



# School of Nursing

Vanderbilt  
University  
2014/2015

Containing general information  
and courses of study  
for the 2014/2015 session  
corrected to 30 June 2014  
Nashville

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Printed in the United States of America

# Contents

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<b>Calendar</b>	<b>4</b>
<b>Administration</b>	<b>5</b>
<b>Medical Center Overview</b>	<b>8</b>
<b>Life at Vanderbilt</b>	<b>16</b>
<b>School of Nursing</b>	<b>24</b>
Communicating with the School of Nursing	24
Administration	25
Faculty Practice Network	26
Nursing Education at Vanderbilt	27
Pre-Nursing Studies	30
The M.S.N. Degree	32
Degree Requirements	32
Admission	32
The Academic Program	35
Academic Regulations	53
The D.N.P. Degree	62
The Academic Program	62
Degree Requirements	62
Admission	63
Academic Regulations	66
Ph.D. in Nursing Science	73
Post-Master's Certificate Program	74
Financial Information	75
Honors and Awards	78
Courses of Study	80
Faculty	97
<b>Index</b>	<b>106</b>

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## School of Nursing Calendar 2014/2015

### FALL SEMESTER 2014

M.S.N. new student orientation for pre-specialty and RN pre-specialty students (mandatory) / Wednesday 13 August–Friday 15 August  
Classes begin for pre-specialty students / Monday 18 August  
M.S.N. new student orientation for direct entry and post-master's students (mandatory) / Monday 18 August–Tuesday 19 August  
Returning M.S.N. student orientation (mandatory) / Tuesday 19 August (afternoon only)  
Undergraduate classes begin (NURS 210A, NURS 231A) Wednesday 20 August  
Ph.D. and D.N.P. orientation and 1st intensive / Monday 25 August–Friday 29 August  
Labor Day (no VUSN classes except N210 and N231B on undergraduate schedule) / Monday 1 September  
Homecoming/Reunion Weekend / Thursday 3 October–Saturday 5 October  
Thanksgiving holidays / Saturday 22 November–Sunday 30 November  
Classes end for all students / Friday 5 December  
Pre-specialty examinations / Monday 8 December–Wednesday 10 December  
Pinning ceremony for December 2014 graduates / Friday 12 December

### SPRING SEMESTER 2015

First day of spring semester for M.S.N. pre-specialty-level and M.S.N. specialty level courses / Monday 5 January  
Ph.D. and D.N.P. 2nd intensive / Monday 12 January–Thursday 15 January  
Martin Luther King Jr. Day—No classes scheduled / Monday 19 January  
Spring Break / Saturday 28 February–Sunday 8 March (pre-specialty only)  
Final examinations / Monday 20 April–Wednesday 22 April  
Commencement–Investiture / Friday 8 May

### SUMMER SEMESTER 2015

First day of classes for specialty students (please consult block schedules for specific start date) / Monday 27 April  
Classes begin for pre-specialty students / Monday 4 May  
Ph.D. and D.N.P. 3rd intensive / Monday 4 May–Thursday 7 May.  
May pinning ceremony and alumni reception for graduates / Thursday 8 May  
Commencement–Investiture / Friday 8 May  
Independence Day holiday—No classes scheduled / Saturday 4 July  
Classes end for all students / Friday 31 July  
Pinning ceremony for August 2014 graduates / Sunday 2 August

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# Medical Center Overview

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

Members of the faculty participate 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, VUMC 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 in the Southeast. Physicians from other states and nations send patients to Vanderbilt whose needs 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.

VUMC has combined programs of study with a number of other schools including divinity, business, engineering, and law, which enables interdisciplinary programs in philosophy, religion, and the social sciences.

Through medical education and excellence in patient care, VUMC strives to improve health for each person it serves. Through innovation and discovery in research, it strives to advance health care worldwide.

## Facilities

### *Vanderbilt University Hospital*

Vanderbilt University Hospital opened in 1980, with the major addition of the Critical Care Tower in 2009. The hospital is dynamic, growing, and dedicated to meeting the most critical and complex needs of our region, continuing Vanderbilt's more than century-old tradition of offering the best in patient care.

Many patients seen in the hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

Adjacent and attached to VUH is Medical Center East, primarily an outpatient services building, but also housing some operating rooms, patient rooms for Labor and Delivery, the Vanderbilt Bill Wilkerson Center and the Vanderbilt Orthopaedics Institute.

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

The Monroe Carell Jr. Children's Hospital at Vanderbilt opened as a stand-alone facility in 2003, and is a place of hope and healing for pediatric patients and their families. Recognized as one of the premier children's hospitals in the nation by *U.S. News and World Report* for several years running, Children's Hospital cares for the sickest patients in the region and beyond.

Children's Hospital is the most comprehensive pediatric facility in the state, providing services including neurosurgery,

cancer treatment, trauma care, transplant, and much more. Children's Hospital operates the region's only Level I pediatric trauma unit and a neonatal intensive care unit with the highest designated level of care.

The facility is filled with state-of-the-art equipment and information systems to provide the best treatment for patients. It offers a variety of family accommodations to help fulfill its mission of patient- and family-centered care. In addition, Children's Hospital is a top-level teaching and research facility. No child is denied care on the basis of limited ability to pay.

### *Vanderbilt Psychiatric Hospital*

Vanderbilt Psychiatric Hospital, which opened in 1985, provides inpatient and 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.

[vanderbilthealth.com/psychiatrichospital](http://vanderbilthealth.com/psychiatrichospital)

### *The Vanderbilt Clinic*

The Vanderbilt Clinic (TVC), a comprehensive outpatient facility, opened in 1988 and houses more than 100 medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, and a day surgery center.

### *Vanderbilt Stallworth Rehabilitation Hospital*

Vanderbilt Stallworth provides comprehensive inpatient and outpatient rehabilitation services for adult and pediatric patients with neurological, orthopaedic, and other injuries, as well as chronic conditions and disabilities. The hospital specializes in treating stroke, brain, and spinal cord injury; multiple traumas; amputees; hip fracture; and other diagnoses. Stallworth is a designated Stroke Center of Excellence and repeatedly exceeds the national benchmarks for patient satisfaction and functional outcomes. It is also home to the Vanderbilt Center for Multiple Sclerosis. This hospital is a joint venture with HealthSouth Corporation.

[vanderbiltstallworthrehab.com](http://vanderbiltstallworthrehab.com)

### *Vanderbilt-Ingram Cancer Center*

Vanderbilt-Ingram Cancer Center (VICC) is Tennessee's only National Cancer Institute (NCI)-designated Comprehensive Cancer Center providing treatment for both adult and pediatric cancer patients. It is also a member of the National Comprehensive Cancer Network, a nonprofit alliance of twenty-three of the world's elite cancer centers collaborating to improve cancer care for patients everywhere. The center unites physicians and scientists in research programs in key areas. VICC is ranked in the top 10 in competitively-awarded NCI grant support.

VICC is one of the few centers in the country with a comprehensive program for cancer survivors regardless of age, type of cancer, or where they received their oncology treatment. The center's clinical trials program includes robust work in Phase I drug development and designation by the NCI for Phase I and Phase II clinical trials.



The center also boasts several donor-supported research initiatives, including the Frances Williams Preston Laboratories established by the T. J. Martell Foundation, the A. B. Hancock Jr. Memorial Laboratory for Cancer Research, the Jim Ayers Institute for Precancer Detection and Diagnosis, and the Robert J. Kleberg, Jr., and Helen C. Kleberg Center for Personalized Cancer Medicine.

[vicc.org](http://vicc.org)

### *Vanderbilt Kennedy Center for Research on Human Development*

The Vanderbilt Kennedy Center strives to improve life for people with disorders of thinking, learning, perception, communication, mood, and emotion caused by disruption of typical development. Its core values include the pursuit of scientific knowledge with creativity and purpose; the education of scientists, practitioners, families, and community leaders; the facilitation of discovery by Kennedy Center scientists; and the translation of knowledge into practice. The center is one of fourteen National Institutes of Health research centers on mental retardation and other developmental disabilities. It has also been named a University Center for Excellence on Developmental Disabilities Education, Research, and Service by the federal Administration on Developmental Disabilities. The center is an interdisciplinary research, training, diagnostic, and treatment institute, embracing faculty and resources available through Vanderbilt University Medical Center, the College of Arts and Science, and Peabody College.

[kc.vanderbilt.edu](http://kc.vanderbilt.edu)

### *Vanderbilt Diabetes Center*

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes for patients of all ages that includes all aspects of health related to diabetes. It also offers programs to equip the next generation of caregivers and scholars. Other programs support the diabetes-related research of VUMC faculty members.

[vanderbilthealth.com/diabetes](http://vanderbilthealth.com/diabetes)

### *Rudolph A. Light Hall*

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.

### *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 is also home to the A. B. Hancock Jr. Memorial Laboratory for Cancer Research.

### *Frances Preston Medical Research Building*

This building is named in honor of the late Frances Williams Preston, President and CEO of Broadcast Music, Incorporated. This building consolidates the Vanderbilt-Ingram Cancer Center's programs into one primary location on the VUMC campus.

### *Medical Research Building III*

The MRB III building houses research laboratories, teaching laboratories, research support areas, offices, conference rooms, classrooms, and a greenhouse for research and teaching. It is a joint undertaking of the College of Arts and Science and VUMC.

### *Medical Research Building IV*

MRB IV houses a significant amount of wet lab space and supports continued growth in VUMC research programs.

### *Medical Center North*

The Newman Clinical Research Center, an inpatient orthopaedic unit, and a general-care unit are inside Medical Center North. The complex also houses laboratories and administrative support services for VUMC.

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.

### *Vanderbilt Health One Hundred Oaks*

This 400,000-square-foot doctors' office suite opened for patient care in 2008 and is designed for easy access off the interstate highway system, abundant surface parking, automated check-in, and integrated services, labs, and radiology. It houses numerous specialty clinics, primary care services, and advanced imaging facilities.

[vanderbilthealth.com/100oaks](http://vanderbilthealth.com/100oaks)

### *Vanderbilt Health Williamson County*

Vanderbilt Health Williamson County offers more than 100 physicians in practices ranging from primary care to sports medicine, GI, cancer care, imaging, and pediatrics.

[vanderbilthealth.com/williamson](http://vanderbilthealth.com/williamson)

### *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. In 2006, Godchaux Hall completed a two-year renovation to update the building infrastructure.

Godchaux Hall contains a state-of-the-art IP-based video-conferencing classroom, two 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 Annex comprises 48,771 square feet. The facility includes 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.

*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 faculty investigators.

### *Patricia Champion Frist Hall*

In 1998, the 20,259-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multimedia 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 large and two small classrooms have installed infrastructure capable of video streaming live lectures. 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-seven Dell Precision T1650 computers (Intel i5-3350 3.36GHz processor with 4 GB of RAM and a 500 GB hard drive loaded with Windows 7, a 48X CD-RW/DVD-RW drive, and USB access for a personal thumb drive), 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. All computers are placed on a three-year rotation cycle. For some courses, 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 is also available over the network or via CD/DVDs from the media library. Faculty and students use a Web-based course management system called OAK (Online Access to Knowledge), which is 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 Microsoft Lync; and two-way, multi-point IP-based video collaboration is available using a system called Scopio. Experts in graphics, interactive educational design, and information technology are available through the FNIC. 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 graphics and instructional materials, video production, and audiovisual editing services. The FNIC implements and maintains quality assurance for School of Nursing Web pages and printed materials with assistance from designated departmental staff and program faculty.

