, foundations, fraternities, sororities, and clubs. You may visit our Web site at [www.mc.vanderbilt.edu/nursing/msn/scholarshipsext.html](http://www.mc.vanderbilt.edu/nursing/msn/scholarshipsext.html) for more information about external scholarships.

**Full-Tuition Scholarships**

Three full tuition, one-year scholarships are offered to incoming students. One is awarded to an outstanding first-year pre-specialty student, one is awarded to an outstanding direct-entry student and one to an outstanding minority student. The rankings are based on the entering GPA and GRE test scores, and the recipients are determined by the Scholarship Committee. There are also three merit-based, one-year full scholarships awarded to students with the highest GPAs entering their second year of study.

**Disbursement of Financial Aid Funds**

All financial aid, including scholarships, is credited directly to the student's account. The financial aid file must be complete in order for available funds to credit the student's account. All loans are disbursed in equal installments at the beginning of each semester. Any institutional loan promissory notes and paperwork must be completed and signed before loan funds disburse to the student's account. Typically, scholarship funds are disbursed in the same manner.





# Honors and Awards



## **Sigma Theta Tau**

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Sigma Theta Tau is professional rather than social, and its purpose and functions may be compared to other honor societies. Sigma Theta Tau is a member of the Association of College Honor Societies.

Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing and who have maintained a high scholastic average. Students in the direct entry M.S.N. program are eligible for membership after having completed 10 semester hours of the required curriculum. Students in the pre-specialty program are eligible for membership after having completed 22 hours of the required pre-specialty curriculum.

## **Founder's Medal**

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. The Founder's Medal is conferred annually upon the graduating student in the School of Nursing who, in the judgment of the faculty, has achieved the strongest record in the areas of professional and academic performance in meeting the requirements for the Master of Science in Nursing degree.

## **Amy Frances Brown Prize for Excellence in Writing**

This prize is awarded each year there is a worthy candidate among the graduates of the School of Nursing. The selection is based upon papers submitted to meet course requirements in either the pre-specialty or specialist nursing component of the curriculum.

## **Specialty Awards**

The School of Nursing Specialty Awards were initiated in August 1998 to recognize the most outstanding student in each specialty area. The awards are based on academic achievement, excellence in clinical practice, demonstrated leadership, community service and potential for future contributions to the nursing profession.

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## Honor Scholarships

Vanderbilt's highly competitive Honor Scholarship program is based on academic merit. Six full Honor Scholarships are awarded each year in recognition of exceptional accomplishment and high promise in the field of nursing. Several partial honor- and need-based scholarships are also available.

### Full Scholarships

THE HAROLD STIRLING VANDERBILT (HSV) SCHOLARSHIP honors the memory of the great-grandson of Commodore Cornelius Vanderbilt and president of the university's Board of Trust from 1955 to 1968. The scholarship covers full tuition for three semesters and is awarded annually to an outstanding minority student in the incoming class.

THE JULIA HEREFORD ALUMNI SCHOLARSHIP for a second-year student is awarded annually through the generosity of the Julia Hereford Society and the Julia Hereford Endowed Alumni Scholarship Fund.

THE C. W. KEMPKAU SCHOLARSHIP is awarded annually to an outstanding pre-specialty student in the incoming class.

THE LAURA CATHERINE RANKIN MEMORIAL SCHOLARSHIP for a second year student was established in Laura's memory by her parents, Dr. and Mrs. Allan Rankin, family, and classmates.

THE FRANCES SCOTT MORRISON SCHOLARSHIP for a second-year student was established in 2002. Preference is given to students who had relatives who served during World War II, specifically at Iwo Jima.

THE SCHOOL OF NURSING DEAN'S HONOR SCHOLARSHIP is awarded annually to an outstanding direct-entry student in the incoming class.

### Partial Scholarships

THE HELEN T. ALFORD SCHOLARSHIP was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE BOTTORFF SCHOLARSHIP was established in 2003 through a generous donation of Mr. Dennis Bottorff to be awarded to a student demonstrating exceptional merit.

THE BURRUS MEDICAL SCHOLARSHIP FOR NURSES was established in 1987 by George R. Burrus, M.D., in honor of his daughters, Lisa, Kate, and Nan, who are Vanderbilt School of Nursing graduates.

THE JAMES AND JANET CARELL SCHOLARSHIP was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE LILLIAN CARY SCHOLARSHIP is awarded to an M.S.N. student in the Family Nurse Practitioner specialty. Selection is based on academic merit and financial need.

THE THOMAS CONE SCHOLARSHIP was endowed through a gift from Thomas and Charlotte Cone to be awarded annually to a worthy and needy student who is a single parent.

THE ALICE THOMPSON FISCHER SCHOLARSHIP FUND was established with a gift in 2006 and will be awarded annually to a student demonstrating merit and financial need.

THE CHARLES B. FUNK AND CAROL S. FUNK SCHOLARSHIP was established with a gift in 2006 and will be awarded annually to a student who is a U.S. citizen demonstrating merit and financial need.

THE LA JUAN FURGASON SCHOLARSHIP is an endowed scholarship established by Mr. G.A. Furgason in memory of his daughter, a 1967 B.S.N. graduate of the School of Nursing.

THE BOBBIE GILMER SCHOLARSHIP FUND FOR NURSES was established in 1999 by bequest of Bobbie Lee Gilmer.

THE DOROTHY S. GOLDSTEIN SCHOLARSHIP was established by Mrs. Goldstein and is awarded to minority students.

THE HALEY AWARD was endowed through a bequest from James H. Haley, Jr., to help support a worthy student of the School of Nursing.

THE HASSENPLUG SCHOLARSHIP was generated by the memorial initiated by the Class of '42 in memory of their creative teacher/mentor, Lulu K. Wolf Hassenplug. After ten dynamic and productive years at Vanderbilt, Hassenplug was the national leader who propelled nursing education to achieve true university stature. Endowment of the fund was reached in 2003 in honor of Hassenplug's 100th birthday. This award goes to an outstanding student whose career goal is directed toward academic nursing education.

THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP FUND was established for minority students. It is awarded to minority students on the basis of merit and need.

THE FRANCES M. HOUSTON SCHOLARSHIP FUND is endowed for the benefit of the School of Nursing. Preference shall be given to students from Cannon County, Tennessee, and then to the surrounding counties of Coffee, Dekalb, Rutherford, Wilson, and Warren.

THE LIZZIE MINOR HOUSTON SCHOLARSHIP is endowed for the benefit of the School of Nursing. Preference shall be given to students from Cannon County, Tennessee, and then to the surrounding counties of Coffee, Dekalb, Rutherford, Wilson, and Warren.

THE SAMMIE S. SHAPIRO-RACHEL S. KELLY SCHOLARSHIP was established by bequests from the estates of these two sisters, both Vanderbilt alumnae, and is supported by contributions from members of their family. It is awarded annually to a worthy and needy student.

THE ELIJAH NEVINS KIRKPATRICK SCHOLARSHIP is supported by the Frank Godchaux III family in memory of Mr. Kirkpatrick, a Vanderbilt alumnus and father of Mrs. Godchaux. It is awarded annually to a student demonstrating both exceptional merit and financial need.

THE JENNIE WAMSLEY LONG MEMORIAL SCHOLARSHIP was established in 1996 by gifts from family and friends. The scholarship is to be awarded to a student in the Psychiatric Mental Health specialty.

THE MILAH P. LYNN SCHOLARSHIP FUND was established in 1996 by a gift from Milah and Stephen Lynn. This scholarship is to be awarded to worthy, needy students.

THE KATHLEEN SUZANNE NELSON SCHOLARSHIP FUND was endowed through a bequest from Dr. Robert A. Nelson, Jr., in memory of his daughter, a 1975 graduate of the school.

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THE SALLY BAUM NORDLUND AND D. CRAIG NORDLUND SCHOLARSHIP was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE COLEMAN D. OLDHAM HONOR SCHOLARSHIP was endowed through a bequest from Coleman and Emma Oldham.

THE PASS IT ON SCHOLARSHIP was established in 2004. The scholarship is awarded with the recipient's full understanding that, given the time and opportunity, the recipient will, after graduation, provide financial, emotional, and/or moral support to other nursing students seeking to further their education.

THE VALERE POTTER SCHOLARSHIP FUND was established originally by a gift from the late Valere Blair Potter. This scholarship is awarded annually to second year pre-specialty students demonstrating exceptional merit and financial need.

THE TABITHA REEVES SCHOLARSHIP FUND was established in 1998 for students in their second year.

THE PAMELA RICHARDSON MEMORIAL SCHOLARSHIP was established in 1995 by her family and friends in her memory. Pamela Richardson was a VUSN student at the time she died. The scholarship will be awarded annually to a second year student demonstrating financial need and exceptional merit.

THE SCHOOL OF NURSING ALUMNI SCHOLARSHIP is awarded annually to a student who can demonstrate a high level of participation in volunteer activities in the community and/or the School of Nursing.

THE OLIVIA SMYTHE SCHOLARSHIP FUND was established in 1999 by a gift from her estate. Preference is given to students from Arkansas or Oklahoma who are in good academic standing and have financial need.

THE VIRGINIA SADLER TOOMAY AWARD was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE HILLIARD TRAVIS SCHOLARSHIP FUND is supported by the generosity of Mrs. Hilliard Travis and the late Mr. Hilliard Travis. Several awards are made each year to students in specialties that involve nursing care for children of any age, from neonate through adolescent.

THE JEANETTE AND LEON TRAVIS SCHOLARSHIP FOR NURSING AT ST. THOMAS HOSPITAL was established by Mrs. Jeanette Travis and the late Mr. Travis for nurses employed at St. Thomas Hospital who wish to pursue the M.S.N. degree at Vanderbilt University School of Nursing. Inquiries regarding this opportunity should be directed to the St. Thomas Career Center, (615) 222-2361.

THE LETTIE PATE WHITEHEAD SCHOLARSHIP FUND is supported by the Lettie Pate Whitehead Foundation. The awards are given to first-year, female pre-specialty students from southern states.

THE ZELLE SCHOLARSHIP was established in 1995. This scholarship is awarded annually to nursing students specializing in chronic care with a focus on rehabilitation nursing.

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing and is awarded to a meritorious student with financial need.



# Courses of Study



## Explanation of Symbols

**200-level:** Generalist nursing or upper-level pre-nursing courses

**300-level:** Specialist nursing courses

**The University reserves the right to change the arrangement or content of courses, to change the texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.**

## Pre-Nursing Courses

**150. Introduction to Microbiology.** This course presents a basic introduction to microbiology with particular emphasis on the diversity of bacteria and viruses. Biological and chemical principles necessary to understand the genetics and metabolism of microorganisms will be presented. Pathogenesis, host immune defense mechanisms, and the rationale for the use of antimicrobial drugs will be described. Bacterial genetics and recombinant DNA technologies will be introduced. Spring. [3-4] Rollins-Smith.

**210a–210b. Human Anatomy and Physiology I and II.** Introduction to the structure and function of the human organism. Integrates the gross anatomical structure of the human body and its organ systems with microscopic structure, physiological function, and homeostatic mechanisms. Emphasis also on the clinical relevance of selected topics. Prerequisite: at least one semester of biology or chemistry. Fall, Spring. [4-4] Cobb.

**231a. Introduction to Nutrition.** This course is designed to assist the student in building a foundation of knowledge which may be used to evaluate nutrition information from varied sources as well as apply nutrition fundamentals to personal and population dietary recommendations. Nutrition research will be integrated with the basic principles of digestion and absorption, the role of specific nutrients in health and illness, and the role of nutrition throughout the lifespan. Topics to be addressed will include nutrition and physical fitness, weight control and energy balance, nutrition and health promotion, and nutrition programs and services available throughout the U.S. public health system. Fall, Spring. [2] Pope.

**231b. Nutrition and Health: Issues and Insights.** This course is designed to compliment N231a to assist the student in building a foundation of knowledge used to evaluate nutrition information from varied sources and apply that knowledge to personal lifestyle and dietary choices. N231b will expand upon nutrition topics introduced in N231a, explore new nutrition related topics, and examine contemporary nutrition controversies. Students will have the opportunity to apply nutrition fundamentals to health promotion and disease prevention for themselves and others. N231b will introduce students to the evaluation of nutrition research, interventions, and recommendations through use of an evidence-based medicine approach. Current research and topics of interest to be addressed will include nutrition concepts as related to life-style diseases (heart disease, cancer, obesity); dietary supplements; vegetarian diets; health implications of alcohol use and abuse; food allergies and intolerances;

determinants of eating behavior; weight regulation and disordered eating; and nutrition/health issues unique to a college age population. Pre/corequisite: 231a. Fall, Spring. [1] Pope.

**231c. Health and Wellness.** This course is designed to further explore the topics discussed in N231A, Introduction to Nutrition, and N231B, Nutrition and Health: Issues and Insights. N231C, Health and Wellness will discuss health care and wellness related topics that are pertinent to the individual, the community, and the global village. Current research and topics will include: Co-morbidities associated with weight-related disorders, substance abuse, benefits of exercise, access to health care amongst diverse populations, prevention of communicable diseases, identification of abusive relationships, and rage as public health risks. Fall. [1] Case.

## Generalist Nursing Courses and Electives.

**215. Foundations of Professional Nursing I.** This course is the first of a two course sequence addressing professional nursing. This course introduces the student to professional nursing. Historical beginnings, the organization and structure of the professional identity, and role development are explored. Building on this content, students are introduced to theories and models relevant to nursing. Using critical thinking, students will be introduced to clinical decision-making strategies, theory development and research methods. With guidance, students will analyze and synthesize information from a variety of sources related to professional nursing. Fall. [2] Kennedy and Staff.

**216. Professional Nursing Seminar.** This course addresses the role of the professional nurse. The student will have the opportunity to explore the dimensions and responsibilities of the professional nursing role by applying legal/ethical concepts and critical thinking skills to selected case studies involving patients in a variety of settings. Prerequisite: 215, 225, 245. Corequisite: 236, 246. Spring. [1] Kennedy and Staff.

**217. Foundations of Professional Nursing II.** This course is the second of a two course sequence addressing professional nursing. The student in this course will identify, evaluate, and engage the various steps of scholarly inquiry in order to address research problems related to professional nursing practice. Students also will explore the theoretical and research foundations for knowledge development in nursing. Prerequisite: 215, 216, 218. Spring (RN students only); Summer. [3] Bess and Christenbery.

**218. Conceptual Basis for Nursing Practice.** This course focuses on identification of the unique strengths/perceptions of each RN student and a development of an individualized plan for learning. The course assists RN students in identifying and developing strategies to foster critical thinking, lifelong learning, and nursing practice role development. Theory development and research are introduced as processes essential to the organization and development of nursing knowledge. Limited to RN students. Fall. [3] Bess.

**219. Nursing Practice Seminar.** This course addresses selected topics foundational to the nursing practice role. The RN student will have the opportunity to explore models of nursing practice, credentialing, certification, mentors, collaborative practice, and professional ethics. Limited to RN students. Prerequisite: 218. Spring. [2] Bess.