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

The Vanderbilt Dayani Center is a medically based fitness/health promotion center that specializes in modifying risk factors, for conditions including cardiovascular disease, weight

management, stress, sedentary lifestyle, and smoking. It was the first Certified Medical Fitness Center in Tennessee, is closely aligned with the department of Physical Medicine and Rehabilitation, and serves patient care, research, and education functions within VUMC.

[vanderbilthealth.com/dayani](http://vanderbilthealth.com/dayani)



### *Vanderbilt Heart and Vascular Institute*

The Vanderbilt Heart and Vascular Institute is a comprehensive and integrated program offering diagnosis, treatment, minimally invasive therapies, surgical intervention, disease management, state-of-the-art techniques, and personalized treatment programs to meet each patient's unique needs.

[vanderbilthealth.com/heart](http://vanderbilthealth.com/heart)

### *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, throat, head, and neck.

[vanderbilthealth.com/billwilkerson](http://vanderbilthealth.com/billwilkerson)

### *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.

[vanderbilthealth.com/transplant](http://vanderbilthealth.com/transplant)

## **Libraries**

### *The Jean and Alexander Heard Library System*

Vanderbilt University's libraries are among the top research libraries in the nation, home to more than eight million items, including print publications, microfilm items, and digital collections. The libraries provide electronic access to tens of thousands of full-text journals and over half a million e-books and other research resources accessible via the campus network, from 250 workstations in campus libraries, as well as authenticated access (VUnetID and e-password) from off campus. Resources may be located through Acorn, the libraries' online catalog, and through DiscoverLibrary, the libraries' new information discovery tool.

The oldest manuscript in the collection dates from c. 1300 and new publications are being added every day. Among the libraries' collection strengths are the W. T. Bandy Center for Baudelaire and Modern French Studies, a comprehensive collection of materials on Charles Baudelaire and French literature and culture; the Southern Literature and Culture Collection; Latin American collections for Brazil, Colombia, the Andes, Mesoamerica, and Argentina; the Television News Archive, the world's most extensive and complete archive of television news covering 1968 to present; the Revised Common Lectionary, one of the first published Web-based resources of scriptural readings for the liturgical year; and the Global Music Archive, a multimedia reference archive and resource center for traditional and popular song, music, and dance of Africa and the Americas.



**Information has been updated since the initial printing. See the original attached to this file.**

In partnership with faculty, library staff teach students valuable skills for locating and evaluating the latest information in a complex array of sources. Campus libraries with discipline-specific collections are home to professional librarians who provide expert support in that area of study. Online reference is available through the homepage. Options for individual study are complemented by group study spaces and instructional rooms, as well as learning commons and cafes. Exhibits throughout the libraries offer intellectual and creative insights that encourage students to see their own work in new ways. Students, faculty, and staff may come to the library to read in a cozy nook, meet friends for group study, grab a quick meal, or see an exhibit.

*library.vanderbilt.edu*

### *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*) offers fast, targeted access to online books, journals, databases and websites. 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 InfoPOEMs 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 School of Medicine, 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*) 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/diglib/](http://www.mc.vanderbilt.edu/diglib/)

*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/diglib/](http://www.mc.vanderbilt.edu/diglib/). 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 academically affiliated with the 485-bed Tennessee Valley Veterans Administration Medical Center, a Vice Chancellor's Committee hospital containing acute-care beds and outpatient facilities.

### **Meharry-Vanderbilt Alliance**

This collaboration between two unique institutions fosters a diverse educational and scientific environment. The alliance focuses on clinical science training, academic support, biomedical research, and health services initiatives with a goal of eliminating health care disparities and improving outcomes. The alliance offers a Meharry-Vanderbilt Student Alliance (MVSA), which involves more than 200 students from both campuses in educational, clinical, and community service programs.

[meharry-vanderbilt.org](http://meharry-vanderbilt.org)

## Information Technology Services

Information Technology Services (ITS) offers voice, video, data, computing, and conferencing services to Vanderbilt students, faculty, and staff. ITS provides free antivirus downloads and malware prevention in many campus areas.

ITS maintains and supports VUNet, the campuswide data network that provides access to the Internet, and VUNetID, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUNet. Those services include YES, Your Enrollment Services; Online Access to Knowledge (OAK); and Vmail, the university's email system. Vmail also includes VUmailguard, designed to protect your email from viruses, unwanted mail (spam), and high-risk attachments.

ITS maintains the campus phone (voice) network, including personal phone lines for resident students. Optional services include voice mail and long-distance calls from campus (V-net). ITS also partners with Sprint, Verizon, and AT&T to offer discounts for cellular phone service. For discount information see [its.vanderbilt.edu/cellphone](http://its.vanderbilt.edu/cellphone).

Vanderbilt offers all students the latest version of Microsoft Office and Microsoft Windows free of charge through our Microsoft Campus Agreement. See [softwarestore.vanderbilt.edu](http://softwarestore.vanderbilt.edu) for more information.

Through the Digital Life initiative, Vanderbilt highlights VUmix, legal, safe, inexpensive, and easy ways to explore and share music and digital content. See [digitallife.vanderbilt.edu](http://digitallife.vanderbilt.edu) and [www.vanderbilt.edu/vumix](http://www.vanderbilt.edu/vumix) for details.

ITS offers various conferencing and collaboration services for students. Vanderbilt's blog service offers Wordpress Blogs at [web.vanderbilt.edu/blog/](http://web.vanderbilt.edu/blog/). Audio and video conferencing via desktop or a Polycom bridge, and the ITS podcast studio are just a few of the services available. See [its.vanderbilt.edu/services/collaboration](http://its.vanderbilt.edu/services/collaboration) for more information.

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 [its.vanderbilt.edu/helpdesk](http://its.vanderbilt.edu/helpdesk).

For more information on IT services and computing at Vanderbilt, go to [its.vanderbilt.edu](http://its.vanderbilt.edu).

## 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.

The Julia Hereford Society continues to grow each year, which makes it possible for students to receive the scholarships generously provided by the society.

For more information about giving to the Vanderbilt University School of Nursing, visit [vanderbilthealth.com/giving/27868](http://vanderbilthealth.com/giving/27868).

### *The Julia Hereford Society (Established 1984) Board Chairs*

2011-present	C. Frances Upton Cooper and Thomas M. Cooper, D.D.S.
2009-2011	John Michael Briley, D.N.P.
2007-2009	Robert "Bob" McNeilly
2004-2007	Julia Triplett
2002-2004	Frances Edwards
2000-2001	Libby Dayani
1999-2000	Milah Lynn
1997-1999	Julie Boehm
1995-1996	Nancy S. Peterson
1994-1995	H. Victor Braren, M.D.
1991-1993	Dorothy S. Goldstein
1989-1991	Nancy Travis
1987-1988	Stanley Bernard, M.D.
1984-1986	Frances Edwards

## 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 more than 3,500 full-time members and a diverse student body of about 12,500. 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.

*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.

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

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

*School of Medicine.* Master of Education of the Deaf, Master of Laboratory Investigation, Master of Public Health, Master of Science in Clinical Investigation, Master of Science in Medical Physics, Master of Science (Speech-Language Pathology), Doctor of Audiology, Doctor of Medical Physics, Doctor of Medicine.

*School of Nursing.* Master of Science in Nursing, Doctor of Nursing Practice.

*Owen Graduate School of Management.* Master of Accountancy, Master of Business Administration, Master of Management in Health Care, 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.

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's, professional, 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.



### *Mission, Goals, and Values*

Vanderbilt University is a center for scholarly research, informed and creative teaching, and service to the community and society at large. Vanderbilt will uphold the highest standards and be a leader in the

- quest for new knowledge through scholarship,
- dissemination of knowledge through teaching and outreach,
- creative experimentation of ideas and concepts.

In pursuit of these goals, Vanderbilt values most highly

- intellectual freedom that supports open inquiry,
- equality, compassion, and excellence in all endeavors.

### *Accreditation*

The School of Nursing 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. and D.N.P. programs are accredited by the National League for Nursing Accreditation Commission (NLNAC), Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NW, Suite 850, Atlanta, GA 30325 30326; (404) 975-5000 (formerly the National League for Nursing Accreditation Commission). (The D.N.P. program is a candidate for accreditation by ACEN.) The Nurse-Midwifery program is accredited by the Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; email: [info@acnm.org](mailto:info@acnm.org); Web: [midwife.org](http://midwife.org). The U.S. Department of Education is located at 400 Maryland Avenue SW, Washington, DC 20202-0498; telephone (800) USA-LEARN (800-872-5327)



**Information has been updated since the initial printing. See the original attached to this file.**



# Life at Vanderbilt

VANDERBILT 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 School Resources

### School of Nursing Graduate Council

The purpose of the School of Nursing Graduate Council is to serve as a liaison between graduate and professional students, faculty, and administration in the Vanderbilt University School of Nursing and the general university community. The council provides a framework for vocalization of graduate and pre-specialty students' needs, serves as representatives for graduate and pre-specialty students, procures representatives to delegated VUSN and university committees, and promotes social interaction within and outside VUSN.

The membership of the council is composed of voting student representatives currently enrolled at VUSN. The representation will be composed of ten members and two alternates from the pre-specialty year (nine pre-specialty and one pre-specialty R.N.), and ten members and two alternates from the graduate year. The School of Nursing Graduate Council solicits members through a self-nomination process. For more information, go to [nursing.vanderbilt.edu/organizations/council/](http://nursing.vanderbilt.edu/organizations/council/).

### Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall educational experience at Vanderbilt University by promoting the general welfare and concerns of the Graduate School student body. This is achieved through the creation of new programs and initiatives to provide opportunities for growth and interaction, as well as through communication with the Vanderbilt faculty and administration on behalf of graduate students. The GSC consists of elected representatives, standing committees, and an annually elected executive board. In the recent past, the GSC has helped change policies involving campus dining, free bus transportation, parking, and student health insurance. The GSC is also a member of the National Association of Graduate-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, including co-sponsoring seminars and panels with individual departments, organizing the Vanderbilt 3 Minute Thesis competition (spring semester), facilitating the Graduate Student Honor Council, planning community outreach activities, and offering many 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 School students are welcome and encouraged to attend GSC's monthly meetings and to get involved. For more information, visit [studentorgs.vanderbilt.edu/gsc](http://studentorgs.vanderbilt.edu/gsc).

### Career Development for Graduate School Students

The Dean's Office of the Graduate School is dedicated to helping students navigate the transition from degree to career.

Guidance and professional development opportunities are offered throughout a Graduate School student's program, in the form of individual advising, workshops, seminars, and Web-based resources. Topics range from creating an effective CV/resume, to interviewing skills, to establishing a network for both academic and non-academic career searches. For Ph.D.'s in the biomedical disciplines, the Office of Biomedical Research Education and Training (BRET) offers similar services. For Ph.D.'s in Peabody College, the Peabody Office of Professional and Graduate Education (POPGE) offers complementary resources. Additional resources for particular career interests are available through a campus partnership with the Center for Student Professional Development. Through these numerous services, students will find ample assistance for their career searches. For more information, visit [my.vanderbilt.edu/gradcareer](http://my.vanderbilt.edu/gradcareer).

### Graduate Development Network

The Graduate Development Network (GDN) 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 network's website ([vanderbilt.edu/gradschool/gdn](http://vanderbilt.edu/gradschool/gdn)) 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.

### The Center for Teaching

The Center for Teaching offers services to the entire Vanderbilt University teaching community, including those who currently teach, those who are just beginning to teach, and those who anticipate that teaching will be a part of their future careers. The services of the center are available to all graduate students, with some programs designed especially for teaching assistants (TAs).

*Fall TA Orientation* introduces participants to teaching at Vanderbilt, focusing on the information and skills necessary to take on TA roles in the classroom. Workshops and practice teaching sessions are led by experienced graduate student teaching assistants.