**225. Population-Based Health Care.** This course provides the student with an opportunity to explore population-based health care principles of prevention, health maintenance and health promotion within the context of Healthy People 2010. Notably, the course will focus on how these principles are used to increase healthy lifespan, decrease discrepancies in

health status and health outcomes for different populations and assure access to preventive services for all. It emphasizes epidemiologic principles and population based holistic health promotion/disease prevention as an integral part of populations at risk for illness, disability, or premature death. Further, the course explores population-based care models and environments in which health care is delivered: community agencies, neighborhoods/communities, schools, the family, and the workplace. Legislation and policy implications for primary, secondary, and tertiary care will be discussed. Fall. [2] Waynick-Rogers.

**226. Health Care Systems: Micro Issues.** This course addresses health care systems and their related issues. Course content focuses on leadership and decision making theory, team building, communication and managerial skills. The course also provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations. This course also provides an introduction to health care ethical, legal and policy issues. Quality Improvement will also be addressed in this course. Pre/corequisite: 225. Spring. [2] Waynick-Rogers.

**227. Health Care Systems: Macro Issues.** N227 is the second course in a two course sequence (N226/N227). N227 addresses issues that relate to the macro system of health care. The course content provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations. The impact of managed care and financial pressures on health care providers is discussed along with outcomes management, informatics, financial management, and economic principles pertinent to the delivery of health care services. Pre/co-requisite: N225 and N226. Spring (RNs only), Summer. [2] Waynick-Rogers..

**235. Human Experience of Health and Illness Across the Lifespan I.** This is the first of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence. The framework incorporates the following concepts and their influence on health and the response to illness: growth and development, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates/populations/communities will be explored. Basic concepts/knowledge of selected interventions will be introduced, i.e. pharmacologic, perioperative, and mental health. Selected health problems involving the cardiovascular, respiratory, integumentary, and endocrine systems will be presented; the epidemiology, pathophysiology, medical management (pharmacologic, non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Fall. [4] Inott and Staff.

**236. Human Experience of Health and Illness Across the Lifespan II.** This is the second of three didactic courses examining the human experience of health and illness across the lifespan—from infancy through senescence, including the childbearing cycle. The framework incorporates the following concepts and their influence on health and response to illness; growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving the neurologic (including selected mental health disorders with appropriate treatment modalities and settings), muscular/skeletal, gastrointestinal, sensory (ear, eye, nose), and reproductive (including maternity focus) systems will be presented. The epidemiology, pathophysiology, medical management (nonpharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Pre/corequisite: 215, 235. Spring. [5] Baird and Staff.

**237. Human Experience of Health and Illness Across the Lifespan III.** This is the third of three didactic courses examining the human experience of health and illness across the lifespan—from infancy through senescence, including the childbearing cycle—with an emphasis on increasingly complex and/or chronic health problems. The course provides the student with the theoretical basis to apply principles of chronic illness, including assessment and intervention skills, to at risk populations. Prerequisite: 236. Fall (RN students only), Summer. [4] Krau and Staff.

**245. Fundamentals of Clinical Practice.** This course is the first of a sequence of three clinical practice courses designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care and care planning in a didactic classroom setting and a simulated laboratory and then in a clinical area for a variety of client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student, with maximum faculty assistance and guidance, will be able to analyze data, develop a basic plan of care, safely and accurately implement selected basic nursing interventions, and evaluate the plan's effectiveness. Pre/corequisite: 215, 225, 235. Fall. [5] Sweeney and Staff.

**246. Integration of Theoretical and Clinical Aspects of Nursing I.** This course is the second of a sequence of three clinical practice courses. It is designed to provide the student with the opportunity to integrate theory and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student with moderate faculty assistance and guidance will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs. Prerequisite: 215, 225, 235, 245, 255. Corequisite: 216, 226, 236. Spring. [4] Sweeney and Staff.

**247a. Integration of Theoretical and Clinical Aspects of Nursing II.** This course is the final rotation of the second in the sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student with moderate faculty assistance and guidance will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs of the complex clients, their families, and the health needs of a community. Prerequisite: 215, 216, 225, 226, 235, 236, 245, 246, 255, 256; corequisite: 217, 227, 237. Summer. [2] Sweeney and Staff.

**247b. Integration of Theoretical and Clinical Aspects of Nursing III.** This course is the third of a sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student with minimum faculty assistance and guidance will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs of the complex clients, their families, and the health needs of a community. Prerequisite: 215, 216, 225, 226, 235, 236, 245, 246, 255, 256, 247a; corequisite: 217, 227, 237. Summer. [2] Sweeney and Staff.

**248. Basic Health Assessment.** This course is designed to provide the RN student the opportunity to learn and practice the skills of assessment in a classroom, laboratory setting, and then in a clinical area for a variety of client populations across the life span. The student's specialty population will be considered in the choice of health care setting utilized for practice. Limited to RN students. Fall. [3] Staff.

**249. Integration of Theoretical and Clinical Aspects of Nursing.** This course is an introduction to the scope and practice of family and community health nursing. It emphasizes, through didactic and community practice, the promotion and maintenance of the health of diverse populations across the lifespan. The epidemiological process and the nursing process serve as the organizing framework for didactic content and clinical interventions to support family and community health. Social, cultural, economic, environmental, and ethical issues related to specific populations will be explored. Limited to RN students. Prerequisite: 225, 248; corequisite: 226, 227. Spring. [3] Fogel.

**255. Basic Pharmacology.** This course presents an introduction to pharmacologic knowledge, the clinical indications for drug use as a treatment modality, and the role of the nurse in drug therapy. The course will present content on the prototype drug from major drug classifications that serve as a framework for continued self-study of new drug information. Emphasis will be on the drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy. Fall. [2] Krau.

**256. Strategies for Improving Self-Care.** This course builds on the knowledge of the improvement process, motivation and teaching/learning theories. The course addresses the processes necessary to change individual self-care behaviors. The student applies concepts of change, motivation, learning, and continuous improvement, to selected case studies. Pre/corequisite: 235, 245 or RN Pre-specialty status or permission of instructor. Fall (RNs only), Spring. [2] Cole and Staff.

## Specialist Nursing Courses and Electives

Enrollment in specialist courses (300 level) requires graduate-level standing and admission to the specialty or permission of the instructor.

**300. Theoretical Foundations of Advanced Nursing Practice.** Theoretical Foundations of Advanced Nursing Practice. This course prepares students to critique, evaluate and utilize theory within their nursing practice. The student applies a wide range of theories from nursing and related disciplines to develop a comprehensive and holistic approach to care. The focus is on mid-range theories with emphasis on integration of theory into advanced nursing practice. Fall. [2] Christenbery and Staff.

**301. Research Methods for Advanced Nursing Practice.** This course prepares students to critique, evaluate and use research within their nursing practice. Advanced nursing practice uses a wide range of empirical findings to provide quality health care, initiate change, and improve nursing practice. At the conclusion of the course, the student will be proficient at critiquing and evaluating research findings relevant to advanced nursing practice. Prerequisite: 300 or permission of the instructor. Spring. [3] Christenbery and Staff.

**302. Theory, Research, and Advanced Nursing Practice: Integration and Application.** This course provides a capstone experience, which requires integration of content from previous courses and experiences. Students will identify a clinical problem in their advanced practice nursing specialty, demonstrate an understanding of the research and theory related to this problem, critically analyze the problem and current knowledge, and develop strategies for problem resolution. Pre/corequisite: 300, 301. Fall, Spring, Summer. [2] Christenbery and Staff.

**303. Health Care Delivery Systems.** This course provides the student with the understanding of how the business of health care affects the practice of health care. Students analyze and evaluate health care delivery systems. The relationships between various stakeholders including consumers, providers, payers, regulatory agencies, and policy makers and their effect on health care are described. The focus is on economic implications of health planning, organization of personnel and resources, the design of payment systems, and the outcome analysis of health care delivery, including the cost effectiveness of health care services. Fall, Spring, or Summer, on a rotating basis. [2] Pilon.

**304. Transitions to the Advanced Practice Role.** This course builds upon previously acquired knowledge and experience of the professional nurse role. The course focuses on the interaction of the advanced practice nurse with the health care system, colleagues, and client system. Students develop a personal philosophy of practice that is consistent with professional practice standards. This course gives direction in managing careers and modifying clinical practice. Spring, Summer. [1] Pace.

**304b. Nurse-Midwifery Role Synthesis, Exploration, and Analysis.** Nurse midwives, as advanced practice nurses, are viewed as potential national and international leaders in health care and managers of clinical practices. Successful practice is based on understanding management principles and interpersonal, interdisciplinary and organizational relationships. This course provides opportunity to analyze and interpret organizational structures and the dynamics of NMW practice. Study of the "work" and financial management of NMW practices is provided through case study discussion. Students will complete a project to analyze management principles and interpersonal, interdisciplinary and organizational relationships identified in a business structure for practice, extrapolate components of organizational behavior, and develop strategies to address practice realities, needs and/or dilemmas. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the base to analyze issues inherent in clinical practice. The course builds on information initially discussed in N304 Transitions to the Advanced Practice Role and N303 Health Care Delivery Systems. Prerequisite: Nurse-Midwifery Courses 305b, 309a, 327a, 330, 331, 333, 334, 335, 336, 337, 338 or permission of the Nurse-Midwifery program director. Corequisite: N339 or permission of the Nurse-Midwifery program director. Fall. [2] Petersen.

**304c. Teaching/Learning Methodology and Strategies.** This course is designed to provide theoretical and practical experiences in learning and teaching strategies. Students develop fundamental knowledge of instructional design, techniques of learning, and evaluation of teaching/learning process. Spring. [1] Norman.

**305a. Advanced Health Assessment and Clinical Reasoning.** Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to formulate diagnoses for culturally diverse individuals. Students interpret data and problem solve utilizing case studies and surrogate patients. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. Fall. [3] Covington.

**305b(A). Advanced Health Assessment Applications for Acute Care Nurse Practitioners.** This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the acute care practice setting. Advanced health assessment skills include obtaining appropriate health histories and performing physical examinations on adult patients with complex problems, in a variety of acute and chronic health care settings, as well as participating in direct patient care. In addition, the course emphasizes proper documentation of data obtained from the history and physical exams and the development of appropriate differential diagnoses, problem lists, and therapeutic plans of care.

Pre/corequisite: 305a, graduate-level standing, admission to the specialty. Fall. [1] King and Staff.

**305b(B). Advanced Health Assessment Applications for the Adult Nurse Practitioner.**

This course builds on a knowledge of advanced health assessment, with a focus on clients commonly seen in the adult practice setting. Advanced health assessment techniques are emphasized. Diverse approaches are used in expanding proficiency in conducting histories and physical examinations in clinical laboratory settings with adult clients. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs of adults are explored. Students are introduced to the dynamics of the managed health care environment. Experienced adult nurse practitioners serve as role models in clinical practice. Pre/corequisite: 305a, graduate level standing, admission to the specialty. Fall. [1] Coleman and Staff.

**305b(C). Advanced Health Assessment Applications for the Family Nurse Practitioner.**

Advanced Health Assessment Applications for the Family Nurse Practitioner. This course builds on knowledge of advanced health assessment, with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Students are introduced to the dynamics of the managed health care environment. Experienced family nurse practitioners serve as role models in clinical practice. Pre/corequisite: 305a, graduate level standing, admission to the specialty. Fall. [1] Bradley and Staff.

**305b(D). Advanced Health Assessment Applications for Nurse-Midwifery.**

This course builds on a knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Techniques, including communication skills, used in assessment of the health status of women and the fetus are developed and refined in laboratory and clinical settings. Congruence of philosophical concepts among the profession, school, and the program is introduced. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the basis for clinical actions. Pre/corequisite: 305a, graduate level standing, admission to the specialty. Fall. [1] Collins and Staff.

**305b(F). Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner.**

This course builds on knowledge of advanced health assessment, with a focus on comorbid physical and psychiatric conditions commonly seen in psychiatric/mental health settings, with an emphasis on expanding proficiency in conducting histories and physical examinations. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments related to identification of comorbidity and interrelationship of physical and psychiatric conditions and treatments are explored. Experienced PMH practitioners, psychiatrists and other related providers serve as role models in clinical practice. The course emphasizes the integration of health assessment strategies that are sensitive to the psychosocial needs of mental health clients. Pre/corequisite: 305a, graduate level standing, admission to the PMHNP program. Spring. [1] Staff.

**305b(G). Advanced Health Assessment Applications for the Women's Health Nurse Practitioner.**

Advanced techniques used in assessment of the health status of women are taught. Students in this course have the opportunity to enhance and refine their assessment and diagnostic skills in a laboratory setting. Diverse applications are used to expand proficiency in history taking and health assessment techniques specifically directed at the health care of women, to include antepartum surveillance. Pre/corequisite: 305a, graduate level standing, admission to the specialty. Fall. [1] Daddario and Staff.

**305b(H). Advanced Health Assessment Applications for the Family and Acute Care Nurse Practitioner.** This course builds on knowledge of advanced health assessment, with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Students are introduced to the dynamics of the managed health care environment. Experienced nurse practitioners serve as role models in clinical practice. Pre/corequisite: 305a, graduate level standing, admission to the FACES program. Fall. [1] Wilbeck.

**305c. Advanced Neonatal Health Assessment.** This course provides opportunities for students to develop the knowledge and skills needed to perform a comprehensive health and gestational age assessment. Data to collect when eliciting a health history, principles of performing a physical and gestational age assessment, diagnostic study interpretations, and examination techniques are stressed in the didactic portion of the course. Critical thinking is emphasized as the basis for synthesis of knowledge regarding the performance of a health histories, physical assessments, and identification of potential diagnostic tests for alterations in clinical findings. Emphasis is placed on the recognition of assessment findings that deviate from normal. A seven-week supervised clinical experience in the regular newborn nursery and neonatal intensive care unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal and preterm infants. Fall [3] Kraft.

**305d. Advanced Health Assessment in Family-Centered Pediatric Practice.** Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse pediatric patients. Synthesizing a systematic, organized, family-centered health assessment that is sensitive to growth and development needs is emphasized. Health promotion and disease prevention strategies are discussed. Pre/corequisite: Graduate level standing, admission to specialty. Fall. [2] Witherington and Staff.

**305e. Advanced Health Assessment Applications for the Pediatric Nurse Practitioner.** This course builds on knowledge of advanced health assessment with focus on clients commonly seen in the pediatric practice setting. Techniques, including communication skills, used to assess the health status of children and adolescents are enhanced and refined. Diverse clinical experiences are used to develop proficiency in history taking and health assessment techniques with infants, children, and adolescents within the context of family-centered care. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and which will provide the most pertinent data with the least risk to the infant and child-adolescent is emphasized. Prerequisite: Graduate-level standing, and admission to the Pediatric Nurse Practitioner Program. Pre/corequisite: 300, 305d, 308, 311, 312a. Fall. [1] Witherington and Staff.

**305f. Advanced Health Assessment and Clinical Reasoning for Acute Care Nurse Practitioner.** Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to formulate diagnoses for culturally diverse individuals. Students interpret data and problem solve utilizing case studies and surrogate patients. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. Fall. [3] Wilbeck.

**306a. Advanced Physiologic and Pathophysiologic Foundations of Acute Care.** This course provides in-depth discussion of complex physiologic and pathophysiologic processes related to the central, peripheral, and autonomic nervous systems; cardiovascular, respiratory, and renal systems; hematopoiesis, inflammation, immunity, microcirculation,



neuromuscular synapse, skeletal and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and human organism levels. Hormonal regulation is integrated with various physiologic and pathophysiologic processes. Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes. Prerequisite: Courses in undergraduate level human anatomy and physiology. Fall, Spring. [4] Lancaster.

**306b. Reproductive Anatomy and Physiology.** Normal anatomy and physiologic processes of reproduction, including changes during the maternity cycle, are studied. Selected physiologic processes associated with healthy women across the lifespan, human genetics, development of the products of conception, the maternity cycle and the implications for client adaptations are examined. Prerequisite: Approval of the instructor. Fall. [2] Schorn.

**306c. Developmental/Neonatal Physiology.** This course provides an in-depth examination of human genetics and embryologic development of the fetus. The mechanisms involved in cell division, gametogenesis, and inheritance patterns are addressed. The structural and functional development of fetal systems, during critical periods, are emphasized. Normal and abnormal fetal development and alterations in physiology are explored. Environmental factors that influence the structural and functional development of fetal systems are discussed. Clinical implications of alterations in structure and physiologic functioning are also addressed. The legal, ethical and financial implications of genetic therapy, in-vitro fertilization and long-term care of infants with genetic abnormalities are discussed. Prerequisite: Graduate level standing and admission to the NNP specialty level courses. Can be taken as a special student with permission of the instructor. Fall. [3] D'Apollito.

**307. Advanced Pharmacotherapeutics.** This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents for the management of common acute and chronic health problems of diverse populations. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. Pre/corequisite: 305a. Fall, Spring, Summer. [3] Reisenberg and Pace.

**307a. Primary Care Pharmacotherapeutics for Psychiatric–Mental Health Nurse Practitioners.** This course is designed to provide psychiatric-mental health nurse practitioner students with the knowledge of pharmacokinetics of primary-care pharmacologic agents used to manage common acute and chronic health problems of diverse populations of psych-mental clients. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. Special emphasis is placed on significant interactions between psychopharmacologic agents and common pharmacologic agents used in primary care. This course is NOT designed to provide psychiatric-mental health nurse practitioner students with a complete primary care pharmacology course. Pre/corequisite: Graduate or Post graduate standing; 305, 308, 353. Summer. [2] Reisenberg.

**307c. Advanced Pharmacotherapeutics for Acute Care Practitioners.** This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for clinical judgments in the pharmacologic management and evaluation for individual patients as related to the role of Acute Care Adult Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 306a. Fall. [3] Lancaster.

**307d. Advanced Neonatal Pharmacotherapeutics.** This course provides students preparing for roles within the Neonatal Nurse Practitioner specialty with knowledge of the pharmacotherapeutics for common classifications of drugs used to care for neonates and infants. The physiologic action of selected prescription drugs, unexpected client responses and

major untoward effects encountered in diseases of the neonates are discussed. Pharmacokinetic and pharmacodynamic principles, their clinical application and the use of pharmacologic agents in the prevention of illness and the restoration and maintenance of health are emphasized. Emphasis is placed on indications for correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included. Discussions of clinical judgments in the management and evaluation of pharmacologic therapeutic agents for neonatal use are emphasized. Prerequisite: Graduate level standing and admission to the NNP specialty. Can be taken as a special student with permission of the instructor. Spring. [3] Scott.

**307e. Advanced Pharmacotherapeutics in Pediatrics.** This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents (prescription and over the counter) for the management of common acute and chronic health problems of pediatric clients. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. Prerequisite: Graduate level standing; admission to the Pediatric Nurse Practitioners Program; 305d, 305e, 312a; corequisite: 312b. Spring. [3] Witherington.

**308. Pathophysiologic Concepts.** This course builds on pre-acquired knowledge of normal human anatomy and physiology. Classic and current research findings form the basis for analysis of pathophysiologic processes and their effect on individual and multiple body systems. Students analyze the effect and progression of selected disease entities in diverse populations across the lifespan. The course provides a foundation for clinical assessment, diagnosis and management of clients experiencing alterations or risks of alterations in their health status. Pre/corequisite: Courses in normal human anatomy and physiology. Fall. [3] Dunlap.

**309a. Advanced Practice Nursing in Primary Care of the Adult.** This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive; health promoting). Corequisite: 305a. Fall, Spring. [3] Staff and Coleman.

**309b. Advanced Practice Nursing in Primary Care of the Child.** This course presents knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse pediatric populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child is explored. Students are introduced to the dynamics of the managed care environment. Corequisite: 305a. Fall. [2] Bradley.

**309c. Advanced Practice Nursing in Primary Care of the Adolescent.** This didactic course presents knowledge that is necessary for the practice of primary health care nursing of adolescents. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse adolescent populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adolescent is explored. Students are introduced to the dynamics of the managed care environment. Corequisite: 305a. Fall, Spring. [1] Bradley.

**309d. Advanced Practice Nursing in Primary Care of the Elderly.** In this didactic course, knowledge is presented that is necessary for the practice of primary health care nursing of the elderly. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse elderly

populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 305a. Fall, Spring. [1] Kim.

**311. Health Promotion of Behavior Development: Birth through Adolescence.**

This course focuses on the theoretical basis for pediatric advanced nursing practice emphasizing the development of the child and adolescent as an individual within the context of family and society. Using a family-centered approach, this course considers factors, techniques and research which facilitate or interfere with healthy development. Emphasis is placed on developing strategies for providing appropriate anticipatory guidance, health promotion, and disease prevention interventions within the life course. Pre/corequisite: Admission to PNP specialty or permission of course coordinator. Fall. [2] Staff.

**312a. Advanced Practice Nursing in Pediatric Primary Care—Part I.**

This is the first course in a two-part pediatric primary care didactic course sequence. Information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content includes information related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents by pediatric nurse practitioners. Content is presented within a family-centered and developmental perspective and includes content related to advanced pathophysiology, research, psychosocial factors, and ethical considerations. Prerequisite: Graduate level standing, admission to the Pediatric Nurse Practitioner Program; corequisite: 305d, 305e, 308. Fall. [3] Anderson.

**312b. Advanced Practice Nursing in Pediatric Primary Care—Part II.**

In this second part of the pediatric primary care didactic course sequence, information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content builds upon the information presented in Part I related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305d/e, 307e, 308, 312a; corequisite: 307e, 314a. Spring. [3] Witherington and Anderson.

**312c. Advanced Practice Nursing in Pediatric Acute Care—Part I.**

In this first part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill children and adolescents. Course content relates to the principles of assessment and management of common health care problems in children and adolescents. A portion of the course includes information necessary for PNPs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305d/e, 308, 312a; corequisite: 307e, 314c. Spring. [3] Allen.

**312d. Advanced Practice Nursing in Pediatric Acute Care—Part II.**

In this second part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice of illness management of children and adolescents. Course content builds upon the information presented in Part I related to the principles of assessment and management of common health care problems in acutely ill, critically ill, and chronically ill children and adolescents. A portion of the course includes information necessary for PNPs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305d/c, 308, 312a/c. Summer. [3] Allen.

**313. Current Issues in the Delivery of Pediatric Care.** The focus of this course is on the pediatric nurse practitioner role in developing, implementing, and evaluating comprehensive care with pediatric clients. Applications of effective strategies with selected families and populations are emphasized. The course provides an opportunity for synthesis of knowledge and skills, including management and communication strategies, health policies and trends, appropriate theories, and ethical principles. Prerequisite: 305d/e, 307, 308, 311, 312a/b or 312c/d, 314a; corequisite: 314b. Summer. [3] Witherington.

**314a. Practicum in Primary Health Care of Children.** This course is a precepted clinical practicum focusing on pediatric health care in the primary care setting with an emphasis on health promotion, management of common health problems, and client education. A developmental approach is used in assessing the child and adolescent and formulating the treatment plan. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Learners explore relevant resources/research related to pediatric health care and apply findings to the care of clients. Prerequisite: 305d/e, 307e, 311, 312a; corequisite: 312b. Spring. [4] Nelson and Staff.

**314b. Advanced Pediatric Primary Care Preceptorship.** The focus of this clinical practicum is on implementation of the pediatric nurse practitioner role in delivering primary care to pediatric clients. The preceptorship provides a broad practice experience which allows for synthesis of knowledge and skills acquired in prerequisite and corequisite coursework. Emphasis is on providing comprehensive care to pediatric clients and families across a variety of practice settings in collaboration with other health professionals. At least 240 of the total clinical hours will be in primary care settings. Clinical seminars will focus on professional role issues for pediatric nurse practitioners and case presentations. Prerequisite: 305d/e, 307e, 308, 311, 312a/b, 314a, RN licensure; corequisite: 313. Summer. [5] Kajihara-Liehr and Staff.

**314c. Practicum in Acute Health Care of Children.** This course is a precepted clinical practicum focusing on child health care with two foci: 1) an emphasis on management of pediatric acute conditions, and client education; and 2) an emphasis on the management of special health needs in children. A developmental approach is used in assessing the child and formulating the treatment plan. Learners will participate in a precepted clinical rotation in a pediatric health care setting that provides the opportunity for health assessment of the child and the formulation of a comprehensive plan of care. Clinical experiences will also provide students with the opportunity for health assessment and formulation of a comprehensive plan of care for children with special health needs. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners will also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as an acute health care provider in a variety of acute pediatric settings will be examined. Learners will explore relevant resources/research related to child health care and apply findings to the care of clients. Prerequisite: 305d/e, 307e, 311, 312a/c, 314a, RN licensure. Spring. [4] Allen and Staff.

**314d. Advanced Pediatric Acute Care Preceptorship.** This course is a continuation of the precepted clinical practicum focusing on child health care with two foci: 1) an emphasis on management of pediatric acute conditions, and client education; and 2) an emphasis on the management of special health needs in children. A developmental approach is used in assessing the child and formulating the treatment plan. Learners will participate in a precepted clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and the formulation of a comprehensive plan of care. Clinical experiences will also provide students with the opportunity for health assessment and formulation of

a comprehensive plan of care for children with special health needs. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners will also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as an acute health care provider in a variety of acute pediatric settings will be examined. Learners will explore relevant resources/research related to child health care and apply findings to the care of clients. Prerequisite: 305d/e, 307e, 311, 312a/c, 314a, RN licensure. Summer. [5] Allen and Staff.

**315. Essential Components of Neonatal Intensive Care Nursing and Introduction to Advanced Practice Neonatal Nursing Skills.** This course provides students with an introduction to the advanced practice skills commonly performed by neonatal nurse practitioners. A step-by-step practical approach is taken to describe the procedures. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Students have the opportunity to practice the skills presented in the course under the supervision of experienced Advanced Practice Neonatal Nurses. Students become NRP Certified as a part of this course. The differentiation between normal and abnormal lab values is also emphasized. Prerequisite: 305c, 306c, 316, corequisite: 307d, 317a/b. Spring. [3] Scott and Jennings.

**316. Theoretical Foundations of Neonatal Care.** This course focuses on the theory and research related to the health status and care of neonates and infants. Emphasis is placed on theories of attachment, infant growth and development. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness, and health maintenance. Growth and developmental issues, sleep/wake cycles, crying, newborn laboratory screening, feeding, immunizations, safety, infant behavior and common parental concerns are addressed. Normal variations and minor disruptions in aspects of newborn and infant health are emphasized. Knowledge synthesized from this course provides an essential working foundation for future neonatal/infant course work. Clinical practice in the role of the NNP related to infant outcomes and ethical dilemmas is discussed. Corequisite: 306c. Fall. [2] Jennings.

**317a. Neonatal Pathophysiology and Management I.** This is the first of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course emphasizes the role of the advanced practice nurse in the care of high-risk neonates/infants. Perinatal risk factors associated with variations in neonatal health and functioning are also examined. Prerequisite: Graduate level standing and admission to the NNP specialty level courses; corequisite: 305c, 306c, 316. Fall. [3] Scott.

**317b. Neonatal Pathophysiology and Management II.** This is the second of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course continues to emphasize the role of the advanced practice nurse in the care of high-risk neonates/infants. Integration of previous knowledge of embryology, physiology, pathophysiology, interpretation of lab data, radiologic findings and collaboration with other health professionals is emphasized. Prerequisite: 305c, 306c, 316, 317a; corequisite: 315. Spring. [3] D'Apolito.

**318. Neonatal Practicum.** Clinical practicum and seminars provide opportunities for developing advanced skills in the nursing care of critically ill and recovering neonatal clients. Experiences in facilitating and evaluating continuity of care across several settings are a

major thrust. Students work collaboratively with NNPs on unit-based research projects as part of the practicum. Advanced practice nursing roles and expert skills are critically examined in clinical and individual conferences. RN licensure is required prior to beginning clinical hours. Prerequisite: 305c, 306c, 315, 316, 317a/b. Spring. [3] D'Apolito and Scott.

**319. Neonatal Preceptorship.** Students synthesize theory, knowledge, and skills from previous courses within the neonatal nurse practitioner scope of practice. Clinical preceptorships provide students with opportunities to further develop expertise relevant to the assessment and management of groups of neonates. Prerequisite: 305, 306c, 315, 316, 317a/b, 318; all core courses, RN licensure. Summer. [6] D'Apolito.

**320a. Principles of Older Adult Health I: Health Care Management of the Aged.** Students examine selected age-related changes, disease processes and co-morbidity. Pathophysiology, clinical presentations, interventions, and outcomes are identified. Principles of health promotion and prevention and rehabilitation are included. Gerontological theories are critiqued. The role of the Gerontology Nurse Practitioner (GNP) as a provider for older adults is delineated. Pre/corequisite: 305a/b, 307a, 309a/c/d. Spring. [2] Kim.

**320b. Principles of Older Adult Health II.** Psychological theories of aging are critiqued. Students examine selected age-related transitions in cognitive developmental and social role and support. Pathophysiology, clinical presentations, interventions, and outcomes are identified. Legal, ethical, economical, social, and policy issues impacting older adults and their care are examined. Pre/corequisite: 305a/b, 307a, 309a/d, 320a. Summer. [2] Kim.

**321. Practicum in Older Adult Health.** Students apply the roles and functions of the gerontology nurse practitioner (GNP) in a variety of settings. Students apply selected gerontologic and nursing theories in their care. Knowledge of health, disease processes, and principles of rehabilitation are used in assessing older adults, families, and caregivers. Students develop a comprehensive plan of care. Cultural, social, legal, ethical and policy issues are considered. Students complete their practicum with a nurse practitioner or physician. Pre/corequisite: 305a/b, 307a, 309a/d, 320, 321, 363b. Summer. [3] Kim.

**322a. Principles of Cardiovascular Health I.** This course provides students with the clinical knowledge to effectively care for individuals with or at risk for developing cardiovascular disease. The focus is on risk appraisal, including assessment and primary care management of cardiovascular disease. Specific focus is given to the main risk factors associated with the development of cardiovascular disease—hypertension, diabetes, high cholesterol, smoking, and obesity. Management of these co-morbid conditions is presented. Nursing interventions to reduce risk, such as screening, health promotion, and case management, as well as collaboration within the interdisciplinary health team are critically analyzed. Pre/corequisite: 305a/b, 308, 309a, 363b. Spring. [2] Coleman.