*The Certificate in College Teaching* has been designed to assist graduate students who wish to develop and refine their teaching skills. The certificate focuses on the research on how people learn and best teaching practices, and supports the university's pursuit of excellence in teaching and learning. The certificate is ideal for graduate students whose goals are to become more effective educators and who want to prepare for future careers in higher education teaching.

*The SoTL Scholars Program* helps graduate students cultivate a scholarly, evidence-based approach to their students' learning and their own teaching. Program participants will explore this approach, beginning to bridge the gap between their research and their teaching identities, by asking and answering meaningful questions about teaching and learning in ways that align with their disciplinary research practices.

*The Graduate Student Teaching Event for Professional Development (GradSTEP)* is a January conference that features



workshops and discussions on teaching and professional development topics across the disciplines.

*The Graduate Teaching Fellows and Teaching Affiliates Program* provides graduate students the opportunity to work at the center, facilitating the programs offered to graduate students, consulting with TAs, and collaborating on teaching-related projects.

For more information and other services, please visit the Center for Teaching website at [cft.vanderbilt.edu](http://cft.vanderbilt.edu) or call (615) 322-7290.

## Other Campus Resources

### Barnes & Noble at Vanderbilt

Barnes & Noble at Vanderbilt, the campus bookstore located at 2525 West End Avenue, offers textbooks (new, used, digital, and rental), computers, supplies, Nook e-readers, dorm accessories, licensed Vanderbilt apparel, and best-selling books. Students can order online or in-store and receive course materials accurately, conveniently, and on time. The bookstore features extended hours of operation and hosts regular special events. Visitors to the bookstore café can enjoy Starbucks coffees, sandwiches, and desserts while studying. Free customer parking is available in the 2525 garage directly behind the bookstore. For more information, visit [vubookstore.com](http://vubookstore.com), follow [twitter.com/BN\\_Vanderbilt](https://twitter.com/BN_Vanderbilt), find the bookstore on Facebook at [facebook.com/VanderbiltBooks](https://www.facebook.com/VanderbiltBooks), or call (615) 343-2665.

### The Commodore Card

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

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

*Please note:* Card Services will be moving its operation during summer 2014. If you plan to visit the office in the July–August time frame, please check the Card Services website to confirm whether the office has moved. Card Services' new office will operate from the historic home located next to McTyeire Hall and across from the Zerfoss Student Health Center.

### Eating on Campus

Vanderbilt Campus Dining operates several restaurants, cafes, and markets throughout campus that provide a variety of food. The two largest dining facilities are Rand Dining Center in Rand Hall (connected to Sarratt Student Center) and The Ingram Commons dining hall. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Vanderbilt Card and Meal Plans. Graduate student Meal Plans are offered at a discount. For more information, hours, and menus, go to [vanderbilt.edu/dining](http://vanderbilt.edu/dining).

### 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 ([apphost1a.its.vanderbilt.edu/housing/Main/](http://apphost1a.its.vanderbilt.edu/housing/Main/)). The referral service lists information about housing accommodations off campus.

The majority of listed rental properties are 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 website by early July for suggestions and guidance. The website 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 [registrar.vanderbilt.edu/academicrec/address.htm](http://registrar.vanderbilt.edu/academicrec/address.htm).

### International Student and Scholar Services

International Student and Scholar Services (ISSS), located in the Student Life Center, fosters the education and development of nonimmigrant 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 nonimmigrant 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 provides the campus with additional opportunities to learn about world cultures and to celebrate diversity. The International Lens Film Series brings more than forty international films to campus each year. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include International Orientation Leaders and a selection of holiday parties. The Southern Culture Series is an opportunity for students to experience Southern culture in nearby cities such as Memphis, Chattanooga, and Atlanta.

## 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 website at [vanderbilt.edu/catalogs](http://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 website at [vanderbilt.edu/financialaid](http://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 website at [virg.vanderbilt.edu](http://virg.vanderbilt.edu). Select “Factbook,” then “Student,” then “Retention/Graduation Rates.” Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701.

The Vanderbilt University Annual Security Report on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt University Police Department on the university website at [police.vanderbilt.edu/annual-security-report](http://police.vanderbilt.edu/annual-security-report). A paper copy of the report may be obtained by writing the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see “Vanderbilt University 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 website at [registrar.vanderbilt.edu/academicrec/privacy.htm](http://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, PMB 407701, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701. For more information, see “Confidentiality of Student Records” in the following section of this catalog.

## The Writing Studio

The Writing Studio offers graduate students personal writing consultations, fifty-minute interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. The focus of a consultation varies according to

the individual writer and project. In addition to the standard fifty-minute consultations, the Writing Studio also offers dissertation writers the possibility of having extended appointments with the same consultant on an ongoing basis. Fifty-minute appointments can be scheduled online at [vanderbilt.edu/writing](http://vanderbilt.edu/writing). Extended appointments must be arranged in advance through [writing.studio@vanderbilt.edu](mailto:writing.studio@vanderbilt.edu) and are available on a first-come, first-served basis. Information about other programs for graduate students, like the journal article writing workshop and the annual dissertation writer’s retreat, can also be found at [vanderbilt.edu/writing](http://vanderbilt.edu/writing).

## Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) represents one of Vanderbilt University’s numerous efforts at acknowledging and promoting diversity. It does so by providing educational and cultural programming on the black experience for the entire Vanderbilt community. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. ’54, Ph.D. ’58).

One of the center’s aims is to provide cultural programming. It sponsors lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture. The center also provides an office space for a scholarly journal, the *Afro-Hispanic Review*, edited by Vanderbilt faculty and graduate students.

Another of the center’s aims is student support and development. The center provides meeting spaces for numerous Vanderbilt student groups, including the Black Student Alliance, Every Nation Campus Ministries, and Vanderbilt Spoken Word. The center works with students on a wide range of campus projects and community service opportunities. The center also serves as an informal haven for students, with plenty of opportunities for fellowship and food.

One additional aim of the center is community outreach and service. To this end, the center reaches out to civic and cultural groups. The BJJBCC facilitates tutoring and mentoring activities for young people from the Metro Nashville Public Schools, the YMCA, and other community agencies. VU students serve as tutors and mentors to young people in the Edgehill community. The center also helps promote student recruitment by hosting various pre-college groups.

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.

## Margaret Cuninggim Women’s Center

As part of the Office of the Dean of Students, the Margaret Cuninggim Women’s Center welcomes all members of the Vanderbilt community to take part in our events and resources related to women’s and gender topics. Our Gender Matters program offers co-curricular programming aimed to increase awareness of the influence that gender has in our lives; in addition, Gender Matters provides individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, students with children, body image, eating disorders, pregnancy and reproduction, sexual health, and more. The Women’s Center is open Monday through Friday, 8 a.m. to 5 p.m., and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit [vanderbilt.edu/WomensCenter](http://vanderbilt.edu/WomensCenter).

### Office of LGBTQI Life

As a component of Vanderbilt's Office of the Dean of Students, the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) Life office is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. Visitors are invited to use our DVD library for resources around LGBTQI issues and culture. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community and coordinates the Safe Zone Ally program. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit [vanderbilt.edu/lgbtqi](http://vanderbilt.edu/lgbtqi).

### Office of the University Chaplain and Religious Life

The Office of the University Chaplain and Religious Life provides opportunities to explore and practice religion, faith, and spirituality and to more deeply understand one's personal values and social responsibility via educational programming, encounters with various faith perspectives, and engagement with religious and spiritual communities. The office welcomes and serves all students, faculty, and staff and provides an intellectual home and ethical resource for anyone in the Vanderbilt community seeking to clarify, explore, and deepen understanding of their lives and/or faith.

Recognizing the importance of exploring one's faith in community, the office facilitates opportunities for individuals of a shared faith to worship/practice their particular religious tradition. Whether guided by one of our affiliated chaplains or a student-run religious organization, these groups foster a sense of community and common values. For a complete listing of campus religious groups, resources, services, and programming opportunities, visit [vanderbilt.edu/religiouslife](http://vanderbilt.edu/religiouslife).

### Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life 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. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides 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 email [hillel@vanderbilt.edu](mailto:hillel@vanderbilt.edu).

### Parking, Vehicle Registration, and Alternative Transportation

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 [vanderbilt.edu/traffic\\_parking](http://vanderbilt.edu/traffic_parking).

Bicycles must be registered with the Vanderbilt University Police Department.

All Graduate School students can ride to and from the Vanderbilt campus free of charge on Nashville's Metropolitan Transit Authority buses. To utilize this service, a valid student ID card is required for boarding the bus.

### Psychological and Counseling Center

As part of the Vanderbilt University Medical Center, the PCC supports the mental health needs of all students to help them reach their academic and personal goals. Highly skilled and multidisciplinary staff collaborates with students to provide evidence-based treatment plans tailored to each individual's unique background and needs. The PCC also emphasizes prevention through outreach and consultation focused on the development of the skills and self-awareness needed to excel in a challenging educational environment.

The PCC's psychologists, licensed counselors, and psychiatric medical providers are available to any Vanderbilt student and address a range of student needs including stress management, crisis intervention, substance abuse counseling, management of medications, individual counseling, group counseling, biofeedback, emergency assessments, and psychiatric assessment and treatment. The PCC provides a team approach to the care of students with eating disorders and students who have experienced trauma as well as students needing both counseling and medication management. There is an on-call provider after hours and on weekends for emergency calls.

The PCC provides screening and full assessment when indicated for ADHD and learning disorders as well as assessment and support for reading and study skills.

A prevention program regarding substance use called BASICS is provided by the PCC. Students who have questions about their level of use may request an assessment through BASICS to learn more about risk related to substance use.

Students are encouraged to make contact with the PCC prior to the start of the school year if they have a history of mental health care needs. This will help facilitate the transition of care and ensure that students are fully aware of PCC resources. Contact the center at (615) 322-2571 for more information.

There is no charge for services with the exceptions of reduced fees for LD/ADHD screening and assessment. Over the course of a year, approximately 20 percent of the Vanderbilt student population will seek out the services of the PCC.

Throughout the year, the PCC outreach coordinator and other PCC staff also produce presentations, including educational programs, thematic presentations, and special events, focused on education of the Vanderbilt community about mental health issues and resources. The PCC is proud to provide a program focusing on suicide prevention and mental health awareness at Vanderbilt called MAPS: Mental Health Awareness and the Prevention of Suicide.

For more information, visit [medschool.vanderbilt.edu/pcc](http://medschool.vanderbilt.edu/pcc).

### Project Safe Center

The Project Safe Center (PSC) partners with students, faculty, and staff to create a campus culture that rejects sexual misconduct and sexual violence, and serves as a resource for all members of the Vanderbilt community. Operating under the auspices of the Office of the Dean of Students, the center is charged with supporting survivors of sexual violence and engaging the campus community in bystander intervention efforts and sexual assault prevention.

The Green Dot Campaign, a bystander intervention program used on the campuses of colleges and universities nationwide, and Vanderbilt University's Personal Empowerment Through Self Awareness (VU PETSAs), an online education module addressing the issue of power-based violence, are available through the PSC. A 24/7 resource and support hotline is also available through the center at (615) 322-SAFE (7233).

The Project Safe Center located at 304 West Side Row is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, call (615) 322-6400 or visit [vanderbilt.edu/projectsafe](http://vanderbilt.edu/projectsafe).

### Student Health Center

The Student Health Center provides primary care services for students and is staffed by physicians, nurse practitioners, nurses, and a lab technician. The Student Health Center provides services similar to those provided in a private physician's office or HMO, including routine medical care, specialty care (e.g. nutrition and sports medicine), and some routine lab tests. Most of the services students receive at the Student Health Center are pre-paid, but those services that are not are the responsibility of students to coordinate with their health insurance.