**322b. Principles of Cardiovascular Health II.** This course continues to build upon the knowledge gained in N322a or N340a. The course provides students with the clinical knowledge to effectively care for individuals with or at risk for developing cardiovascular disease. The focus is on management of cardiovascular diseases. This course builds upon knowledge of the main risk factors associated with the development of cardiovascular disease and presents the pathophysiology and clinical management of complex cardiovascular conditions. Case management as well as collaboration within the interdisciplinary health team is incorporated. Student integrates the role of the advanced practice nurse and pathophysiological concepts related to cardiovascular diseases. Prerequisite: N305a/b, N307, N322a, N363b, N308, N309a, or N340a/b, or permission of the course coordinator. Summer. [2] Coleman and King.

**323. Practicum in Cardiovascular Health.** This clinical practicum provides the student with the opportunity to implement the role of the adult nurse practitioner independently while under the supervision of other health care professionals. Students are responsible for providing primary care to individuals with or at risk for developing cardiovascular disease, as well as co-morbid illnesses. Students are responsible for assessment, diagnosis, and therapeutic interventions, including health promotion and disease prevention. Pre/corequisite: 305a/b, 307, 309a, 322a/b, 363b. Spring & Summer. [3] Coleman.

**324. Advanced Illness/Palliative Care for Nurse Practitioners.** This course is designed to provide advanced practice nurses with the knowledge, skills, and attitudes important to providing care for clients and family members living with advanced illness. Paradigms are explored which link traditional models of both palliative and hospice care to the broader and deeper context of advanced illness in all developmental stages of life and living. The course emphasizes the importance of a holistic perspective and an understanding of the client and family as individuals with diverse spiritual and cultural needs and expectations. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding chronic care, acute care, advanced care, and issues pertaining to death and dying so that they can effectively serve the multicultural needs of clients and families in a variety of advanced illness contexts. Content includes societal, physical, psychological, ethical, and spiritual aspects of living and dying. Other concepts of critical significance in the course include those related to symptom assessment, control, and management; decision making; communication; grief, loss, and bereavement. Pre/corequisite: 305a/b, 307a, 308, 309a. Spring, Summer. [Variable credit 2-3] Pace.

**325a. Palliative Care I: Advanced Illness and Palliative Care.** This is the first of two courses in the palliative care focus and is designed to provide advanced practice nurses with the knowledge, skills, and attitudes important to providing care for clients and family members living with advanced illness. Paradigms are explored which link traditional models of both palliative and hospice care to the broader and deeper context of advanced illness in all developmental stages of life and living. The course emphasizes the importance of a holistic perspective and an understanding of the client and family as individuals with diverse spiritual and cultural needs and expectations. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding chronic care, acute care, advanced care, and issues pertaining to death and dying so that they can effectively serve the multicultural needs of clients and families in a variety of advanced illness and palliative care contexts. Content includes societal, physical, psychological, ethical, and spiritual aspects of living and dying. Other concepts of critical significance in the course include those related to symptom assessment, control, and management; ethical decision making; and therapeutic communication. Pre/Corequisite: 305a/b, 307a, 308, 309a, 325c. Spring. [2] Pace.

**325b. Palliative Care II: Multidisciplinary Aspects of Loss, Grief, Death and Bereavement.** This is the second of two didactic courses in the palliative care focus within the Adult Nurse Practitioner Specialty and presents selected theory and practice components of loss, grief, death and bereavement. The course is designed to develop the knowledge and skills necessary for therapeutic and compassionate interactions with those facing advanced illness and death and builds upon the practicum experience taken in the Spring semester. The student will apply a wide range of ideas, beliefs, and understandings from multiple disciplines to end-of-life patient care scenarios. Learning activities will assist the students to critically recognize their own feelings, learning needs, and biases regarding end of life care so that they can effectively serve the needs of clients and families in the palliative care trajectory. Pre/Corequisite: 305a/b, 307a, 308, 309a, 309d, 325a, 363. Summer. [2] Pace.

**325c. Practicum in Palliative Care.** This clinical practicum provides the student with the opportunity to implement the role of the adult nurse practitioner independently while under the supervision of other health care professionals in a palliative care or related practice. Students are responsible for providing holistic care to individuals with palliative (and associated primary) care needs. Students are responsible for assessment, diagnosis, planning care interventions, and evaluating outcomes of care. Pre/Corequisite: 305a/b, 307a, 309a, 325a/b. Spring, Summer. [3] Pace.

**326. Women's Health Issues.** In this course, students examine major historical, political and cultural influences on the health and health care of women in the United States. Students develop a woman-centered holistic approach to care, which is the central concept in their women's health nursing practice. Pre/corequisite: None. Summer. [1] Salisbury.

**327a. Women's Health for Advanced Practice Nursing I.** Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women. Women's health specialization includes prevention, the societal and political determinants of health, patient education, and reconceptualization of women's relationships with health care providers. Health assessment and maintenance as well as disease identification and treatment will be presented on a wellness to illness continuum. Students utilize current research in women's health and identify potential research opportunities. Pre/corequisite: 305a. Fall. [3] A. Moore.

**327b. Women's Health for Advanced Practice Nursing II.** Building on prior knowledge of women's health, students begin to critically examine and evaluate concepts and research related to pregnancy and childbearing. This course focuses on advanced practice nursing knowledge necessary for the comprehensive assessment and case management of the childbearing family. Concepts include prevention, the societal and political determinants of health, patient education and reconceptualization of women's relationships with health care providers. Pre/corequisite: 308, 327a. Fall. [3] Daddario.

**328. Practicum in Women's Health.** In this practicum, students apply advanced knowledge of normal physiology, pathophysiology, and psychosocial concepts to nursing care of women across the lifespan. This practicum includes specific components of advanced nursing practice from self-directed clinical experience with expert professional nurse/physician preceptors in a variety of settings. Pre/corequisite: 305a/b, 307a, 309a, 327a/b. Spring. [3] A. Moore and Daddario.

**329. Preceptorship in Women's Health.** In the final preceptorship, students are given the opportunity to integrate knowledge and refine advanced practice skills by functioning in the women's health nurse practitioner role. The focus is on the synthesis of theory, knowledge, and skills from previous courses for the women's health nurse practitioner scope of practice. Pre/corequisite: 328, all core courses, RN Licensure. Summer. [6] Daddario and Staff.

**330. Antepartal Care for Nurse-Midwifery.** This course provides the theoretical basis of individualized family-centered management of pregnancy for women of diverse cultural and socioeconomic backgrounds. Pregnancy is viewed as a normal physiologic and developmental process that affects and is affected by a variety of factors, including psychosocial, epidemiologic, legal and ethical issues. Strategies are presented for health promotion and disease prevention, including preconception and prenatal screening, health education, empowerment of women, and collaboration with other health care providers. Selected complications of pregnancy are addressed, and appropriate applications of technology, pharmacologic, nonpharmacologic, and common complementary and alternative therapies are considered. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core



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Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Pre/corequisite: 306b, 327a. Spring. [3] Staff.

**331. Nurse-Midwifery Practicum I.** Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of women from peri-menarche through post-menopause. Students apply specific components of the American College of Nurse-Midwives (ACNM) Philosophy, Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics to women from peri-menarche through post-menopause including primary care, preconception, antepartal, and inter-conceptual periods. Clinical experience is under the supervision of nurse-midwifery, nurse practitioner, or physician preceptors in a variety of settings. Students have the opportunity to identify and discuss risk management and ethical issues inherent in clinical practice. Pre/corequisite: 305a/b, 307a, 327a; corequisite: 330. Spring. [3] Collins and Staff.

**333. The Evolution of Midwifery in America.** This course surveys the historical and social literature of midwifery nursing and medicine in the context of the care of women and infants. Development of midwifery and the professional organization are analyzed and interpreted. Development of the midwife and nurse-midwife are examined in relation to societal, economic, and political issues involved in health care systems from the 18th century to present. Dynamics that affect the medical and midwifery models of care will be discussed to provide critical understanding of women's health care in America. Prerequisite: none. Fall. [2] Petersen.

**334. Skills for Nurse-Midwifery.** This course provides nurse-midwifery students with clinical experiences needed to develop skills necessary during uncomplicated birth and specific complicated or emergency situations in the intrapartum and postpartum periods. Prerequisite: 330. Summer. [1] Schorn.

**335. Practicum in Intrapartum/Postpartum Nurse-Midwifery Care.** Students will integrate theories and research findings into the management of the care of women during the intrapartum and postpartum periods. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics in the management of labor, birth, and the puerperium. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives and physicians. Prerequisite: 305a/b, 306b, 307a, RN licensure; pre/corequisite: 336. Summer. [3] Schorn and Staff.

**336. Intrapartum/Postpartum Care for Nurse-Midwifery.** This course examines the theoretical basis of intrapartum and postpartum nurse-midwifery management. Multidisciplinary theories, concepts, and research are synthesized to develop safe management plans that are culturally and ethically appropriate and applicable to the physical, emotional, and educational needs of the childbearing woman and her family. Nurse-midwifery management of selected complications and emergencies of the intrapartum and postpartum periods is addressed. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 305a/b, 306b, 307a. Summer. [4] Staff.

**337. Practicum in Neonatal Nurse-Midwifery Care.** This course is designed to apply the nurse-midwifery management process, analyzing and incorporating evidence-based research findings into care. Newborn assessment, methods of screening for abnormalities, supporting healthy adaptation to extrauterine life, and facilitating the healthy parental-newborn family relationships are applied. Under the guidance of experienced nurse-midwife and physician preceptors, students may have the opportunity to collaboratively manage newborns with common deviations from normal. Clinical objectives are achieved in a variety of settings, under the preceptorship of certified nurse-midwives, advanced practice nurses and physicians. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and code of Ethics provide the basis for clinical action. Prerequisite: 305a/b, 307a, RN licensure. corequisite: 338. Summer. [1] Schorn.

**338. Neonatal Nurse-Midwifery Care.** This course examines theory and research related to nurse-midwifery management of the normal newborn and strategies for facilitating healthy physiological adaptation and parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the framework for the course. Prerequisite: 305a, 306b, 307a, 331. corequisite: 327a, 330, 335, 336. Summer. [1] Staff.

**339. Advanced Clinical Integration Experience for Nurse-Midwifery.** The final nurse-midwifery practicum allows the student to practice full scope nurse-midwifery under the supervision of experienced Certified Nurse-Midwife preceptors, managing women's health care from peri-menarche through the post-menopausal periods and newborn health care from birth through the first month of life. Full scope nurse-midwifery care includes the areas of gynecology, family planning, preconception, antepartum, intrapartum, postpartum, newborn, breastfeeding support, common health problems in the pregnant and nonpregnant woman, and the peri and post menopause periods. Students immerse themselves in the clinical practice to which they are assigned and reside in the community in which it is located, providing for continuity of care. Practice is in collaboration with the client and other health care providers, consulting and referring according to the nurse-midwifery management process. Academic faculty are closely involved with the selection of appropriate clinical sites and ongoing advisement and evaluation of the student during the practicum. A written comprehensive exam is taken after the practicum is completed. By the end of the course, the graduate is prepared to assume the role of the beginning professional nurse-midwife and to sit for the American College of Nurse-Midwives (ACNM) Accreditation Council certification examination. The ACNM Philosophy, Code of Ethics, and Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 327a, 330, 331, 334, 335, 336, 337, 338. Fall. [5] Staff.

**340a. Pathophysiology and Collaborative Management in Acute Care I.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care, including pulmonary and cardiovascular disorders. Each student demonstrates the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. Pre/corequisite: 305a/b, 306a. Fall. [3] King.

**340b. Pathophysiology and Collaborative Management in Acute Care II.** This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care, including oncology and renal and fluid and electrolyte disorders. Each student

demonstrates the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. Prerequisite: 340a. Spring. [3] King.

**340c. Pathophysiology and Collaborative Management in Acute Care III.** This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care, including hematologic, hepatic, endocrine, and gastrointestinal disorders as well as psychosocial needs. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 340b. Summer. [2] King.

**341. Theoretical Foundation of Oncology Nursing.** This course consists of didactic content related to the care of adult patients with neoplastic disorders. The course focuses on primary and secondary prevention, pathophysiologic processes underlying carcinogenesis, treatment modalities, symptom management, and home care for terminal patients. This course enables the student to explore the roles of an Advanced Practice Nurse caring for patients who have cancer or are at high risk for developing cancer. Pre/corequisite: None. Spring [3] Staff.

**342a. Acute Care Nurse Practitioner Practicum.** This course is designed to provide clinical experience in development and application of the roles of the acute care nurse practitioner. The students apply and evaluate nursing theory and pathophysiologic and psychosocial concepts in planning and delivery of care in clinical settings. The student practices in clinical settings for a total of 280 hours. Clinical conferences are held weekly and focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 305a/b, 306a, 307c, 340a; corequisite: 340b. Spring. [4] King and Staff.

**342b. Practicum in Acute Care Nursing.** This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner. The clinical setting will be used for application and evaluation of nursing theory and pathophysiologic and psychosocial concepts in planning and developing care in the clinical setting. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 304a/b, 306, 307c. Pre/corequisite: 340a. Summer [2] King and Staff.

**343. Acute Care Nurse Practitioner Preceptorship.** This course is the final clinical preceptorship, and it is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner. The students apply, synthesize, and evaluate nursing theory and pathophysiologic and psychosocial concepts in planning and delivery of care in clinical settings. The students practice in clinical settings for a total of 280 hours. Clinical conference is held every week and focuses on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Pre/corequisite: 301, 305a/b, 306a, 340a/b/c, 342, all core courses, RN licensure. Summer. [4] King and Staff.

**344. Special Topics in Orthopaedics.** This course explores the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic or critical orthopaedic health problems. The course goals are met through didactic content and case study analyses. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult orthopaedic problems. Prerequisite: 305a/b. Spring. [2] Staff.

**345. Introduction to Transplantation.** This elective course consists of didactic content related to the care of adults undergoing transplantation with emphasis on immunology, immunosuppression, criteria for transplantation, as well as complications related to transplantation and immunosuppression. An overview of transplantation of the heart, lung, liver, kidney, pancreas, and bone marrow is presented. Ethical, psychosocial, and donor selection/management issues are discussed. Spring. [2] Donaldson.

**346a. Basic Dysrhythmias Recognition.** This course is designed to provide the student with the tools to interpret basic cardiac dysrhythmias. Focus is on disturbances in the rhythm, such as sinus, atrial, junctional, ventricular, AV blocks, and unusual complexes. Major focus is on recognition of the signs and symptoms of each rhythm disturbance and the collaborative clinical management of each. Health care teaching is included. This course is foundational to interpretation of advanced dysrhythmias and 12-Lead ECG readings. Prerequisite: None. Spring, Summer. [1] Sweeney.

**346b. 12-Lead Electrocardiogram Interpretation.** This course is designed to provide the student with a systematic format to assess alterations in the cardiac electrical conduction system. Focus is on the 12-Lead ECG changes in order to provide the student with knowledge to interpret the changes, to correlate nursing assessment findings, to anticipate complications, and to collaborate in the management of each patient situation. Prerequisite: N346a or permission of the instructor. Fall, Spring, Summer. [1] Sweeney.

**347a. Pathophysiology and Collaborative Management in Acute Care for Clinical Management I.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care including pulmonary and cardiovascular disorders. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of acute health problems. Prerequisite: 305a and b for the clinical management medical-surgical track. Spring. [3] Miller.

**347b. Pathophysiology and Collaborative Management in Acute Care for Clinical Management II.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care including pulmonary and cardiovascular disorders. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. Prerequisite: 305a and b, 347a for the clinical management medical-surgical track. Summer. [3] Miller.

**347c. Pathophysiology and Collaborative Management in Pediatrics for Clinical Management I.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care, including pulmonary and cardiovascular disorders. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. Spring. [3] King.

**347d. Pathophysiology and Collaborative Management in Pediatrics for Clinical Management II.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of children with selected episodic/chronic health problems in acute/critical care, including pulmonary and cardiovascular disorders. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of acute health problems. Pre/corequisite: 305d, 305e for the clinical management track, 347c. Summer. [3] Miller

**348. Conceptual Foundations of Nephrology for Adult Acute Care Nurse Practitioners.**

This elective course consists of didactic content related to the care of adults with renal diseases, with emphasis on pathophysiology, assessment, diagnosis, and management of patients with acute and chronic renal failure. Concepts related to renal replacement therapies are explored. The role of the acute care adult nurse practitioner in collaborative management is emphasized. Prerequisite: 300, 305a/b, 306a, 307c, 340a, 346a; co-requisite: 340b. Spring. [2] Egbert.

**349. Directed Study in Critical Care Nursing.** This course explores principles of critical care nursing, examining specific critical care assessment parameters and skills. The scientific rationale or physiologic basis for each assessment parameter or skill will be examined. In addition, the identification of the need for each assessment parameter or skill based on pathophysiology, implementation of the assessment parameter or skill and the relevant criteria will be discussed. Possible complications and research related to each assessment parameter and skills will then be integrated into advanced nursing practice. Pre/corequisite: none. Spring. [Variable credit 1-2] King.

**350. Models and Theories of Psychiatric–Mental Health Nursing.** This course introduces a variety of conceptual models and theories related to the practice of psychotherapy. Models of personality development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of appropriate therapeutic strategies. Students apply selected theories to case study material and evaluate the utility of theory-based research findings to specific client populations. Pre/Corequisite: 300. Fall. [2] Sinclair.

**351. Theoretical Foundations and Practicum in Psychiatric–Mental Health Nursing Across the Lifespan.** This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the life span. Laboratory time concentrates on roleplay of initial diagnostic interviews and formulation of differential diagnoses and initial treatment plans. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. Pre/corequisite: 305a, 350, 352, 353. Fall. [3] Adams and Staff.

**352. Neurobiology and Diagnostic Systems for Psychiatric Disorders.** This course presents the theoretical basis for anatomical, biological and psychological aspects of advanced practice in Psychiatric–Mental health nursing. Concepts from neuroanatomy, neurophysiology and pathophysiology, neuropsychiatry, psychiatry, psychology and social sciences are examined for their applications to advanced practice. Diagnostic and Statistical Manual – IV, Axis I & II disorders are studied across the lifespan with emphasis on the assessment and/or treatment. Pre/corequisite: 353. Fall. [2] C. White.

**353. Psychopharmacology.** This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of target psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings. This course builds on diagnostic and neuroscience content from N352 to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications. Pre/corequisite: Completion of or concurrent enrollment in N352 or permission of faculty. Students are required to have fulfilled requirements of registration, and documentation must be on file in the Associate Dean's office.. Fall. [2] Seidel.

**354. Theoretical Foundations of Psychiatric–Mental Health Nursing with Groups and Families.** This course introduces a variety of conceptual models and theories related to the

practice of group and family psychotherapy. Yalom's theoretical model provides the foundation for understanding group psychotherapy and its application and modification to selected client populations. A survey of current family therapy models and their theoretical bases provides a context for role-play and application to selected family case studies. Emphasis is placed on the integration of relevant theories into practice and the evaluation of theory-based research findings of therapeutic strategies for groups and families with mental health needs. Pre/corequisite: 350. Spring. [3 ] Adams.

**356. Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups, and Families.** This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to complex groups. In addition, the student gains skill in implementing planned interventions and analyzing process dynamics with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Caseload management skills are further developed. Pre/corequisite: 351, 354. Spring. [3] Adams.

**357. Psychiatric Issues Within Specialty Populations.** This course focuses on societal, ethical, and systems issues that affect the advanced practice psychiatric nursing role during the delivery of primary mental health care to specialty populations. Emphasis is placed on effective management of current practice issues without compromising the special needs of these populations. These issues deal with the areas of public policy and finances, legal/ethical decision-making, health care delivery models, interfacing with professional and consumer organizations, and crisis evaluation and response. This content is then conceptualized and operationalized relative to the advanced practice psychiatric nursing role and its interface with both the interdisciplinary psychiatric team of care and other health care professionals involved in the holistic treatment of the patient. Pre/corequisite: 351, 356. Summer. [2] Seidel.

**358. Psychiatric-Mental Health Nurse Practitioner Preceptorship.** This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. Collaboration with other health care providers is emphasized. Pre/corequisite: 356, all core courses, RN Licensure. Summer. [4] Adams.

**361a. Family Nurse Practitioner Issues in Primary Care.** This course is designed to provide Family Nurse Practitioner (FNP) students with the knowledge of domains and core competencies of family nurse practitioner practice identified by the National Organization of Nurse Practitioner Faculties (NONPF). Specific content of the course covers the domains of the family nurse practitioner and focuses on operationalizing competencies into practice. Pre/corequisite: 305a/b. Fall. [2] Reisenberg.

**361b. Health Promotion Across the Lifespan.** This course is designed to provide FNP students with the knowledge of health promotion and competencies needed to promote health, protect health, and prevent disease. Specific content of the course covers risk assessment, theoretical foundation to foster healthy behaviors, and evidence-based data on health promotion issues. Pre/corequisite: 300, 361a. Fall. [2] Reisenberg.

**362. Practicum in Primary Health Care of the Child and Adolescent.** This course is a clinical practicum focusing on child and adolescent health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach is used in assessing the child and adolescent and formulating the treatment plan.

Students participate in a clinical rotation in a pediatric health care setting, which provides the opportunity for health assessment of the child and adolescent and formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with children and their families. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings will be examined. Relevant resources/research related to the child and adolescents are explored with the application of findings to the care of clients. Pre/corequisite: 305a/b, 307a, 309b/c, 361a/b. Spring, Summer. [2] Covington.

**363a. Practicum in Primary Health Care of the Adult for the Family Nurse Practitioner.**

This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings, which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the family nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. Pre/corequisite: 305a/b, 307, 308, 309a/d. Summer. [3] Covington.

**363b. Practicum in Primary Health Care of the Adult for the Adult Nurse Practitioner.**

This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings, which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the adult nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. Pre/corequisite: 305a/b, 307, 308, 309a/d. Fall, Spring. [3] Coleman.

**364. Family Nurse Practitioner Preceptorship.** In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite: 309a/b/c/d, 362, 363, RN licensure, all core courses. Summer. [4] Staff.

**364a. Family Nurse Practitioner Preceptorship for the Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus Nurse Practitioner.** In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite: 309a.b.c.d, 362, 363, RN licensure, all core courses. Summer. [3] Staff.

**365. Adult Nurse Practitioner Preceptorship.** In this clinical course, the student implements the role of the Adult Nurse Practitioner working with clients in the primary care setting. The focus is on the synthesis of theory, knowledge, and skills from previous courses for the Adult Nurse Practitioner scope of practice. Prerequisite: All core courses, 363, and RN licensure. Fall, Summer. [4] Coleman.

**366a. Fundamentals of Forensic Nursing.** This course provides an overview of theories, principles, and clinical tools necessary to manage forensic nursing issues in a variety of clinical settings and patient populations. The course focuses on introducing students to the

systems that forensic nurses interface, forensic interviewing, the clinical management and forensic interpretation of injury across the life span, crisis intervention with victims and families, and management of forensic evidence. This course provides the foundation necessary for advanced practice in forensic settings and is a prerequisite for N366b Issues and Concepts in Forensic Nursing. Case studies and role-play provide realistic learning experiences related to forensic nursing practice. Pre/corequisite: Graduate Level standing in a clinical specialty, 305a/b, 307, 308. Spring. [2] Rosof-Williams.

**366b. Concepts and Issues in Forensic Nursing.** In this second part of the forensic nursing didactic course sequence, students explore the major practice domains of forensic nursing. Course content builds upon information presented in N366a Fundamentals of Forensic Nursing, providing a more detailed survey of the major areas of forensic nursing practice. Theoretical content includes a focus on ethical dilemmas, health and social policy, and understanding the complex legal and regulatory frameworks within which forensic nurses practice. Case studies, role play and mock trials provide realistic learning experiences related to forensic nursing practice. Pre/corequisite: Graduate Level standing in a clinical specialty, 305b, 307, 308, 366a. Spring, Summer. [2] Rosof-Williams.

**367. Practicum in Forensic Health.** This clinical practicum provides the student with the opportunity to implement the role of the Forensic Nurse in different settings while under the supervision of faculty and other forensic professionals. Students may pursue a practicum in areas of Forensic Nursing that they have a particular interest in, such as domestic violence services, prisons, jails, emergency rooms, forensic psychiatric sites, police departments, courts, child sexual abuse center, medical examiners office, and other settings throughout the criminal justice system. Pre/corequisite: 305a/b, 307, 309, 366a. Spring, Summer. [3] Staff.

**370. Independent Study, Non-Clinical.** Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. Fall, Spring, Summer. [Variable credit 1-6] Staff.

**371. Independent Study, Clinical.** A program of independent study in a selected area of nursing practice under the direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. Fall, Spring, Summer. [Variable credit 1-6] Staff.

**372. Courses Offered Jointly with the School of Medicine.** Schedule of courses available in the School of Nursing registrar's office. Prerequisite: consent of the instructor. [Variable credit] Staff.

**373a. Strategies for Administrative/Clinical Decision Making.** Synthesis of principles, theories and concepts for effective clinical leadership in today's health care systems. Models of managerial and clinical decision making and communication provide the framework for analyzing complex clinical operational issues. Essential concepts of strategic planning and marketing are discussed. Analytical, integrative and decisional skills are developed. Legal, ethical and regulatory dimensions of administrative decisions are examined. Strategic financial planning and application of decision models to evaluate financial and clinical benefits and risks are also examined. Summer. [2] P. Jones.

**373b. Strategies for Administrative/Clinical Decision Making for Clinical Research Management.** Synthesis of principles, theories, and concepts for effective leadership in today's health care systems with a particular emphasis on applications for clinical research. Models of managerial and clinical decision making and communication provide the framework for analyzing complex clinical operational issues. Essential concepts of strategic planning and marketing are discussed. Analytical, integrative and decision skills are developed. Legal, ethical and regulatory dimensions of administrative decisions are examined. Core concepts of human resource management, organizational dynamics, and conflict resolution are



also explored. Strategic financial planning and application of decision models to evaluate financial and clinical benefits and risks are also examined. Fall, Spring, or Summer on a rotating basis. [3] P. Jones. (Offered beginning Fall 2008)

**374. Population Care Management.** Students develop the beginning skills in the epidemiologic approach to population based health care. Analysis and application of theory and skills needed to assess, plan and evaluate the care of populations within integrated health systems is a focus. Cultures, ethical, economic and organizational challenges in health settings with populations at risk are explored. Strategies used to provide continuum of care for selected populations at risk will be examined. Rational and critical synthesis of available information is emphasized. Prerequisite: N300, N305, N308, N373 or permission of the instructor. Spring. [3] Pilon.

**375. Political, Social, and Economic Influences on Clinical Care.** An examination of the complex political, economic, and social forces that shape the health care delivery systems. This course provides an introduction to general principles of health care organization, financing and regulation. Current policy initiatives are analyzed for their impact on cost, quality, access and the health of populations. This course applies basic economic concepts to analyze the health care market and evaluate health policies. Analysis of the demand for health care, the derived demand for medical care and the demand for health insurance is explored. Supply of medical care by providers and hospitals, medical technology and the role of managed care organizations is explored. Summer. [1] TBA.

**376. Clinical Program Development and Evaluation.** Organizational structures in the contemporary health care delivery system are explored. This course focuses on the analysis and application of theory and skills needed to assess, plan and evaluate the clinical care of population within integrated health systems. This course draws on behavioral, social and organizational sciences to analyze effectiveness within integrated delivery systems. Topics include: motivation, group behavior, conflict management, power, decision making, managing change, managerial communication, performance assessment and human resources allocation and budgeting. Analytical decision models will be used to evaluate clinical care coordination/delivery. Content related to planning and evaluating information systems, principles of performance improvement, systems thinking, knowledge based practice and evaluation models will be explored. Summer. [3] Gilmer.

**377a. Expert Clinical Care Preceptorship for Clinical Nurse Specialists.** This course is designed to combine practice and theory to provide an opportunity to apply knowledge and competencies acquired throughout the program of study to actual clinical and educational situations. The theoretical component provides a framework for analyzing organizational cultures, diagnosing organizational problems and developing corresponding strategies around clinical services. The clinical preceptorship component provides the student with mentorship and guidance in developing and refining clinical and program management skills in integrated delivery systems. It is designed to provide students with an opportunity to directly experience clinical systems management through observation and participation as part of a clinical systems management team. Under the guidance of a clinical nurse specialist preceptor, students plan specific learning experiences. Integrated systems will serve as the practice base for clinical experiences. Summer. [5] Staff.

**377b. Expert Clinical Care Preceptorship for Clinical Nurse Leaders.** This course is designed to combine practice and theory to provide an opportunity to apply knowledge and competencies acquired throughout the program of study to actual clinical and educational situations. The theoretical component provides a framework for analyzing organizational cultures, diagnosing organizational problems and developing corresponding strategies around clinical services. The clinical preceptorship component provides the student with mentorship and guidance in developing and refining clinical and program management skills in integrated delivery systems. It is designed to provide students with an opportunity

to directly experience clinical systems management through observation and participation as part of a clinical systems management team. Under the guidance of a clinical nurse leader preceptor, students plan specific learning experiences. Integrated systems will serve as the practice base for clinical experiences. Summer. [5] Miller.

**380. Organizational Dynamics.** Integral to management practice is the acquisition of theoretical frameworks that explain organizational theories, management models and decision-making strategies related to health care systems and care delivery. In addition to providing a conceptual understanding of management practice, this course focuses on the development of interpersonal skills and effective leadership styles through role preparation, communication theories and the application of change strategies. Pre/corequisite: Specialty level status. Fall, Spring, or Summer on a rotating basis. [3] Staff.

**381a. Introduction to Health Informatics.** Health informatics is the management and transformation of health data into information and knowledge to improve health care. This survey course focuses on information systems in clinical settings and the use of databases for outcome management. Students address data management needs in health care settings and carry out related database projects. Pre/corequisite: Basic competency in using word processing, electronic mail, bibliographic or library retrieval systems, presentation graphics, spreadsheets, and databases. These skills are not taught in the course, but students will be required to apply them to carry out course assignments. Fall, Spring, or Summer on a rotating basis. [3] Newbold.