When the university is in session, during fall and spring semesters, the Student Health Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m., and Saturdays from 8:30 a.m. to noon. Students should call ahead to schedule an appointment at (615) 322-2427. Students with urgent problems will be seen on a same-day basis. They will be given an appointment that day, or "worked in" on a first-come, first-served basis if no appointments are available.

Emergency consultations services (at (615) 322-2427) are available 24 hours a day, 7 days a week from on-call professionals. For more detailed information on the services available at the Student Health Center and information on other health-related topics, please visit the Student Health Center website at [medschool.vanderbilt.edu/student-health](http://medschool.vanderbilt.edu/student-health).

### Immunization Requirements

The State of Tennessee requires certain immunizations for all students on university campuses. As such, Vanderbilt University will block student registration for those who are not in compliance with the requirements.

The requirements include:

1. *Varicella vaccine (two injections)* is required for all students who have not had documented chickenpox. Any waivers for this vaccine are very strict, and include only certain religious or medical exemptions that must be approved by the medical director of the Student Health Center. For more information regarding this waiver, please call the director's assistant at (615) 322-2254 or email [studenthealth@vanderbilt.edu](mailto:studenthealth@vanderbilt.edu).
2. *Measles, mumps, and rubella (2 injections)* for all incoming students. Any waivers for this vaccine are very strict, and include only certain religious or medical exemptions that must be approved by the medical director of the Student Health Center. For more information regarding this waiver, please call the director's assistant at (615) 322-2254 or email [studenthealth@vanderbilt.edu](mailto:studenthealth@vanderbilt.edu).

The Student Health Center requires all incoming students to complete a Health Questionnaire that includes further information regarding the state-mandated vaccinations, as well as information on other strongly recommended vaccinations.

Information regarding this Health Questionnaire is communicated to students by email after admission to Vanderbilt University. This Health Questionnaire must be returned to the Student Health Center by June 1 with vaccination information.

Students should go to [medschool.vanderbilt.edu/student-health/immunization-requirements](http://medschool.vanderbilt.edu/student-health/immunization-requirements) in order to access

more information regarding the immunization requirements. This site also contains links to the PDFs of the required forms.

All vaccines can be administered at either a private provider office or at the Student Health Center.

### Student Injury and Sickness Insurance Plan

All students registered in degree programs for 4 or more credit hours, or who are actively enrolled in research courses (including but not limited to dissertation or thesis courses) that are designated by Vanderbilt University as full-time enrollment are required to have 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 [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt) or [medschool.vanderbilt.edu/student-health/student-health-insurance](http://medschool.vanderbilt.edu/student-health/student-health-insurance)

The annual premium is in addition to tuition and is automatically billed to the student's account. Coverage extends from August 12 until August 11 of the following year, whether a student remains in school or is away from the university.

A student who does not want to subscribe to the insurance plan offered through the university must complete an online waiver process at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt). This process must be completed by August 1 for students enrolling in the fall for annual coverage. Newly enrolled students for the spring term must complete the online waiver process by January 2. The online waiver process indicating comparable coverage **must be completed every year by August 1** in order to waive participation in and the premium for the Student Injury and Sickness Insurance Plan.

*Family Coverage:* Students who want to obtain coverage for their families (spouse, children, or domestic partner) may do so at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt). Additional premiums are charged for family health insurance coverage and cannot be put on a student's VU account.

### International Student Coverage

International students and their dependents residing in the United States are required to purchase the university's international student injury and sickness insurance. 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 ([gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt)) 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.

### 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 Equal Opportunity, Affirmative Action, and Disability Services Department. 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 Equal Opportunity, Affirmative Action, and Disability Services Department also investigates alleged violations of Vanderbilt's nondiscrimination and anti-harassment policies. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Equal Opportunity, Affirmative Action, and Disability Services Department (EAD), PMB 401809, 2301 Vanderbilt Place, Nashville, Tennessee 37240-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [vanderbilt.edu/ead](http://vanderbilt.edu/ead).

### Student Records (Family Educational Rights and Privacy Act)

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

1. 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.
2. 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.
3. 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. These exceptions include:
  - 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); contractors, consultants, and other outside service providers 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.
  - Disclosure to parents if the student is a dependent for tax purposes.
  - Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
  - Disclosure to a parent or legal guardian of a student, information regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 at the time of the disclosure to the parent/guardian.

FERPA 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, email address, student ID photos, 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 information that would not generally be considered harmful or an invasion of privacy if disclosed. Any 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 as required by statute.

The request for nondisclosure does not apply to class rosters in online class management applications, or to residential rosters—or rosters of groups a student may join voluntarily—in online, co-curricular engagement applications, or rosters of other information on the websites of student organizations that a student may join. Neither class rosters in online class management applications, nor residential rosters in online co-curricular engagement applications, are available to the public.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including Social Security Numbers, grades, or other private information—may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without consent, to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the third parties that they authorize to receive PII, but the Authorities need not maintain direct control over the third parties.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent, PII from education records, and may track student participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

If a student believes the University has failed to comply with FERPA, he or she may file a complaint using the Student Complaint and Grievance Procedures as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family

Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

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 General Counsel.

### *Vanderbilt Directory*

Individual listings in the online People Finder Directory consist of the student's full name, school, academic classification, local phone number, email address, local address, box number, and permanent address.

Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students may choose to make their online People Finder listings available to the general public (i.e., viewable by anyone with access to the Internet), to add additional contact information such as cell phone, pager, and fax numbers, or to block individual directory items.

Students who have placed a directory hold with the University Registrar will not be listed in the online directory. Directory information should be kept current.

Students may report address changes, emergency contact information, and missing person contact information via the Web by logging in to YES (Your Enrollment Services) <https://yes.vanderbilt.edu> and clicking on the Address Change link.

### **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 and quality early childhood education and care to the children of faculty, staff, and students. The center's website at [childandfamilycenter.vanderbilt.edu](http://childandfamilycenter.vanderbilt.edu) provides information concerning child care, elder care, summer camps, tutoring services, and school-age child care. Parents in a Pinch and the Vanderbilt Sitter Service provide back-up care options for dependents of all ages and evening, night, and weekend care.

The Child Care Center serves children ages six weeks through five years. Applications for the waiting list may be downloaded from the website. The Family Center offers a monthly lunchtime series, Boomers, Elders, and More, and a caregiver support group.

### **Vanderbilt University Police Department**

The Vanderbilt University Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community ([police.vanderbilt.edu](http://police.vanderbilt.edu)).

The Vanderbilt University 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 Vanderbilt University Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, Vanderbilt Health at One Hundred Oaks, and a variety of university-owned facilities throughout the Davidson County area.

The Police Department includes a staff of more than one hundred people, organized into four bureaus: Office of the Chief, Administrative Services, Support Services, and Patrol (Main Campus and Medical Center). All of Vanderbilt's commissioned police officers have completed officer training at a state-certified

police academy and are required to complete on-the-job training as well as attend annual in-service training. Vanderbilt police officers hold Special Police Commissions and 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. When a Vanderbilt student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. The department also employs non-academy-trained officers called community service officers (commonly referred to as CSOs) who lend assistance 24/7 to the Vanderbilt community through services that include providing walking escorts, providing jump starts, and unlocking cars. For non-emergency assistance from a community service officer, dial (615) 322-2745 (2-2745 from an on-campus extension).

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

*Vandy Vans*—The Vanderbilt University 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. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone, and to set up text message alerts to let them know when a van will be arriving at their stop.

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. For complete information about the Vandy Vans service, including routes, stops, and times, please visit [vandyvans.com](http://vandyvans.com) or call (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 VUPD officers. The telephone number to call for a walking escort is (615) 421-8888, or 1-8888 from a campus phone, after which, a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

*Emergency Phones*—Emergency telephones (Blue Light Phones) are located throughout the university campus, medical center, and 100 Oaks.

Each phone has an emergency button that when pressed automatically dials the VUPD 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 activated by dialing 911 from any campus phone. Cell phone users can dial (615) 421-1911 to summon an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. Callers should be prepared to state the location from which they are calling.

*Security Notices*—In compliance with the U.S. Department of Higher Education and the Jeanne Clery Act, Security Notices are issued to provide timely warning information concerning a potentially dangerous situation on or near Vanderbilt University. This information is provided to empower our

students and employees with the information necessary to make decisions or take appropriate actions concerning their own personal safety. Security Notices are distributed throughout Vanderbilt to make community members aware of significant crimes that occur at the university. They are distributed through Vanderbilt email lists and through the department's webpage, [police.vanderbilt.edu/crime-info/crime-alerts](http://police.vanderbilt.edu/crime-info/crime-alerts).

**Educational and Assistance Programs**—The Community Relations Division of Vanderbilt University Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. VUPD provides additional services including property registration (for bikes, laptops, etc.), lost and found, weapons safekeeping, and Submit a Crime Tip. For further information on available programs and services, call (615) 322-2558 or visit [police.vanderbilt.edu](http://police.vanderbilt.edu).

Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212. Information is also available at [police.vanderbilt.edu](http://police.vanderbilt.edu).

**Annual Security Report**—The *Vanderbilt University Annual Security Report* is published each year to provide you with information on security-related services offered by the university and campus crime statistics 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.

This booklet is prepared with information provided by the Nashville Metropolitan Police Department, the Department of Student Athletics, Office of the Dean of Students, the Office of Housing and Residential Education, and the Vanderbilt University Police Department. It summarizes university programs, policies, and procedures designed to enhance personal safety for everyone at Vanderbilt.

A copy of this report may be obtained by writing or calling the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. This report may also be obtained on the website at [police.vanderbilt.edu/annual-security-report](http://police.vanderbilt.edu/annual-security-report).

## Extracurricular Activities

### Student Centers

A variety of facilities, programs, and activities are provided in four separate student center locations—Alumni Hall, Kissam Center, Sarratt Student Center|Rand Hall, and the Student Life Center.

Sarratt Student Center|Rand Hall is the main student center hub, housing a 300-seat cinema, art gallery, art studios, multicultural space, rehearsal rooms, large lounge spaces, large and small meeting spaces, and a courtyard. The facility is also home to Vanderbilt Student Communications, radio station, TV station, Last Drop Coffee Shop, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, campus store, student-operated businesses, the Anchor (student organization space), a multipurpose venue, meeting and seminar rooms, plus large, open lounge space. Some of the offices located in Sarratt Student Center|Rand Hall include the Dean of Students, Greek Life, Leadership, and the Office of Active Citizenship and Service. Also included in this facility is a Ticketmaster™ outlet.

The Vanderbilt Student Life Center is the university's 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|Rand Hall. The Student Life Center has more than 18,000 square feet of event and meeting space, including the 9,000-square-foot Commodore Ballroom, which is one of the most popular spaces to have events on campus. The center is also home to the Center for Student Professional Development, International Student and Scholar Services, Global Education Office, and Vanderbilt International Office.

Alumni Hall is a recent addition to the Vanderbilt student centers family, although it was actually the original student center on campus when the building opened in 1925. Re-opened in fall 2013 after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the newly renovated Alumni Hall, students now have access to an exercise room as well as several new meeting and event spaces and a new dining option known as Bamboo Bistro. Offices in the building include the Tutoring Center, Writing Studio, and the new Vanderbilt Institute of Digital Learning.

Opening in fall 2014, Kissam Center will be the fourth student center, located near the new Warren College and Moore College residential living-learning communities. A completely new facility, Kissam Center will be home to more meeting and event spaces as well as another dining option for students on campus.