**381b. Networks and Internet Applications for Health Care Providers.** This course explores the structure and function of networks and internet applications as they relate to their use within health care. Topics covered include basic concepts of network architecture, standard protocols, information services available and issues of network security. Fall. [2] Gordon.

**381c. Web Development for Health Care Applications.** Students will begin this course by observing and critiquing Web sites in the health care area. They will identify features in Web sites that are effective and features they would want to avoid when developing Web sites. Then they will learn the skills necessary to develop sophisticated Web applications in the health care area. Graphics skills will be taught using relatively high-end graphics programs such as Photoshop or Paintshop Pro. Sophisticated Web applications will be created in DHTML using Web editors such as Lectora or Dreamweaver. Basic HTML markup skills will be taught for the purpose of creating interactive Web applications through databases in the follow-up course. Fall. [3] Gordon.

**381d. Desktop Maintenance.** The purpose of this course is to teach how to properly maintain your computer to minimize problems that may occur and handle simple issues and problems with your computer. The course will also cover how to properly install and uninstall hardware and software, how and when to rebuild your system, how to protect your system from worms and viruses, and the hows and whys of creating a home network connected to a broadband environment such as cable or DSL. Fall. [1] Gordon.

**381e. Database Design for Health Care Applications.** This course will cover the basics of database design in Microsoft Access. Data tables and data normalization will be explained. Then the students will learn how to put database applications on the Web in ASP to create "dynamic" Web sites that are data driven. Examples can include logins to private sites using usernames and passwords, content that changes often, online survey forms, tests and quizzes, messages to digital pagers, clinical log/patient data repositories, and research data collection and archiving. The students will learn how to data mine their databases by running queries that drill down and output the data into an Excel readable format. This format can then be used to input the data into SPSS or any other statistical program. Spring. [2] Gordon.

**381f. Seminar in Nursing Informatics.** This course addresses the role of the informatics nurse. The student will have the opportunity to explore the dimensions and responsibilities of the nurse informaticist role by applying legal/ethical concepts and critical thinking skills to selected case studies in a variety of settings. Spring. [1] Trangenstein.

**381g. Consumer Health Care Informatics.** This course addresses the consumer's use of electronic information systems and applications to improve their medical outcomes and their health care decisions. How informatics solutions impact the health care partnership of provider and patient is explored. Various technology and applications that empower consumers are reviewed. Studies that evaluate the effectiveness of health care informatics in patient outcomes are included. Summer. [2] Trangenstein.

**381w. Project Management.** This course addresses the essential principles and tools of project management and human, organizational and fiscal factors involved. Systems life-cycle approach is used to characterize project tasks and work flow. Project work definition, scheduling, budgeting, control, and outcomes are discussed. Summer. [3] Newbold.

**381z. Informatics and Clinical Research Management.** Informatics is the management and transformation of data into information and knowledge to improve health outcomes such as cost, quality, safety, and/or satisfaction. This survey course focuses on informatics tools in clinical research management. Examples include organizing information, analyzing data to determine clinical effectiveness, retrieving needed information or knowledge, and using data to improve management of health care enterprises. Pre/corequisite: Basic competency in using word processing, electronic mail, bibliographic or library retrieval systems. TBA. [2] Trangenstein. (Offered beginning 2009)

**382. Leadership.** This course allows students to explore theories and models of leadership and to assess their personal leadership style. Application of leadership theory in complex organization is analyzed. Fall, Spring, or Summer on a rotating basis. [3] Pilon.

**383. Continuous Quality Improvement and Outcomes Measures.** This course has two related foci: quality improvement models/methods and the measurement of client outcomes across a broad range of health care settings. Students learn the systematic methods of CQI, based on the work of Deming and others. These statistical and applied research methods are linked to the measurement of outcomes. The use of various outcome measurement instruments is explored. Prerequisite: Specialty level status and others by permission of course instructor. Fall, Spring, or Summer on a rotating basis. [2] Crutcher.

**385a. Health Care Financial Management.** Students in this course apply accounting, economic principles, and financial management strategies to the management of health care resources in health care organizations. Students acquire a degree of proficiency at computerized spreadsheet utilization to enhance efficient financial analysis. Prerequisite: None. Fall, Spring, or Summer on a rotating basis. [3] P. Jones.

**385b. Health Care Financial Analysis.** This elective course will enhance the accounting, economic principles and financial management strategies that were acquired in N385 by application of more complex financial analysis techniques to the management of health care resources in health care organizations. Students will be required to use computerized spreadsheets for all financial analyses. Prerequisite: 385. Spring. [2] P. Jones.

**385b.01. Health Care Financial Management.** Students in this course apply accounting, economic, and financial management strategies to the management of health care resources in health care organizations. Students acquire a degree of proficiency at computerized spreadsheet utilization to enhance efficient financial analysis and projections related to clinical research management. Fall, Spring, or Summer on a rotating basis. [2] P. Jones.

**386. Management Practicum I.** The students apply concepts of CQI organizational dynamics and outcome measures, informatics, and financial management in a selected health care setting. This practicum provides students with an opportunity to work closely with a manager in a variety of health care settings. The students experience positive role modeling while contributing to the functioning of the health care agency. Students work on agency designated projects throughout the practicum. Prerequisite: 303, 380, 381, 382, 383, 385. Fall, Spring, or Summer on a rotating basis. [3] Staff.

**387. Management Practicum II.** This practicum provides the student with an opportunity to work closely with a manager in one of a variety of health care settings. The student has an opportunity to observe and practice management and leadership skills in a health care organization. The role of a leader is explored in the context of the changing health care environment. In addition, the student works on agency designated projects and presents the process and results of a completed project to the student group. Prerequisite: 380, 386, all core courses, and RN licensure. Fall, Spring, or Summer on a rotating basis. [3] Staff.

**388. Management Strategies for Health Care Systems.** This course will focus on long-term strategic issues that will affect financing, organization and delivery of health care services. Market driven organizations/services are at the core of the course with emphasis on designing as well as operationalizing strategies at the executive and middle management levels as individuals and part of a team. Pre/corequisite: 303, 381, 382, 383, 385, or special permission of the instructor. Fall, Spring, or Summer on a rotating basis. [3] Cooper.

**389. Health Care Management of Populations.** This course provides a framework for students to develop and apply both an ethical and a theoretical framework for population-based care management. Students develop a framework for measuring client satisfaction, quality of care, resource efficiency and explore principles of multidisciplinary collaboration. Prerequisite: 303, 381, 382, 383, and 385 or special permission of the instructor. Fall, Spring, or Summer on a rotating basis. [Variable credit 2-3] Pilon.

**391a. CRM I: Foundations of Clinical Research Management** This course provides an overview of the clinical research process and the foundational content essential to the sound and ethical conduct of pharmaceutical, device and biologic clinical trials. Content includes an historical perspective on clinical research and research management, domestic and international regulatory and ethical considerations in clinical research, and concepts in the design, planning and initiation of clinical trials. Also included is an overview of clinical research industry and a review of legal, economic and political issues that influence the conduct of clinical research. Students will be exposed to the variety of roles and responsibilities of advanced clinical research professionals functioning in the pharmaceutical industry, academia and government settings. Spring. [3] Wagner.

**391b. CRM II: Applications in Clinical Research Management.** This course focuses on the overall management of drug, device and biologic clinical trials in industry, academia and government settings. Emphasis is placed on trial execution through study closure and post-marketing surveillance. Course content includes intensive training in site management, drug accountability, clinical research monitoring, adverse event reporting, data management, compliance and billing, and continuous quality improvement. Integral to the course is the synthesis and integration of the foundational material presented in 391a and the development and refinement of critical thinking skills with respect of problem solving in the management of clinical trials. Pre/corequisite: 391a. Spring. [3] Wagner.

**391c. Practicum I in Clinical Research.** Part I of this course familiarizes students with advanced clinical assessment techniques that enhance clinical reasoning skills in the clinical research setting. Content includes differentiating normal from abnormal findings, interpretation of diagnostic study results, and using clinical reasoning skills to inform decision-making

processes. Part II of the course provides students with the opportunity to apply clinical research management concepts in a clinical research setting of the student's choosing. The students experience positive role modeling while contributing to the functioning of a focused aspect of clinical trial management. Pre/corequisite: 391a. [2] Wagner. (Offered beginning 2009)

**391d. Practicum II in Clinical Research.** Current professional nursing practice with a clinical research focus must include the ability to function effectively in a complex, changing environment. The clinical research process and concepts in clinical research management, finance, and organizational and project management form the core of the content for this course as students apply skills they have learned in didactic coursework. Students obtain practice in using clinical research knowledge for effective practice in a variety of clinical research settings and are provided an opportunity to work closely with clinical research professionals performing a variety of roles in a clinical research setting of the student's choosing. Working closely with a seasoned clinical research professional, students experience positive role modeling while functioning as a member of the clinical research team. Pre/corequisite: 391a, b, and c. [3] Wagner. (Offered beginning 2009)

**392a. Informatics of Clinical Practice.** This course covers nursing classifications and taxonomies, reference terminology, and the computerized patient record (CPR). Strategies for dissemination, access, retrieval, and evaluation of electronic information are explored. Spring. [3] Newbold.

**392b. Clinical Informatics Practicum I.** Students apply concepts and theories in clinical informatics in selected health care settings. This practicum provides students with an opportunity to work closely with a preceptor to prepare a needs assessment for a nursing informatics project. Spring. [2] Trangenstein.

**392c. Informatics of Evidence-Based Practice.** This course addresses informatics techniques to bring the best available evidence about nursing to the point of care to support the patient's health and decision making. The relationship between standardized languages, electronic documentation systems, and evidence-based nursing practice are explored. Use of the internet to select and customize nursing interventions, point of care devices, and web based diagnostic decision support systems are examined. Summer. [3] Newbold.

**392d. Clinical Informatics Practicum II.** This course builds on previous clinical work to design, implement and evaluate clinical offerings that uses and integrates nursing science, computer science and information science. Students will present their nursing informatics projects at the end of the course. Summer. [2] Trangenstein.

**393. Managed Care: Theory, Practice, and Future Options.** Managed care is rapidly dominating the health care financing and delivery system in the U.S. Students in this course will be able to distinguish between the techniques of managed care and the organizations that perform the various functions. Six modules will cover the underpinnings, definitions, origins of managed care, the health care delivery system and the network of health care providers, management of cost, quality and access, operational functions, Medicare and Medicaid and the regulatory and legal aspects of managed health care. Pre/corequisite: None. Summer. [2] Staff.

**393a. Curriculum Strategies for Health Professional Education.** This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Design a learning program that integrates learning styles, technology use and a course management system. Spring. [3] Trangenstein.

**393b. Educational Informatics Practicum I.** Students apply concepts and theories in educational informatics in selected health care or educational settings. This practicum provides students with an opportunity to work closely with a preceptor to prepare a needs assessment for an educational project that integrates nursing science, computer science and information science. Spring. [2] Trangenstein.

**393c. Educational Evaluation for Learning in the Health Professions.** This course explores issues related to evaluating educational offerings that employ technology. The advantages and disadvantages of both traditional and more novel approaches to evaluation are discussed. Students will learn how to create online surveys along with principles of test and survey management. Issues surrounding online testing including access, privacy, and data input accuracy are emphasized. Overall program benchmarks are explored. Summer. [3] Staff.

**393d. Educational Informatics Practicum II.** This course builds on previously acquired knowledge. This practicum provides students with an opportunity to work closely with a preceptor to design, implement and evaluate educational offerings that integrate nursing science, computer science and information science. Students will present their projects at the end of the course. Summer. [2] Weiner.

**395a. Concepts of Emergency Response Management.** This course is designed to provide an operational overview of nurse executive management in preparing for or responding to a disaster. Because disasters by definition cannot be effectively managed by the application of routine procedures or resources, this course provides needed guidance in a variety of newly defined and emerging areas for nurse executives and managers. The breadth of topics will familiarize students with the tools necessary to carry out nurse executive/manager responsibilities in disaster preparedness and response. Spring. [2] Guillot.

**395b. Concepts of Public Health Management of Emergencies/Disasters.** This course is designed to provide an operational overview of community and public health management in preparing for or responding to an emergency or disaster. The breadth of topics will familiarize students with the responsibilities and roles of public health professionals in emergency/disaster preparedness and response. Summer. [2] Guillot.

**395c. Health Care Administrative Decision Making for Emergency Responses.** This performance-based course is designed to provide an opportunity for health care administrators and managers to develop an understanding and appreciation for clear and appropriate decision-making in response to emergencies and disasters in an environment that is fast paced, stressed and evolving. The design of the course is such that participants (nurse administrators, nurse managers, hospital administrators, physicians, emergency department managers, emergency medical services administrators) will be placed in situations that will require students to make decisions, to deal with the consequences of those decisions, and to coordinate an effective response while experiencing fatigue, frustration and other physical stressors that would approximate an actual emergency situation. The breadth of topics will provide students with the skills and tools necessary to carry out nurse executive/manager responsibilities in emergency/disaster preparedness. Fall, Spring, Summer. [2] Guillot.

**396a. Special Topics: Interpretation of Complex Laboratory and Diagnostic Data in the Adult Patient.** This elective course provides the student with the theoretical basis required to perform an in-depth interpretation of selected serum, urine, and radiological diagnostic patient data. A variety of specialized tests will also be included. Lectures and case studies will provide the student information to assist in developing a differential diagnosis and assessing effectiveness of interventions. Class discussions will examine ways to apply knowledge from laboratory and diagnostic tests to a variety of clinical settings. Other information, such as cost and how to order tests, will also be included. Pre/corequisite: RN Licensure or permission from instructor and 306. Summer. [Variable credit 2-3] Staff.

**396b. Research in Religion and Health.** The purpose of this course is to examine the relationships between health and religion from the perspectives of a health science (Nursing) and a religious discipline (Practical Theology). This will be done by exploring the methodologies and tasks of religious studies and the health sciences as they pertain to research of religion and health. Students will investigate the history of and theoretical assumptions behind empirical studies of religion and health. In addition, students will analyze claims and findings about the association of religious beliefs to health beliefs, practices, and outcomes. Pre/corequisite: None. (Cross listed in catalog with DIV 3062). Spring. [Variable credit 1-3] Pace.

**396c. Special Topics: HIV/AIDS.** This course consists of didactic content related to the care of persons with HIV/AIDS. It will enable the student to explore the roles of the nurse in advanced practice HIV/AIDS arenas, understand the pathophysiologic processes underlying HIV/AIDS infection, evaluate the rationale for and the effects of current treatment modalities, and analyze the interrelationships between the physical, psychosocial, spiritual, and political realms associated with the disease. Students taking the course for 3 hours will participate in developing a project pertaining to an area of interest in HIV/AIDS nursing. Pre-requisite/corequisite: None. Summer. [Variable credit 1-3] Staff.

**396d. Special Topics: Complimentary and Alternative Therapies.** Consistent with the emerging definitions of holism and holistic nursing practice, this course examines a full range of complimentary and alternative therapies employed in the delivery of holistic care as well as the societal beliefs and political and economic influences shaping practice. Class members will take an active role in the learning process by developing an information sheet on a therapy of their choosing. All information sheets will be compiled into notebooks that will be distributed to each class member at the conclusion of the course. Summer. [2] G. Moore.

**396f. Special Topics: Concepts of Emergency Nursing.** This course provides students with the knowledge base and skills necessary to render emergency and trauma care. This will provide a foundation for future ACNP role development. The essential evaluation, stabilization and critical time management techniques will be discussed. It is essential that the ACNP functioning in the ER be experienced in the assessment of non-urgent, urgent and emergent conditions. In this course, the ACNP student will learn the techniques, physiology, and clinical skills necessary to care for adult patients in an emergency setting. Prerequisite: 340a/b, 342, 346. Summer. [2] Wilbeck.

**396g. Special Topics: Concepts in Trauma Nursing.** This course explores at an advanced practice level, pathophysiology, assessment and diagnosis and collaborative management of adults who have experienced a severe trauma. Each student will demonstrate in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for the collaborative management of trauma patients. Pre/corequisite: 305a/b, 340a/b, 342. Spring. [2] King.

**396L. Global Populations at Risk: Interdisciplinary Perspectives.** An estimated thirty million refugees and asylum seekers exist worldwide, along with hundreds of thousands who relocate for economic reasons. These populations are changing the face of rural and urban communities, forcing systems reform at national and local levels. This course is designed to encourage critical thinking about multicultural issues in global and local settings, exposing students to conceptual and practical information regarding global accommodation of high-risk populations. Aggregates addressed in this course include refugees, political asylees, internally displaced persons and undocumented persons. An interdisciplinary perspective will be applied to a range of legal, economic, religious, health and psychosocial factors affecting the populations in their country of origin and in relocating to the U.S. Prerequisite or corequisite: N246 or permission of instructor. Spring. [Variable credit 2-3] Etherington.

**396w. Spanish for Primary Care Providers.** This course introduces the nurse practitioner student to Spanish words and phrases that will be useful to them in a nurse practitioner setting. Emphasis is on the ability to communicate with the non-English-speaking Hispanic client in primary care settings such as pediatric, family planning and adult health situations. Pre/corequisite: Must be a student in the specialty year and fulfilled requirements for registration and documentation must be on file in the Associate Dean's office for the following: attendance at annual OSHA training program at the School of Nursing, proof of adequate hospitalization insurance coverage, active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; and required immunizations as listed in the *Medical Center Catalog*. (Students must have an active Tennessee license before beginning the final clinical practicum in the specialty component). Summer. [1] Salisbury.

**397. Practicum in Emergency Care.** This course is designed to provide clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care. Summer. [2] Wilbeck.

## Doctoral Nursing Courses

**300. Developing a Program of Research I.** This course is the first of two seminar courses that provide foundational information necessary for developing a program of research. Focus is placed upon acquiring practical skills necessary to develop a program of research, narrowing the focus of student's area of research, and developing the related plan of graduate studies and experiences. Prerequisite: consent of faculty. [1]

**301. Developing a Program of Research II.** The second seminar course in this series provides additional foundational information necessary for developing a program of research. Focus is upon developing the knowledge and practical skills necessary to investigate an area of research interest and to draft a research proposal appropriate to the student's current level of career development needs and/or phenomenon of interest. Prerequisite: 300. [1]

**302. Advanced Doctoral Seminar I.** This course consists of a series of seminars focusing on issues relative to the dissertation, development of a program of research, and the role of the nurse scientist. The topics are selected by course faculty and the students who may be at various points of doctoral study in nursing. Topics and experiences may include proposal development, grant applications, mock proposal reviews, and dissemination of research findings. The seminar is required for two semesters, one credit-hour each semester. Prerequisite: completion of concurrent enrollment in 380. [1]

**303. Advanced Doctoral Seminar II.** This is the second seminar course in this series focusing on issues relative to the dissertation, development of a program of research, and the role of the nurse scientist. The topics are selected by course faculty and the students who may be at various points of doctoral study in nursing. Topics and experiences may include proposal development, grant applications, mock proposal reviews, and dissemination of research findings. The seminar is required for two semesters, one credit-hour each semester. Prerequisite: completion of 302. [1]



**304. Ethical Issues in Research.** This course provides an overview of issues related to the responsible conduct of research, including data management, vulnerable populations, authorship and publication, conflicts of interest and collaboration. Federal and institutional guidelines are included. [1]

**305. Informatics and Scholarly Inquiry.** This course provides an overview of informatics, the transformation of data into information, knowledge, decisions, and actions to improve outcomes. To take advantage of electronic data mines, scholars of the future will need to understand the basics of databases and the structure of vocabularies. Knowledge management to support evidence-based practice will be a critical skill. In addition, this course prepares the student to use available technology tools to present, interpret, and organize data. Prerequisite: consent of faculty. [2]

**310. Health, Health Care, Research, and Public Policy.** This course explores and critically analyzes theoretical and empirical approaches to understanding the dynamic synergies between research, nursing practice, health care organization, and public policy and their impact on health. Strategies for dissemination, translation, and evaluation of evidence-based research findings that support health care practices and public policies in order to measurably improve health outcomes for selected populations and the student's phenomenon of interest will be discussed. Local, national, and global implications will be explored. Prerequisite: consent of faculty. [2]

**320. Statistics for Health Sciences.** This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. The spectrum of topics encompasses most univariate parametric and nonparametric procedures, including correlational and repeated measures analyses. Across the varied topics, emphasis is placed on: 1) becoming knowledgeable of the underlying logic of each statistical technique, 2) the appropriate use and underlying assumptions of the procedure, 3) interpretation of results from statistical software, and 4) evaluation of published results using the procedure. Upon conclusion of the course, students will have a solid foundation for understanding and using more advanced multivariate and longitudinal statistical analysis procedures. Prerequisite: consent of faculty. [3]

**342. Theory Development in Nursing Science.** This course provides the basis for examination and critical analysis of the structural components and processes used for theory development in nursing. Concepts and theories from philosophy of science and methods of theory development are used to examine the nature of theory, theory development as a process, theory development in nursing, and the organization of knowledge for nursing. The process of theory analysis is examined as the foundational step in formulating potential research questions and design theory-based nursing practice. Prerequisite: consent of faculty. [3]

**350. Conceptual Foundations for Clinical Research.** This course is designed to provide critical analysis of theories, concepts and research related to the promotion, protection and restoration of health across the lifespan at individual, family and community levels. Emphasis will be on the individual level. Students conduct a critical analysis of existing and emerging scientific knowledge in a chosen field of study. Prerequisite: consent of faculty. [3]

**352. Measurement in Clinical Research.** This course examines the principles of measurement, procedures used for critical evaluation of clinical measures and specific techniques for assessing validity, reliability, and the structure of measures for use in diverse populations. A variety of behavioral and physiologic measures are included. Development of new as well as modification of existing instruments is included. Prerequisite: consent of faculty. [3]

**353. Designing and Testing Clinical Interventions.** Analysis of methodological, ethical, and practical issues related to the design and implementation of theory-based intervention studies. Students conduct a critical analysis of existing and emerging interventions related to their chosen field of study. [3]

**363. Human Responses in Health and Illness.** This course covers critical analysis of factors known to influence human responses in health and illness states using a broad stress and coping perspective as well as theoretical orientations guiding research on human health and illness. Students conduct a critical and reflective analysis of existing and emerging scientific knowledge in a chosen field of study. [3]

**366. Curriculum Strategies for Health Professional Education.** This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics, and sequencing of courses are discussed. Students will design a learning program that integrates learning styles, technology use, and a course management system. Prerequisite: consent of faculty. [3]

**367. Educational Evaluation for Learning in the Health Professions.** This course explores issues related to evaluating educational offerings that employ technology. The advantages and disadvantages of both traditional and more novel approaches to evaluation are discussed. Students will learn how to create online surveys along with principles of test and survey management. Issues surrounding online testing including access, privacy, and data input accuracy are emphasized. Overall program benchmarks are explored. Prerequisite: consent of faculty. [3]

**368. Contextual Nature of Health and Health Behaviors.** This course explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting health by examining contextual factors that impact health and health behaviors of various system levels. Examines disparity (e.g., social and economic) as a determinant of health among individuals and sub-populations. Critique selected models of health, health behavior, community organization, and health care delivery and their usefulness in order to understand the impact on selected health phenomena and various ethno-cultural populations and communities. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. Prerequisite: consent of faculty. [2]

**379. Special Topics in Nursing Science.** Students will discuss research and current developments of special interest to faculty and students (may be repeated for credit). Prerequisite: consent of faculty. [Variable credit 1-3]

**380. Knowledge Synthesis in Nursing Science.** This course provides critical appraisal of the theoretical and empirical basis of nursing science. Theories and research generated to study phenomena related to nursing are evaluated and synthesized. Strategies for synthesizing extant knowledge in nursing are discussed. Prerequisite: consent of faculty. [3]

**381. Current Topics in Health Services Research.** This course is designed to assist the student to develop expertise concerning the objectives, support mechanisms, limitations, and controversies of current HSR research initiatives and HSR organizations. Examples of initiatives include (but are not limited to) those of the IOM, governmental and private safety studies, QI/QA consortia, JCAHO, IHI, and other projects. The student will be expected to assess the relative place of her/his research interest in the current HSR environment and to begin to function within the professional role of a health services researcher. Prerequisite: consent of faculty. [3]

**382. Measuring Outcomes: Issues in Health Services Research Designs.** In this course, the student will develop expertise in the design, measurement and analysis of studies employing the five generic outcomes of greatest interest in outcomes studies: satisfaction, cost-effectiveness, mortality, health related quality of life, and morbidity. The student will also be expected to develop an overview including measurement and analysis plans for a condition-specific outcome. The impact of the researcher's decisions regarding conceptual models, treatment definition, risk adjustment strategies and the application of statistical techniques will be explored. At least one controversy attendant to each of the five generic outcomes will be debated in class. Prerequisite: completion of at least one doctoral level statistics course and 393. [3]

**383. Advanced Topics in Organizational Quality and Safety Research.** The student will develop expertise in the measurements commonly used in nursing health services, research related to organizational quality and safety. Emphasis will be placed on the challenges to measuring administratively mediated variables (e.g., capital, labor and process inputs) as well as the design and analytic challenges attendant to multi-level organizational studies. Prerequisite: completion or concurrent registration in Measuring Outcomes. [3]

**390. Independent Study in Nursing Science.** Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: consent of instructor. [Variable credit 1–3]

**393. Quantitative Research Methods.** This course provides an in-depth analysis of quantitative research methods employed in health-related research and focuses on topics such as formulation of research questions and hypotheses, integration of conceptual and theoretical frameworks, experimental and non-experimental designs, introduction to measurement theory, sampling and sampling size estimation, and data analysis plans. Students will also critique quantitative research manuscripts and proposals. Prerequisite: consent of faculty. [3]

**394. Qualitative/Field Research Methods.** This course explores qualitative approaches to research, including their theoretical foundations and practical applications. A variety of qualitative methods are presented and discussed. Class participants have the opportunity to study one or two selected methods in-depth. Prerequisite: consent of faculty. [3]

**395. Research Practicum.** This course provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined according to best fit with available faculty research programs. Prerequisite: consent of faculty. [Variable credit 1–2]

**397. Multivariate Statistics for the Health Sciences.** This is an intermediate-level course in multivariate inferential statistics. Topics covered include multiple linear regression, path analysis, logistic regression, canonical correlation, factorial (N-Way) ANOVA, ANCOVA, MANOVA, MANCOVA principal components and factor analysis, and an introduction to structural equation modeling, time series analysis, cluster analysis, discriminant function analysis, and survival analysis. The course emphasizes use of SPSS-PC and interpretation of output generated by the SPSS-PC program. Prerequisite: consent of the faculty. [3]

**398. Writing for Publication.** This course is designed to assist students with understanding the publication process and to improve the student's scholarly writing abilities. A manuscript is prepared and submitted to a selected refereed journal for consideration of publication. [3]

**399. Ph.D. Dissertation Research.** [Variable credit 0–6]



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# Class of 2006/2007



## Doctor of Philosophy

- Karen Caines Kingsport, Tenn.  
M.S.N., Vanderbilt  
Ph.D. dissertation: *Girls Who Swim: An Ethnographic Exploration of Sociocultural Protective Factors Buffering Excessive Weight Concerns in Early Adolescent Girls*
- Jo Anne P. Davis New York, N.Y.  
B.S.N., Cincinnati; M.S.N., St. Louis  
Ph.D. dissertation: *Midwives and Normalcy, Experience and Meaning: A Hermeneutical-Phenomenological Study of Midwives' Concept of Normalcy in Childbirth*
- Cynthia O'Neal Lubbock, Texas  
B.S., Arizona State; B.S.N., M.S.N., Nevada (Las Vegas)  
Ph.D. dissertation: *The Development of the Normalization Assessment Measure*

## Master of Science in Nursing

### Acute Care Nurse Practitioner

- Timothy Eugene Ballard Nashville, Tenn.  
B.A., Montana
- Rachael Denise Davis Bartosch Blountville, Tenn.  
B.S., Tennessee (Chattanooga)
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B.S.N., Western Kentucky
- Nancy K. Fisher Cooper Stigler, Okla.  
B.S.N., Northeastern State
- Shawana Michelle Crawford Cleveland, Miss.  
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- Erin Eileen Downey Kansas City, Mo.
- Elizabeth J. Dyer Murfreesboro, Tenn.  
B.S.N., Middle Tennessee State
- Katie Elizabeth Edgington Cookeville, Tenn.  
B.A., Tennessee (Knoxville)
- Kimberly Dennis Fannin Nashville, Tenn.  
B.S.N., South Alabama
- Angela K. Flener Morgantown, Ky.
- Wendy C. Fordyce Brentwood, Tenn.
- Lisa Marie Kannapel Forte Bethpage, Tenn.  
B.A., Indiana (Southeast)
- Carli Nicole Greenfield Marietta, Ga.
- Rachel Elizabeth Hammers Appleton, Wis.  
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Teresa Dawn Houston B.S., Clemson	Nashville, Tenn.
Sharon Leigh Mills Key B.S., Memphis State	Southaven, Miss.
Janna Suzanne Konze B.S.N., Indiana-Purdue (Indianapolis)	Chesterfield, Mo.
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Melissa Robin Moon B.S., Valdosta State	Nashville, Tenn.
Melissa Meredith Morton B.S., Mississippi State	Brandon, Miss.
Teodora Amalia Neagu M.D., "Carol Davila" University of Medicine and Pharmacy (Romania); M.A., Vanderbilt	Nashville, Tenn.
Michael Joseph Primeaux B.S.N., Union	Jackson, Tenn.
Jill Marie Raessler B.S.N., Northern Arizona	Prescott, Ariz.
Bethany Lauren Riley B.S., Middle Tennessee State	Franklin, Tenn.
Holly Suzanna Rowe B.S.N., King College	Emory, Va.
Megan Marie Shifrin	Mexico, Mo.
Sean Edward Smithey B.B.A., Austin Peay State; M.A., Trevecca Nazarene	Adams, Tenn.
Lisa Anne Bellamy Stewart B.S.N., Tennessee (Knoxville)	Englewood, Tenn.
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Kristin Marie Werking B.A., Greenville	Spiceland, Ind.
Brian Scott Wesson	Nashville, Tenn.
Sherri Gayle White B.S., East Tennessee State	Telford, Tenn.
Kirsten Elizabeth U. Wister B.S., Arizona; B.S.N., Phoenix	Saint David, Ariz.
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Leslie Deanne Whyde Wyttenbach	Old Hickory, Tenn.