### 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 lifeguarding/CPR/first aid, along with rock climbing and kayaking. Forty-five 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 two softball diamonds. The three lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Vanderbilt Recreation and Wellness Center is 289,000 square feet and houses a 36 meter x 25 yard swimming pool; four courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a four-lane bowling alley; more than 14,000 square feet of weight/fitness room space; a wood-floor activity room; a rock-climbing wall; a mat room; seven multipurpose rooms; locker rooms; and a wellness center. The field house includes a 120 yard turf field surrounded by a 300 meter indoor track. An outside sand volleyball court and an Outdoor Recreation facility complement the VRWC. The facility is available for varsity teams, intramural sports, club sports, and informal recreation.

For additional information, please visit [vanderbilt.edu/recreationandwellnesscenter](http://vanderbilt.edu/recreationandwellnesscenter).

## *Communicating with the School of Nursing*

### **Academic Matters**

Dean Linda Norman  
110 Godchaux Hall  
(615) 322-3804

Mavis Schorn, Senior Associate Dean for Academics  
215 Godchaux Hall  
(615) 343-5876

### **Administration and Operations**

Rebecca Rue Keck, Senior Associate Dean for Administration  
and Operations, Chief Administrative Officer  
105 Godchaux Hall  
(615) 322-1177

### **Enrollment Management**

Patricia A. Peerman, Assistant Dean for  
Enrollment Management  
210 Godchaux Hall  
(615) 322-3800

### **Scholarships and Financial Aid**

Kristie Smith, Director of Student Financial Services  
208 Godchaux Hall  
(615) 322-8986

### **Research Matters**

Ann Minnick, Senior Associate Dean for Research  
and Director of the Ph.D. Program  
424 Godchaux Hall  
(615) 343-2998

*Center for Research Development and Scholarship*  
Ann Minnick, Senior Associate Dean for Research  
and Director of the Ph.D. Program  
424 Godchaux Hall  
(615) 343-2998

### **Practice Matters**

Pam Jones, Senior Associate Dean for Clinical and  
Community Partnerships  
and  
Bonnie Pilon, Senior Associate Dean for Clinical and  
Community Partnerships  
224 Godchaux Hall  
(615) 322-1561

### **Registrar**

Logan W. Key  
211 Godchaux Hall  
(615) 343-3411

### **Informatics**

Elizabeth E. Weiner, Senior Associate Dean for Informatics  
260 Frist Hall  
(615) 322-4639

### **Cultural Diversity**

Jana L. Lauderdale, Assistant Dean for Office of Diversity  
and Inclusion  
218 Godchaux Hall  
(615) 343-2228

### **Student Affairs**

Sarah B. Ramsey, Assistant Dean for Student Affairs  
217 Godchaux Hall  
(615) 343-3334

### **Mailing Address**

Vanderbilt University School of Nursing  
Mary Ragland Godchaux Hall  
461 21st Avenue South  
Nashville, Tennessee 37240-0008

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### **Employment opportunities for spouses**

Vanderbilt Employment Center  
PMB 357700  
2301 Vanderbilt Place  
Nashville, Tennessee 37235-7700  
(615) 322-8300

### **Housing**

Office of Housing and Residential Education  
Vanderbilt University  
PMB 351677  
2301 Vanderbilt Place  
Nashville, Tennessee 37235-1677  
(615) 322-2591



# School of Nursing

LINDA D. NORMAN, D.S.N., R.N., F.A.A.N., Dean  
 MAVIS N. SCHORN, Ph.D., C.N.M., F.A.C.N.M., Senior Associate Dean  
 for Academics  
 BONITA PILON, D.S.N., R.N., F.A.A.N., Senior Associate Dean for Clinical  
 and Community Partnerships  
 PAM JONES, D.N.P., M.S.N., R.N., Senior Associate Dean for Clinical  
 and Community Partnerships  
 ANN MINNICK, Ph.D., R.N., F.A.A.N., Senior Associate Dean for Research;  
 Director of Ph.D. in Nursing Science Program  
 ELIZABETH WEINER, Ph.D., R.N., F.A.A.N., Senior Associate Dean for  
 Informatics  
 REBECCA RUE KECK, D.N.P., M.S.N., R.N., N.E.A.-B.C., Senior As-  
 sociate Dean for Administration and Operations, Chief Administrative  
 Officer  
 CLARE J. THOMSON-SMITH, M.S.N., J.D., F.A.A.N.P., Assistant Dean  
 for the Center for Advanced Practice Nursing and Allied Health,  
 Vanderbilt University Medical Center  
 MARILYN DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice  
 JANA L. LAUDERDALE, Ph.D., R.N., Assistant Dean for Cultural Diversity  
 TERRI CRUTCHER, M.S.N., R.N., Assistant Dean for Clinical and  
 Community Partnerships  
 PATRICIA PEERMAN, M.S., R.N.C., Assistant Dean for Enrollment  
 Management  
 SARAH RAMSEY, M.Ed., Assistant Dean for Student Affairs  
 GERALD D. MURLEY, M.Ed., Assistant Dean for Educational Informatics  
 CRAIG CARMICHAEL, M.B.A., C.P.A., Vice President, Academic and  
 Research Enterprise  
 LOGAN W. KEY, M.Ed., Registrar  
 KRISTIE SMITH, M.Ed., Director of Student Financial Services

## Center for Research Development and Scholarship

ANN MINNICK, Ph.D., R.N., F.A.A.N., Director

## Faculty Senate VUSN Senators

Rolanda Johnson, Betsy Kennedy, Anne Moore

## VUSN Executive Committee

Linda D. Norman, Chair. Tom Christenbery, Karen D'Apolito, Terri Don-  
 aldson, Sarah Fogel, Leslie Hopkins, Rebecca Keck, Joan King, Jana  
 Lauderdale, Rene Love, Ann Minnick, Lorraine Mion, Anne Moore,  
 Bonita Pilon, Paddy Peerman, Cole Powers, Sarah Ramsey, Geri  
 Reeves, Mavis Schorn, Clare Thomson-Smith, Patricia Trangenstein,  
 Rick Watters, Elizabeth Weiner, Terry Witherington, Kelly Wolgast. Ex  
 officio: Kathy Rivers, Susan Shipley.

## Standing Committees

Charges of committees are summarized. For more detailed descriptions of  
 committee charges, see School of Nursing Bylaws, Article V. Committee  
 members serve until September of 2015. Ex officio members for 2014/2015  
 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 Executive Committee

The Curriculum Committees are responsible for reviewing and evaluating the  
 curriculum for each of their respective degree programs. The Curriculum Ex-  
 ecutive Committee comprises the chairs of degree program subcommittees.

M.S.N. Program Curriculum Subcommittee, Vaughn Sinclair, Chair.  
 D.N.P. Program Curriculum Subcommittee, Linda Beuscher, Chair.  
 Ph.D. Program Curriculum Subcommittee, TBD, Chair.

### Nominating Committee

The Nominating Committee is responsible for preparing a slate of consent-  
 ing M.S.N. and D.N.P. candidates for chair-elect, secretary, parliamentar-  
 ian, senator, and elected committees.

Erin Rodgers, Chair.

### Non-Tenure Appointment/Promotion Committee

The Non-Tenure Appointment/Promotion 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.

Janie Daddario, Chair.

### 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 stu-  
 dents and imposes appropriate sanctions.

Sarah Ramsey, Sarah S. Seidel.

### School Life Committee

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.

Rene Love, Chair. Ex officio: Rebecca Keck, Patricia A. Peerman, Sarah  
 Ramsey.

### Student Admissions and Academic Affairs Executive Committee

The Student Admissions and Academic Affairs Executive Committee is re-  
 sponsible for reviewing and acting upon applications for admission to the  
 School of Nursing; selecting traineeship, honor scholarship, and other ap-  
 propriate 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.

M.S.N. Program SAAA Subcommittee, Julia Phillippi, Chair.  
 D.N.P. Program SAAA Subcommittee, Geri Reeves, Chair.  
 Ph.D. Program SAAA Subcommittee, Melanie Lutenbacher, Chair.  
 Ex officio: Mavis Schorn, Patricia A. Peerman.

### Appointment/Promotion Tenure Committee

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 making recommendations to the dean.

Lorraine Mion, Chair. Melanie Lutenbacher, Ann Minnick, Linda Norman, Sheila Ridner, Kenneth Wallston, Elizabeth Weiner.

### Ph.D. Executive Committee

Ann Minnick, Chair. Thomas Christenbery, Sharon Karp, Melanie Lutenbacher, Ann Minnick, Sheila Ridner. Ex officio: Mary Dietrich.

### Ph.D. Subcommittees

#### *Admissions Committee*

Melanie Lutenbacher, Chair. Terrah Foster, Mary Jo Gilmer, Lorraine Mion, Shelagh Mulvaney, Nancy Wells.

#### *Curriculum Committee*

Sheila Ridner, Chair. Faculty: Peter Buerhaus, Mary Dietrich, Elizabeth Weiner. Ex officio: Ann Minnick. Student: Bethany Andrews, Lee Ann Jarrett, Robertson Nash.

#### *Funding Committee*

Sharon Karp, Chair. Thomas Cook, Karen, D'Apolito, Anne Miller. Ex officio: Ann Minnick.

#### *Evaluation Committee*

Tom Cook, Chair. Vaughn Sinclair. Ex officio: Ann Minnick.

## *School of Nursing Faculty Practice Network*

VANDERBILT School of Nursing has engaged in organized faculty practice for more than twenty years.

The Vine Hill Community Clinic, established in 1991, served as the cornerstone of the independent, nurse-managed practices. In 2007, Vine Hill and five satellite sites were designated as a Federally qualified Health Center Cluster. Now legally separate from the university, these sites continue as nurse-managed centers staffed by Vanderbilt School of Nursing advanced practice nurse faculty. Clinic operations are comprehensive, functioning similarly—with regard to clinical services, infrastructure, and accountability—to physician practices at Vanderbilt Medical Center.

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. They have delivery privileges at V.U. Medical Center, where they attend approximately 1,500 births each year. The faculty midwifery practice is a critical component of the academic program at Vanderbilt, ensuring clinical placements during three of four semesters and student access to culturally and economically diverse populations.

# Nursing Education at Vanderbilt

VANDERBILT 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 ACEN (Accreditation Commission for Education in Nursing), formerly NLNAC, 3343 Peachtree Road NW, Suite 850, Atlanta, GA 30326; (404) 975-5000. The D.N.P. program is accredited by ACEN (Accreditation Commission for Education in Nursing), formerly NLNAC. The Nurse-Midwifery Program is accredited by the Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: (240) 485-1800; fax: 240-485-1818; email: [info@acnm.org](mailto:info@acnm.org); Web: [midwife.org](http://midwife.org). The U.S. Department of Education is located at 400 Maryland Avenue, SW, Washington, DC 20202-0498; telephone (800) USA-LEARN (800-872-5327). The Southern Association of Colleges and Schools is located at 1866 Southern Lane, Decatur, GA 30333; telephone: (404) 679-4500; [sacs.org](http://sacs.org)

## VUSN Mission

Vanderbit University School of Nursing has a four-fold mission in the areas of academics, faculty practice, research and informatics.

**Academics.** To educate lifelong learners who have knowledge and skills relevant to rapidly changing environments by offering dynamic curricula built upon a foundation of multi-disciplinary research and scholarly practice that are relevant, futuristic, and responsive to health care trends.

**Faculty Practice.** To establish innovative scholarly advanced practice models that define and respond to health care trends, by continuing to establish inter and multi-disciplinary practice partnerships both internal and external that are replicable in a variety of health settings to benefit individuals and impact society.

**Research.** To improve the health of individuals, families and communities as well as the consumer centeredness and productivity of health care delivery through the discovery and dissemination of knowledge and generalizable interventions.

**Informatics.** To promote a culture of excellence and innovation in informatics solutions designed to work more efficiently with measurable results that contribute to our other missions and are disseminated to society.

## 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 the boundary of one's social system. 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, informatics nurse specialist, 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.

Practice doctorate education moves the student to critically appraise concepts that address the role of advanced practice nurses caring for multicultural populations across the life span with unique health care needs and within the context of a complex health care environment. The curriculum builds on the student's advanced practice expertise—clinical and/or systems, while enhancing leadership, and inquiry skills. The process of inquiry facilitates innovative thinking and the ability to appraise research and other evidence to enhance nursing practice and the delivery of patient care. Moreover, D.N.P. education provides students with the knowledge and skills for planning and initiating change within a health care system as members and leaders of inter-professional teams, recognizing the current state of the evidence and societal needs.

D.N.P. students and faculty have diverse professional and cultural backgrounds, which strengthens the academic environment. Creative thinking is encouraged within the classroom and via technology-enhanced communications. Likewise, a spirit of inquiry evolves through faculty-student mentoring experiences.

### **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.

### **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 smart-phone use to the delivery of classes via the Web in a variety of formats. 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). Wireless access is available throughout the VUSN physical campus so that students can connect portable devices to the Vanderbilt network. Orientation activities include the configuration of computers, tablets, and smart phones 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 Eskin 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, while allowing for continued faculty contact with students. Electronic delivery of lectures is video-streamed live and/or captured in digitized video format.

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 (eighteen positions) consists of administrators, programmers, networking specialists, graphic designers, videographers, instructional designers, and multimedia developers. The support team is available to support all students and can be contacted via telephone and email. A twenty-seven-unit microcomputer laboratory is provided, along with an eight-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.

### **Resources and Requirement for Students**

VUSN considers computer access and the Internet communication link an essential learning resource for all students. Before students begin classes, it is important to have computer skills to negotiate the Internet; download, move, and copy files; and use word-processing and spreadsheet software.

VUSN recommends that students have a contemporary desktop and/or laptop computer, printer, and an Internet

service provider with high speed Internet access such as the services offered by cable companies (Comcast, Charter, Time-Warner etc.), DSL service provided by your phone company, or the uVerse service offered by AT&T. Certain programs require a personal computer. All students need an Internet connection of at least 1000Kb/sec download and 1000Kb/sec upload times. Satellite (HughesNet) or 3G cell systems (VerizonWireless, Sprint/Nextel, ATT, Cricket etc.) connectivity is typically not sufficient. 4G connectivity may be sufficient if the student is reasonably close to the tower (at least 3 bars) and the tower isn't overwhelmed with traffic.

Distance access students may participate in course activities online by watching class presentations, participating in online discussion boards, submitting online clinical logs and completing tests online. Students may view class presentations via video delivered by a computer. This viewing can take place as the session is being taught (called synchronous delivery) or via audio or video files that are captured for later use (called asynchronous delivery). These files are typically large and require faster Internet connections for smooth delivery. Please see the recommended Internet connection speeds listed above.

#### *Expectations for Student Home Computer and Other Resources:*

1. A multimedia-capable computer with an i5 processor or better
  - a. 2GB RAM or better, 250 GB hard drive or better, CDRW/DVDRW drive
  - b. A full duplex sound card and speakers
  - c. 65,000-color video display card set to display at least 1024x768 or higher
  - d. An Ethernet card (built-in, Cisco-compliant wireless capability is also recommended)
  - e. Windows 7 or later or Macintosh OS X 10.7 or better\*\*
  - f. Microsoft Office 2013 (Windows), or 2011 (Mac), may be purchased at a steep discount from the Vanderbilt Software Store
2. Cable or DSL Internet service (3G cellular cards, and satellite connections are not recommended)
3. Shareware/free software:
  - a. Microsoft Internet Explorer, Firefox, and Google Chrome browsers (latest versions)
  - b. Adobe Acrobat Reader's latest version ([adobe.com/prodindex/acrobat/readstep.html](http://adobe.com/prodindex/acrobat/readstep.html))
  - c. Microsoft Security Essentials ([www.nursing.vanderbilt.edu/techtools.html](http://www.nursing.vanderbilt.edu/techtools.html))
  - d. Adobe Flash Player ([adobe.com](http://adobe.com))
  - e. QuickTime Player ([apple.com/quicktime/download/](http://apple.com/quicktime/download/))
  - f. Scopia and/or Microsoft Communicator/Lync (<http://its.vanderbilt.edu/uc/lync>)
  - g. Other resources:
    - i. See our Program Technology Requirements Web page ([www.nursing.vanderbilt.edu/tools/tehtable.html](http://www.nursing.vanderbilt.edu/tools/tehtable.html))
    - ii. Personal USB drive (thumb drive) for moving files from computer to computer
    - iii. A printer

A fast Internet connection through a cable or telephone company (broadband) is strongly recommended for all students and required for distance students. The Informatics specialty requires broadband. Macintoshes must have at least OSX 10.7+, 2GB RAM, Intel processor, fast Internet connection, latest version of Firefox and Google Chrome Web browsers. (Macintosh owners who use Windows with Bootcamp should install appropriate Windows virus protection and Windows OS updates on a frequent schedule for adequate security.)

Remote Proctor from Software Secure Inc. ([www.softwaresecure.com](http://www.softwaresecure.com)) is an online exam-proctoring technology that enables online and distance-learning students to take proctored exams from the comfort and convenience of their own homes or offices. The Remote Proctor solution includes a web-camera, a microphone and an authentication protocol, as well as software to limit access to online information while taking an exam. The Remote Proctor process identifies a student and records video, audio and screen captures throughout the student's exam—all of which are communicated to SSI's restricted-access secure servers. The video, audio and screen captures are used for the purpose of ensuring academic integrity during the testing process. The authentication protocol and recordings are used to better comply with evolving accreditation standards. A Remote Proctor product is required for all M.S.N. specialties except Nursing Informatics and Health Care Leadership.

## Pre-Nursing Studies

FRESHMAN 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 may be admitted to the Master of Science in Nursing program 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 review the undergraduate senior-year-in-absentia information available at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu), or email the School of Nursing at [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu) for further details of the program. A handbook for pre-nursing students is available at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu).

### 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 a minimum of 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 Master of Science in Nursing (M.S.N.) program by preparing students for the NCLEX exam to become a Registered Nurse (R.N.). 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 a minimum of 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 November 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 the pre-nursing adviser at (615) 343-2228 or the assistant dean for enrollment management at (615) 322-3802 for advice on planning undergraduate studies to meet the program’s requirements. Participation in the student organization, Pre-Nursing Society, is strongly recommended.

Information about the Pre-Nursing Society is available at [anchorlink.vanderbilt.edu/organization/prenursingsociety](http://anchorlink.vanderbilt.edu/organization/prenursingsociety).

### Pre-Nursing Studies at Peabody College

Pre-nursing students at Peabody College may either (a) complete a major in human and organizational development, child development, or child studies and earn both a B.S. and an M.S.N. through a senior-in-absentia program or (b) complete degree requirements at Peabody and enter the School of Nursing after graduation from Peabody College. Students choosing either option must satisfy admission requirements for the M.S.N. program. Upon admission to the School of Nursing, the student is required to complete at least 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 November 1 of their junior year, and, upon admission, take generalist nursing courses their senior year. Upon successful completion of the fall and spring semester nursing course work, students are awarded the B.S. in human and organizational development, child development, or child studies. They then continue for a minimum of four additional 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.

### 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 by November 1 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 at least 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 Mary Baldwin College in Staunton, Virginia; Maryville College in Maryville, Tennessee; Randolph University in Lynchburg, Virginia; Wheaton College in Wheaton, Illinois; Birmingham-Southern College in Birmingham, Alabama; Bryan College in Dayton, Tennessee; Covenant College in Lookout Mountain, Georgia; and Converse College in Spartanburg, South Carolina.

Students are encouraged to contact the pre-nursing adviser at their home schools for program details. Students may also contact the Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800; [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu) for further details.

## Vanderbilt Academic Partnerships

The School of Nursing also has an affiliation with Centre College in Danville, Kentucky, Rhodes College in Memphis, Tennessee, and the University of the South in Sewanee, Tennessee, for six-year liberal arts nursing programs. These partnerships allow students at Centre, 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 contact the Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800; [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu) for further details.

# The M.S.N. Degree

## DEGREE OFFERED: Master of Science in Nursing

THE 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

No required core course, specialty course, or AGACNP elective course may be taken Pass/Fail. No audit courses apply to the degree. With approval, up to 6 hours may be transferred from other schools for courses taken within the past five years. No credit is awarded toward the degree for courses designated as prerequisite for admission.

For students entering with a B.S.N., the M.S.N. 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- or higher in each clinical course, no more than one grade below B- in any didactic course, and an overall 3.0 grade point average is required to complete the degree.

For students entering with a bachelor's or higher degree in a field other than nursing, the M.S.N. must be completed within five years of first enrollment and is granted based on a minimum of 82 credit hours and an overall 3.0 grade point average. Refer to section on progression for requirements to progress from the generalist to the specialist level.

For students entering with an associate's degree in nursing or hospital diploma, the M.S.N. must be completed within five years of first enrollment and is granted on a minimum of 65 credit hours and an overall 3.0 grade point average. Refer to section on progression for requirements to progress from the generalist to the specialist level.

## Certification

Graduates are encouraged to become certified in their specialty and 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 adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, psychiatric-mental health nurse practitioner, pediatric primary care nurse practitioner, and advanced nursing executive examinations. Graduates of the adult-gerontology primary care nurse practitioner and family nurse practitioner specialties are also eligible to take the certification exam offered by the American Academy of Nurse Practitioners.

The Nursing Credentialing Center offers the women's health nurse practitioner and neonatal nurse practitioner exams. The Pediatric Nursing Practitioners Certification Board offers the Pediatric Nurse Practitioner Primary Care and the Pediatric Nurse Practitioner Acute Care exams for which Vanderbilt graduates are eligible. The American Midwifery Certification Board offers the Nurse-Midwifery certification exam.

## Admission

All applicants apply online at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu).

The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. Please refer to the section on core performance standards found in Academic Regulations. In accordance with Vanderbilt's non-discrimination policy, the M.S.N. 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. Graduation from an ACEN- or CCNE-accredited baccalaureate program with an upper division major in nursing (B.S.N.). Applicants from unaccredited B.S.N. programs will be considered on an individual basis.
2. *Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
3. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Exam (GRE) within five years of the application date.



*Graduate Record Examination Aptitude Test.* The applicant should have a satisfactory score for the verbal and quantitative portions and a 4.5 or above for the written portion. 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 website at [gre.org](http://gre.org).

4. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the six application questions.
5. *Interview.* An interview by telephone may be required in certain specialties or for applicants for whom English is a second language.
6. *Letters of Recommendation.* Three letters of professional or academic recommendation are required. Personal letters of recommendation are not acceptable.
7. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended to the Center for Data Management.
8. *Current R.N. Licensure or Eligibility for R.N. Licensure.* Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. Students admitted contingent upon NCLEX–RN examination results are subject to immediate withdrawal from courses with a clinical component if R.N. licensure is not obtained.
9. *Prerequisite Courses.* An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.
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 without a B.S.N.

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 or higher degree from an accredited college or university or through a formalized senior-in-absentia program.* Such applicants must earn a minimum grade of C in the required prerequisite courses in human anatomy, human physiology, lifespan development, microbiology/bacteriology, nutrition, and statistics. Courses in human anatomy, human physiology, and microbiology/bacteriology must have been taken within five years of the application date.
2. *Entry with an associate degree in nursing or a diploma from an ACEN–accredited nursing school with 78 semester or 120 quarter hours of transferable credit (see Prerequisite Courses below).* Applicants from unaccredited programs will be considered on an individual basis.