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### Clinical Management

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### Family Nurse Practitioner

Robingale Anderson B.S.N., Aquinas College (Tennessee)	Franklin, Tenn.
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Larissa Gayle Bryant	Glasgow, Ky.
Keith Andrew Caldwell B.S., Cumberland University (Tennessee)	White House, Tenn.
Cara Suzanne Calloway B.A., Graceland	Arlington, Texas
Stephanie June Carrigan B.A., Mississippi (University)	Nashville, Tenn.
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Emily Heyward Cruze B.S., Georgia	Nashville, Tenn.
Victor Czerkasij B.A., Southern College of Seventh-day Adventists; M.A., Southern Adventist	Cleveland, Tenn.
Lora Anna Davis	Murfreesboro, Tenn.
Lora Denise Davis	Kingsport, Tenn.
Jennefer Doris Dixon B.S.N., Cumberland University (Tennessee)	Carthage, Tenn.
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Leah D. Doss B.S.N., North Alabama	Leoma, Tenn.
Gina Lyn Duke B.S., Tennessee (Martin)	Franklin, Tenn.
Dorothy Jean Dunn B.S.N., Rhode Island College	Nashville, Tenn.
Wendy Elise Elrod B.A., B.M., Kansas (Lawrence); B.S., M.S., Tennessee State	Nashville, Tenn.
Brandy Renee Enoch B.S.N., Murray State	Melber, Ky.
Jessica Leigh Evans B.S.N., Tennessee Technological	Silver Point, Tenn.
Stacy Michelle Fuqua A.B., Washington (Missouri)	Springfield, Tenn.



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Erica Nicole Greene B.S.N., Tennessee (Knoxville)	Talbot, Tenn.
Melissa Jeanne Gudan	Nashville, Tenn.
Meredith Patton Hartline B.S., Middle Tennessee State	Nashville, Tenn.
Shawna Patrice Johnston B.A., Colorado College	Colorado Springs, Colo.
Ronnie Kim B.S.N., Rhode Island	Nashville, Tenn.
Harley Thompson Koch B.S., Vanderbilt	Barrington, Ill.
Emily Ann Lee B.S.N., Tennessee Technological	Cookeville, Tenn.
Bethany Jane Massey	Hixson, Tenn.
Allyl Ng McClure B.S., California (San Diego)	West Covina, Calif.
Kathryn Grace Mobley McCoy B.S.N., Murray State	Murray, Ky.
Catherine Fariss McCracken B.S., Vanderbilt	Palm Beach, Fla.
Christina Marie Miller B.S., George Fox	Bend, Oreg.
Roya Mohammad Pour B.S., Trevecca Nazarene	Nashville, Tenn.
Scott M. Moran B.S., Central Michigan	Nashville, Tenn.
Traci Lynn Morgan B.A., Texas (Austin)	Atlanta, Ga.
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Michelle Ann Pribanich	Germantown, Wis.
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Larry Brandon Roark B.S.N., Eastern Kentucky	Pathfork, Ky.
Martha Maria Shamy B.A., Earlham	Peterborough, N.H.
Mitzi Wynette Smith B.S., Grambling State	Magnolia, Ark.
Pat Daniel Smith B.A., Tennessee (Knoxville)	Nashville, Tenn.
Page Marie Staff B.A., Trevecca Nazarene	Columbia, Tenn.
Rebecca Claire Stone B.S.N., Mississippi University for Women	Tremont, Miss.
Kathryn Pierzala Stringer B.A., Centre	Rush, Ky.
Emily O'Donnell Wachs B.A., Kentucky; B.S.N., Bellarmine	Lexington, Ky.

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Hannah Lasell Whipple B.S., Tulane	Portland, Maine
Amber Lea Worrell B.A., Davidson	Nashville, Tenn.
Kathryn Lee Wyatt B.S., Lipscomb	Nashville, Tenn.
Carol Cathleen Ziegler B.S. in Human Ecology, M.S., Tennessee (Knoxville)	Nashville, Tenn.

### **Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus**

Melissa Sue Bogle B.S.N., Illinois (Chicago)	LaVergne, Tenn.
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### **Health Systems Management**

Brittany Leigh Cunningham B.S.N., Samford	Nashville, Tenn.
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Christy Shell	Acworth, Ga.

### **Neonatal Nurse Practitioner**

Kelly Elyse Nagatani Ballard B.S.N., California State (Bakersfield)	Bakersfield, Calif.
Kerri Jo Engel Bjornson B.S.N., South Dakota State	Sioux Falls, S. Dak.
Jill Ann Cramer Fincher B.S.N., South Dakota State	Belle Fourche, S. Dak.
Ann Chatwin Fleuren B.S., Vanderbilt	Greenwich, Conn.
Rhonda Lynn Miller Holton B.S.N., Medical College of Georgia	Grovetown, Ga.
Marice! Navarro Maxey B.S.N., Texas A&M (Corpus Christi)	San Antonio, Texas
Michelle Rene Montgomery Miller B.S.N., Tulsa	Owasso, Okla.
Charisse S. Ortman Brockmueller B.A. in Nursing, Augustana (South Dakota)	Sioux Falls, S. Dak.
Ryan Christopher Reader B.S.N., Texas Tech	Midland, Texas
Collette Renee Braunz Rice B.S.N., Michigan (Ann Arbor)	Schoolcraft, Mich.
Amy Michelle Cox Shaw B.S., Southern Illinois (Edwardsville); B.S.N., Saint Louis	Alton, Ill.
Lynn Annette Dingler Ward B.S.N., South Dakota State	Sioux Falls, S. Dak.
Amy Marie Youree B.S.N., Tennessee (Knoxville)	Nashville, Tenn.

**Nurse-Midwifery**

Elizabeth Jo Dixon B.A., California (Berkeley)	Nashville, Tenn.
Bethany Lyn Domzal B.A., Xavier (Ohio)	Beverly Hills, Mich.
Nikole Diane Gettings B.S., Memphis	Memphis, Tenn.
Marecha de'Vonne Brown Jackson B.S., Oakwood	Nashville, Tenn.
Megan K. McCrossin B.A., Texas (Austin)	Corpus Christi, Texas
Amanda B. Murphy B.S.N., North Carolina (Chapel Hill)	Asheville, N.C.
Heather Renee Murphy B.A., Western Kentucky	Nashville, Tenn.
MaryLou Phillips B.S.N., St. John Fisher	Parish, N.Y.
Melan Smith-Francis B.S., Florida Agricultural and Mechanical; B.S.N., Austin Peay State	Hermitage, Tenn.
Julie Ann Stenbridge B.S., Allegheny	Perrysburg, Ohio
Kristen Jean Young B.S. Indiana (Bloomington)	Bloomington, Ind.

**Nurse-Midwifery/Family Nurse Practitioner**

Summer Craig Keasler B.A., Louisiana State (Baton Rouge)	Lake Charles, La.
Catherine Margaret Lamb B.S.N., Cincinnati	Eastlake, Ohio

**Nursing Informatics**

Lillian J. McGehee B.S.N., Florida State	Spring Hill, Tenn.
Nancy Jo Hannemann Thum B.A., M.B.A., Sioux Falls	Sioux Falls, S. Dak.

**Pediatric Nurse Practitioner**

Kristin Lea Affolter B.S.N., Florida	Maitland, Fla.
Catrina Carol Bledsoe B.S.N., Middle Tennessee State	Columbia, Tenn.
Julia Michelle Boyd B.S.N., Lipscomb	Smyrna, Tenn.
Mary Catherine Sullivan Daley B.S.N., Tennessee (Memphis)	Cordova, Tenn.
Katherine Marie Dougherty B.A., Saint Mary's University (Minnesota)	Burnsville, Minn.
Gayle Paulette Droemer B.S.N., Texas (Austin)	Austin, Texas

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Christopher Harrison Duben B.S., Western Kentucky; B.S.N., Middle Tennessee State	Nashville, Tenn.
Laura Kristen Fischer	Garden Grove, Calif.
Melinda S. Roberts Harper	Grovetown, Ga.
Lindsey Elizabeth Hatch B.S., Freed-Hardeman	Nashville, Tenn.
Emily Suzanne Hopper B.S.N., Mississippi (Medical Center)	Austin, Texas
Jennifer Kozuch B.S., Athens State	Meridianville, Ala.
Angela Marie Jenkins Lane B.S., Tennessee (Knoxville); B.S.N., Middle Tennessee State	Carthage, Tenn.
Jennifer Renee Lee B.S., Texas Agricultural and Mechanical (College Station); B.S.N., Texas Medical Branch at Galveston	Katy, Texas
Janae Marie Lemons B.S.N., Our Lady of Holy Cross	Metairie, La.
Tina Katsarikas McGillicuddy B.S., Massachusetts (Amherst)	Quincy, Mass.
Meredith Elizabeth McLean B.S., Vanderbilt	Dallas, Texas
Robyn Cay Moore	Berne, Ind.
Elizabeth Anne Nacozy B.A., Washington and Lee	Austin, Texas
Nikki H. Nguyen Nazario B.S.N., Florida	Orlando, Fla.
Amy Katherine Payne O'Mara B.S.N., Mississippi College	Franklin, Tenn.
Andrea Lynne Parker B.A., Southern California	Walnut Creek, Calif.
Tonia Foyt Poe B.S., Texas Agricultural and Mechanical (College Station)	Nashville, Tenn.
Lindsey H. Polley B.S., Freed-Hardeman	Nashville, Tenn.
Dianna L. Rains B.S.N., Purdue (West Lafayette)	Cordova, Tenn.
Lisa Girard Sansalone B.S.N., Southwestern Louisiana	Pearland, Texas
Stephanie M. Cockburn Spence B.S.N., Tennessee (Chattanooga)	Murfreesboro, Tenn.
Lydia Marie Stiltz B.S., California (Santa Barbara)	Napa, Calif.
Allison Dorece Stolberg B.S., George Fox	Ridgefield, Wash.
Wendy Lynn Taylor B.S.N., Tennessee Wesleyan	Loudon, Tenn.
Otobong Isidore Udoudoh B.S., Morris Brown	Antioch, Tenn.
Emily Graham Van Voorhis B.S., Vanderbilt	Nashville, Tenn.
Alicia Rose Webb B.S.N., Memphis	Nashville, Tenn.

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Mary Kathryn Wetsell B.S., Central Arkansas	Nashville, Tenn.
Jennifer Elizabeth Wing B.S., Vanderbilt	Yarmouth, Maine

### Psychiatric-Mental Health Nurse Practitioner

Cynthia Michelle Barrett B.S., Vanderbilt	Peachtree City, Ga.
Kelly William Bliss B.E., Vanderbilt	Nashville, Tenn.
Molly Elizabeth Butler B.S., Vanderbilt	Hinsdale, Ill.
Meleney Ann Cowell B.S., Kentucky	Beaver Dam, Ky.
Marisa Louise Crenshaw B.A., Michigan (Ann Arbor); B.S.N., Emory	Nashville, Tenn.
Jennifer Nichols DeHaven B.A., Tennessee (Knoxville)	Nashville, Tenn.
Cindy Evon Martin Drummond B.S., Middle Tennessee State	Nashville, Tenn.
Laurence Steven Eckman B.S., M.S.W., Portland State	Gresham, Oreg.
Elizabeth Dillon Greenfield B.A., University of the South; M. Phil., Glasgow (Scotland)	Birmingham, Ala.
Lisa Nicole Hockersmith B.A., Miami (Ohio)	Franklin, Tenn.
Margaret Elaine Johnson B.S., Vanderbilt	Hopkinsville, Ky.
Scott Alan Lawrence B.S., Florida Institute of Technology; M.S., Chaminade University of Honolulu	Clarksville, Tenn.
Danielle Levison B.A., Clark	Londonberry, N.H.
Carol Jean Payne Lowrance B.S., Lipscomb; B.S.N., Missouri (Columbia)	Nashville, Tenn.
Brandee JeNean Madden B.S., Alabama (Tuscaloosa)	Opelika, Ala.
Tabitha Lynn Metzger	Benton, Ky.
Fred Luther Nichols III B.G.S., M.A., Western Kentucky	Madison, Tenn.
Katherine Morrison Petracek B.A., University of the South	Nashville, Tenn.
Kimberly Ann Phillips B.A., Western Kentucky	Bowling Green, Ky.
Pamela A. Rogers B.A., B.S.N., Tennessee (Chattanooga)	Crossville, Tenn.
Maren Tuthill Schiess B.S., Vanderbilt	Edina, Minn.
Pamela S. Schwartz B.A., Wittenberg	Yorkshire, Ohio
Melanie Rudd Walters B.S.N., Northern Kentucky	Fort Thomas, Ky.

Angela Joy Adkisson Wentworth Allardt, Tenn.  
 B.S.N., Tennessee Technological

### Women's Health Nurse Practitioner

Sara Patterson Butler Fayetteville, Ark.  
 B.S.B.A., Arkansas (Fayetteville)

Christy A. Collinson New Canaan, Conn.  
 B.A., San Diego

Mary Ellen Egger Franklin, Tenn.  
 B.S.N., Illinois (Chicago)

Tori Garcia Orangevale, Calif.  
 B.S., California (Davis)

Martha Greene Goodyear Chapel Hill, N.C.  
 B.A., University of the South

Laura Anne Levitt Saint Louis, Mo.  
 B.S., Vanderbilt

Emily Lauren McCormick Nashville, Tenn.  
 B.A., Furman

Emily-Corinne Mueller Newtown, Pa.  
 B.S., Saint Joseph's

Patricia Portilla Franklin, Tenn.  
 M.D., Universidad de San Carlos de Guatemala (Guatemala); M.P.H., Tulane

Ashlie Lynn Pullen Bonaire, Ga.

Jessica Lorynn Savage Oregon, Ohio

Nan Catherine Schrag-Dobbins Nashville, Tenn.  
 B.S., Tennessee (Knoxville)

Elizabeth Dianne Shapard Hermitage, Tenn.  
 B.S., Austin Peay State

Mary Jennifer Steele Nashville, Tenn.  
 B.S., Vanderbilt

Ralph Edwin Stewart Jackson, Tenn.  
 B.S. in Criminal Justice, Tennessee (Martin); M.A., Northern Arizona

Lindsey Marie Waddell Nashville, Tenn.  
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### Women's Health/ Adult Nurse Practitioner

Katie Lynne Agee Pleasant Shade, Tenn.  
 B.S.N., Tennessee (Knoxville)

Suzanne Teresa Csorna Nashville, Tenn.  
 B.A., Vanderbilt

Amber Maurine Perkins Hendersonville, Tenn.  
 B.S.N., Tennessee (Knoxville)

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