### Prerequisite Courses for R.N. (A.D.N., A.S.N.) Entry

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

*English (6 hours).* English composition or literature.

*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.

*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 and microbiology are required.

*Lifespan Development (3 hours).* A course in lifespan development that includes birth through late adulthood is required.

*Nutrition (2 hours).* Nutrition must be taken as a prerequisite course.

### Admission Criteria

Admission is based on the following factors:

1. *Grade Point Average.* It is recommended that the applicant have at least a B average.
2. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Examination 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. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the six application questions.
4. *Interview.* An interview in person or by telephone may be required in certain specialties or for applicants for whom English is a second language.
5. *Letters of Recommendation.* Three letters of professional or academic reference are required. Personal letters of recommendation are not acceptable.
6. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended to the Center for Data Management.
7. *Current Licensure or Eligibility for R.N. Licensure.* Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. Students admitted contingent upon NCLEX–RN examination results are subject to immediate withdrawal from courses with a clinical component if R.N. licensure is not obtained. Applicants must have a negative criminal conviction history to be eligible to apply for R.N. licensure. See section on Tennessee Board of Nursing Eligibility Requirements for Licensure for further details. For more information, visit [www.nursing.vanderbilt.edu/clinicalplacement/index.html](http://www.nursing.vanderbilt.edu/clinicalplacement/index.html).

Applicants who do not meet all the listed criteria will be considered on an individual basis. International applicants should refer to the section regarding English language proficiency.

## Application Procedure

The link to the online application for the M.S.N. program is found at <https://apply.vanderbilt.edu/apply>. 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 November 1 of the previous year. Applicants are encouraged to apply by November 1 to be considered for their intended specialty. However, applications received after November 1 are reviewed on a rolling basis until the class is full.

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

Admitted 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.

## Transfer Credit

Transfer credit is considered for courses taken elsewhere within five years of admission. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university. To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins, submit a letter of request to the School of Nursing Registrar's Office with the course syllabus enclosed, and provide an official transcript showing the final grade for the course.

A maximum of six (6) credits can be transferred. The specialty director approves transfer credit for specialty courses and/or elective courses. The senior associate dean approves transfer credit for core courses. No credit is awarded toward the degree for courses designated as prerequisite for admission. If transfer credit is approved, a grade of T will appear on the student's official transcript and the hours earned will count toward the M.S.N.

## 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. After successful completion of the exam, the student is charged a \$200 credit-by-exam fee. A notation of credit by exam is made on the student's transcript with a grade of P. If the student is not successful, the student must register for the course and pay full tuition.

Other courses in the specialist component may be available for credit by examination as determined by the Curriculum Committee or specialty director. Students may consult their faculty advisers for further information.

## Credit by Validation

A student enrolled in the post-master's certificate program may request credit by validation. The written request must identify the VUSN course(s) for which validation credit is being requested. The student should submit a portfolio containing items such as course descriptions from relevant prior

courses, updated resume with relevant experiences highlighted, descriptions of continuing education hours completed, and documentation of R.N. and/or APRN license. Requests must be submitted to the specialty director in the student's specialty at least six (6) weeks prior to the beginning of the course(s).

If credit by validation is awarded, the student will earn credit hours for the approved course(s) and the course(s) will appear on the student's official Vanderbilt transcript as "other credit" with a grade of P. There is no charge for credit by validation.

## 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 the nursing program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with the application, unless they have demonstrated competence while obtaining a degree from an accredited American institution. International students transferring from unfinished degree programs of other universities in the United States must present TOEFL or IELTS scores. In addition, an interview with the specialty director and an M.S.N. Student Admissions and Academic Affairs (SAAA) committee representative, in person or by telephone, may be required.

The International TOEFL is administered at test centers throughout the world at different times during the year. Applicants may access information regarding the TOEFL exam, including registration and sample tests, at [toefl.org](http://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 100 on the Internet-based test or 230 on the computer-based test. The minimum acceptable score on the IELTS is 6.5. For more information on the IELTS test, go to [ielts.org](http://ielts.org).

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; website: [wes.org](http://wes.org); (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3412; website: [www.ece.org](http://www.ece.org); and (3) Josef Silny and Associates, Inc., 7101 SW 102 Avenue, Miami, FL 33173; telephone (305) 273-1616; website: [jsilny.com](http://jsilny.com).

*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, visit ELC online at [vanderbilt.edu/elc](http://vanderbilt.edu/elc) or call (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.

**Visa and Immigration.** Applicants who are not United States citizens or residents of the U.S. will need to comply with applicable laws and regulations for entry into and travel within the U.S. before enrolling at Vanderbilt. For further information, visit [vanderbilt.edu/iss](http://vanderbilt.edu/iss).

**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 passed the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination and the NCLEX–RN 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 [cgfns.org](http://cgfns.org). The CGFNS exam is given in March, August, and November in forty-six locations worldwide, though not in Nashville. Information on the NCLEX–RN 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; website: [state.tn.us/health](http://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, Student Life Center, 310 25th Avenue South, Suite 103, Nashville, TN 37240, U.S.A.; [vanderbilt.edu/iss](http://vanderbilt.edu/iss); telephone (615) 322-2753.

## 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.

**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 non-degree 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 the online 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 assistant dean for enrollment management, Paddy Peerman.

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 following regular procedures.

## Out of State Requirements

**Required Registration Disclosure:**

Vanderbilt University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

# The Academic Program

## 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, informatics nurse specialist, 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.

### **Transitional Objectives/Outcomes**

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

- Synthesize knowledge from nursing, the humanities, and the biophysical 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.

### **Pre-Specialty Curriculum Overview**

The pre-specialty component is a sequence of generalist nursing courses bridging to specialty nursing courses for the master of science in nursing (M.S.N.). The pre-specialty component consists of 43 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**

<b>FALL SEMESTER I</b>		<b>HOURS</b>
<b>NURS 215</b>	Legal and Ethical Accountability in Professional Nursing Practice	2
<b>NURS 220</b>	Principles of Client-Centered Care	1
<b>NURS 225</b>	Enhancement of Community and Population Health I	2
<b>NURS 235</b>	Human Experience of Health and Illness Across the Lifespan I	4
<b>NURS 245</b>	Fundamentals of Clinical Practice	5
<b>NURS 255A</b>	Pharmacology for Nursing Care I	2
		16
<b>SPRING SEMESTER II</b>		
<b>NURS 216</b>	Inquiry and Evidence in Professional Nursing Practice	2
<b>NURS 226</b>	Enhancement of Community and Population Health II	3
<b>NURS 236</b>	Human Experience of Health and Illness Across the Lifespan II	5
<b>NURS 246</b>	Integration of Theoretical and Clinical Aspects of Nursing I	3
<b>NURS 255B</b>	Pharmacology for Nursing Care II	2
		15
<b>SUMMER SEMESTER III</b>		
<b>NURS 217</b>	Leadership and Management in Professional Nursing Practice	2
<b>NURS 227</b>	Enhancement of Community and Population Health III	2
<b>NURS 237</b>	Human Experience of Health and Illness Across the Lifespan III	4
<b>NURS 247A</b>	Integration of Theoretical and Clinical Aspects of Nursing II	1
<b>NURS 247B</b>	Capstone Clinical Practicum	2
<b>NURS 256</b>	Pharmacology for Nursing Care III	1
		12

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

<b>FALL SEMESTER I</b>		
<b>NURS 218A</b>	Critical Thinking, Supporting Evidence, and Communication, Part I	3
<b>NURS 228</b>	Epidemiology and Population-Based Nursing	3
<b>NURS 237</b>	Human Experience of Health and Illness Across the Lifespan III	4
<b>NURS 238</b>	Health Care Systems and the Role of the Nurse as the Facilitator of Learning	3
		13
<b>SPRING SEMESTER II</b>		
<b>NURS 218B</b>	Critical Thinking, Supporting Evidence, and Communication, Part II	2
<b>NURS 219</b>	Ethics in Nursing Practice	2
<b>NURS 248</b>	Health Assessment for the R.N.	3
<b>NURS 249</b>	Providing Care at the Community Level	3
<b>NURS 259</b>	Pharmacology for the R.N.	3
		13
<b>SUMMER SEMESTER III</b>		
<b>No courses required</b>		

Classes for students in the A.S.N. to M.S.N. entry component are scheduled in a concentrated format of three to four sessions per semester, consisting of three to 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 high-speed 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. Please refer to the Specialist Nursing Curriculum for sample curriculum plans in the various specialties.

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

Pre-specialty level students have five years from first enrollment to complete all M.S.N. degree requirements and are required to complete the pre-specialty component as full-time students,

except for R.N.s who may complete the pre-specialty year part time. Upon completion of the pre-specialty component, students have the option to complete the specialty component as part-time students.

Part-time specialty-year students should meet regularly with their faculty advisers. Part-time specialty-year 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 for availability of courses each semester.

**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 (66 hours), Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus (65 hours), and Women's Health/Adult Nurse Practitioner (47 hours).

### Core Courses (9 semester hours)

NURS 395, 399A, and 399B encompass content that is essential for all master's degree students and allow students across specialties to share experiences.

NURS 399A and NURS 399B explore the scientific and philosophical underpinnings of advanced nursing practice. Methods by which nursing knowledge is generated and levels of evidence informing nursing practice will be investigated and provide the student with the opportunity to explore a relevant problem in advanced practice.

The APN Role Within the U.S. Health Care Delivery System course (NURS 395) provides 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 (30 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, informatics nurse specialist, 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 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 credit hours for their specialty.

### Thesis (0–6 semester hours)

Students may elect to complete a thesis under the instruction and supervision of a member of the faculty of the School of Nursing. The thesis is a research project giving evidence of original investigation in an area of interest related to the student's specialty. Guidelines are available in the office of the senior associate dean for academics.

## Adult-Gerontology Acute Care Nurse Practitioner

SPECIALTY DIRECTOR Joan E. King  
 PROFESSOR Joan E. King  
 CLINICAL/ADJUNCT PROFESSOR R. Bruce Shack  
 ASSOCIATE PROFESSORS Thomas Christenbery, Terri Donaldson, Brian Widmar, Jennifer L. Wilbeck  
 RESEARCH ASSOCIATE PROFESSOR Nancy Wells  
 ASSISTANT PROFESSORS Sharon Bryant, Maria L. Overstreet, Benjamin Smallheer  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Nathan Ashby, Roxelyn G. Baumgartner, A. Clyde Heflin, Jr., Rob R. Hood, Lisa H. Lancaster, Debra M. Mahan, Lee Parmley  
 INSTRUCTORS Rachel Alcorta, Melanie M. Allison, Michelle Ardeson, R. Duke Chenault, John G. Garrett, Andrea Honeycutt, Catherine Carter Johnson, Krista R. Kuhnert-Gainer, Michael Gooch, Catherine E. Lucid, Mary R. McDowell, Megan Shifrin  
 ADJOINT INSTRUCTOR Michael Fischer  
 CLINICAL/ADJUNCT INSTRUCTORS Amanda Bailey, Kathleen M. Burns, Margaret Callahan, Catherine M. Carter, Brenda Cole, Jonathan Cole, Paul Daugherty, Peter A. DiCorleto, Gail Ford, Julie Foss, James W. Garner, Jr., Barbara J. Grimm, Linda T. Howerton, Teresa J. Knoop, Lisa Lancaster, Scott H. Lieberman, Thomas E. Martin, Jennifer W. McWilliams, Lori Ray, William Sanders, Lee Ann Smith, Marcia Spear, Elizabeth Spittler, Todd Warren, Carolyn Watts, Allen B. Wilcox, Connie Yant  
 LECTURERS Katherine Boles, Edward K. Dennis, Kalpana K. Deshpande, Sheryl L. Freeman, Cynthia M. Wasden

THE Adult-Gerontology Acute Care Nurse Practitioner specialty is designed to prepare nurse practitioners to provide care for critically ill, acutely ill, and chronically ill adult and older adult 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, general surgery, pulmonology, transplantation, rehabilitation, neurology, neurosurgery, hospitalist, and intensivists. Enrollment in these options will be limited by availability of preceptors. For R.N.'s with at least two years of recent clinical experience, the program is offered in a modified distance format. Graduates are currently eligible to sit for the American Nurses Credentialing Center (ANCC) Adult-Gerontology Acute Care Nurse Practitioner Certification exam.

### Adult-Gerontology Acute Care Nurse Practitioner

#### FALL I

- NURS 305B** Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner (1 credit hour)  
**NURS 305F** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 306A** Advanced Physiology and Pathophysiology (4 credit hours)  
**NURS 307C** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 340A** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

**SPRING II**

- NURS 340B** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours)  
**NURS 342A** Adult-Gerontology Acute Care Nurse Practitioner Practicum (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)  
 Elective (2 credit hours)

**SUMMER III**

- NURS 340C** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)  
**NURS 343** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## *Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner: Emergency Care Focus*

SPECIALTY DIRECTORS Geri Reeves, Joan E. King  
 PROGRAM COORDINATOR Jennifer L. Wilbeck

For listing of faculty for Adult-Gerontology Acute Care Nurse Practitioner/  
 Family Nurse Practitioner: Emergency Care Focus, see both Adult-Gerontology  
 Acute Care Nurse Practitioner and Family Nurse Practitioner.

THIS master of science in nursing dual program offers a uniquely designed five-semester curriculum for experienced R.N.'s. 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.

### **Adult-Gerontology Acute Care Nurse Practitioner Component**

During the first three semesters, students focus on the AG-ACNP coursework and clinical rotations to develop their knowledge and skills of advanced pathophysiology, diagnosis, pharmacologic treatment and collaborative management of adults with varied chronic, acute, and critical care health care needs to prepare for a role in emergency care. The AG-ACNP component of education provides experiences that combine theory, research, and practice in a variety of settings: intensive care units, emergency departments, inpatient units and outpatient clinics. Clinical experiences within emergency settings occur throughout the program.

### **Family Nurse Practitioner Component**

Students expand their education into the primary care arena during their fourth and fifth semesters, gaining knowledge and skills to provide primary care for children, adolescents and adults. Clinicals occur within a variety of outpatient and primary care settings.

### **Emergency Care Focus Component**

Three courses have been designed to address the unique aspects and complexities of emergency care: Special Topics: Concepts in Emergency Care, and Practicum in Emergency Care A/B. Additionally, other courses have been modified to allow for varied learning experiences necessary for the ENP. The AG-ACNP/FNP-emergency care focus program is offered in a modified block format which includes: (1) visits to campus 3-4 times per semester for 2-5 days, (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 program is open to R.N.'s who have had at least two years of current R.N. experience, at least one full year of which must be as an R.N. in the Emergency Department. This includes diploma R.N.'s, A.D.N.'s, B.S.N.'s, and post-master's students.

Graduates are eligible to take the American Nurses Association (ANA) Family Nurse Practitioner and Adult-Gerontology 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.

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*Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner: Emergency Care Focus***FALL I**

- NURS 305B** Advanced Health Assessment Applications for the Adult-Gerontology ACNP/Family Nurse Practitioner (1 credit hour)  
**NURS 305F** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 306A** Advanced Physiology and Pathophysiology (4 credit hours)  
**NURS 307C** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 340A** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

**SPRING II**

- NURS 340B** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours)  
**NURS 342B** Adult-Gerontology Acute Care Nurse Practitioner Practicum (2 credit hours)  
**NURS 361A** The Context of Primary Care: Family Nurse Practitioners Domains and Core Competencies for Practice (2 credit hours)  
**NURS 396F** Concepts of Emergency Nursing (3 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

**SUMMER III**

- NURS 340C** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)  
**NURS 343B** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 397A** Practicum in Emergency Care I (1 credit hour)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**FALL IV**

- NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 309A** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 363A** Practicum in Primary Health Care of the Adult for Dual Specialty (3 credit hours)

**SPRING V**

- NURS 309B** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**NURS 309D** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**NURS 309E** Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)  
**NURS 362** Practicum in Primary Health Care of the Child and Adolescent (2 credit hours)  
**NURS 364A** Family Nurse Practitioner Preceptorship for AG-ACNP/FNP Dual Specialty (3 credit hours)  
**NURS 397B** Practicum in Emergency Care II (1 credit hour)



## *Adult-Gerontology Primary Care Nurse Practitioner*

SPECIALTY DIRECTOR Leslie Welch Hopkins  
 PROFESSOR Kenneth A. Wallston  
 CLINICAL/ADJUNCT PROFESSORS Alfred S. Callahan, R. Bruce Shack  
 ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes  
 ASSOCIATE PROFESSOR Stephen D. Krau  
 CLINICAL/ADJUNCT ASSOCIATE PROFESSORS Stanley Bodner,  
 James S. Powers  
 ASSISTANT PROFESSORS Linda M. Beuscher, John Travis Dunlap,  
 Sarah C. Fogel, Leslie Welch Hopkins, Leonard M. Hummel, Rolanda  
 Johnson, Jennifer L. Kim, Abby Parish, Patricia A. Peerman, Lois J.  
 Wagner  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Roxelyn Baumgartner,  
 Jane S. Pierce  
 INSTRUCTORS Karen Hande, Kanah May, Mary R. Mcdowell, Blaire B.  
 Morris, Carrie Plummer, Melissa Smith, Susan E. Stephens  
 CLINICAL/ADJUNCT INSTRUCTORS Lovely Abraham, Christie Arney,  
 Deanna Marci Beard, Dara Botts, Stacy Brown, Matthew Bumbalough,  
 Stephen D'Amico, Joseph D. Drawdy, Frankie Fisher, Jack 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, Rhonda K. Nell, Michael B. Nelson,  
 Anne A. Peterson, Connie K. Root, Robert Roy, Kelley V. Scott, A. Lee  
 Tucker, Jr., Holly Ann Tucker, Sanna Wagner, Jessica Weinberger, Jack  
 H. Whitaker, Jamie G. Wiggleton, Robert M. Wilkinson, Marla L. Williams  
 LECTURERS Joshua Barnes, Anne Brown, Sharon A. Jones, Lynne  
 McFarland, Christy L. Sparkman

THE Adult-Gerontology Primary Care Nurse Practitioner program at Vanderbilt prepares advanced practice nurses to care for patients 13 years of age and up in a variety of settings. In accordance with the consensus model for APRN licensure, accreditation, certification, and education (LACE), the program has undergone a significant curriculum revision. Graduates will meet the requirements for the new Adult-Gerontology Primary Care Nurse Practitioner certification exam offered by the American Nurses Credentialing Center. There is a significant emphasis on disease prevention and health promotion, in addition to the treatment of common acute and chronic conditions of adults. This program offers a broad foundation in adult primary care. The range of clinical sites for AGPCNP students is tremendous and includes ambulatory clinics, private physician-owned practices, internal medicine practices, and long-term-care facilities, to name a few.

Students in this program gain an understanding of the health care delivery system. They 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. In addition, emphasis is placed on the normal changes associated with the aging process. Frail elder adult issues, including physical, psychosocial, and functional changes are also included.

### *Adult-Gerontology Primary Care Nurse Practitioner*

#### **FALL I**

**NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)  
**NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 310A** Adult-Gerontology Primary Care I (3 credit hours)

#### **SPRING II**

**NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 309E** Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)  
**NURS 310B** Adult-Gerontology Primary Care II (3 credit hours)  
**NURS 310C** Advanced Concepts in the Care of the Elderly (2 credit hours)  
**NURS 365A** Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### **SUMMER III**

**NURS 368** Essential Procedures for the Primary Care Provider (2 credit hours)  
**NURS 310D** Concepts of Mental Health for Adults (1 credit hour)  
**NURS 365B** Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## Family Nurse Practitioner

Jennifer Sternberg, Donna Tudor, Warren Via, Mary L. Walker,  
Thomas C. Whitfield, Jr., David W. Yancey, Paul S. Yim  
LECTURERS Cara Calloway, Melissa Glassford, Anna Richmond

SPECIALTY DIRECTOR Geri Reeves  
ASSISTANT PROFESSORS Angela Anthamatten, Roberta Bradley,  
Steven Busby, Geri Reeves, Courtney Young, Carol Ziegler  
CLINICAL/ADJUNCT ASSISTANT PROFESSOR Charlotte Covington  
INSTRUCTORS Merry J. Etling, Sharon S. Hendrix, Mary Jessee, Linda  
C. Johnson, Melanie H. Morris, Samantha J. Mulder, Erin K. Rodgers,  
Patricia N. Scott,  
CLINICAL/ADJUNCT INSTRUCTORS Lynette Adams, Lana S. Beavers,  
Jason Boylan, Albert R. Brandon, Scott Brown, Sharon Browning,  
Judith M. Caldwell, Amy T. Cole, Cynthia Collins, Amy C. Costner,  
Catherine Crumbo, Victor Czerkasij, Gamal S. Eskander, A. Merle  
Hanson, Cynthia Hine, Jack Hydrick, Angie Jackson, Lawrence R.  
Jackson, Jr., Vickie Jones, Scott Jordan, Andrea D. Kelley, Mary  
Langlois, Robert T. Lim, Paul F. Mackey, Jr., Aureata Majors, Sandra  
K. Myers, Ellen B. O'Kelley, Linda Perrin, Churkee Reddy, M. Brent  
Rudder, Kyle Rybczyk, Sudha S. Saraswat, Sue E. Scheleir, Chad C.  
Scott, Vicki P. Shaub, Benjamin E. Shoemaker, Charles R. Sidberry,

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 (AANPCP) Family Nurse Practitioner certification exam.

### Family Nurse Practitioner

#### FALL I

- NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)  
**NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 309A** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)

#### SPRING II

- NURS 309B** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**NURS 309D** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**NURS 309E** Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)  
**NURS 360A** Practicum in Primary Health Care of the Family (4 credit hours)  
**NURS 361A** The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (2 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 360B** Practicum in the Primary Health Care of the Family (1 credit hour)  
**NURS 360C** Clinical Decision Making for the Family Nurse Practitioner (1 credit hour)  
**NURS 364** Family Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## Health Care Leadership

SPECIALTY DIRECTOR Kelly A. Wolgast  
 PROFESSORS Linda D. Norman, Bonita Pilon  
 CLINICAL/ADJUNCT PROFESSORS Robert J. Hawley, Sharon Myers,  
 Sally J. Phillips  
 CLINICAL/ADJUNCT ASSOCIATE PROFESSORS Chris L. Algren, Elizabeth  
 C. Dayani, Marilyn A. Dubree, Carol H. Eck, Catherine Garner  
 ASSISTANT PROFESSORS Debbie A. Arnow, Susan Cooper, Terri  
 Crutcher, Carol Etherington, Treasa Leming-Lee, Clare J. Thomson-  
 Smith, Richard Watters, Kelly Wolgast  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Margaret Head,  
 Pamela Jones, Lynn Webb  
 INSTRUCTORS Rebecca R. Keck, Julie Perry  
 CLINICAL/ADJUNCT INSTRUCTORS Gregg P. Allen, Nikki G. Baldi, Lenys  
 A. Biga, Devin S. Carr, Tammy Choate, Janice M. Cobb, Kathleen  
 M. Craig, Mary A. Duvanich, Nancye R. Feistritz, Pamela K. Hoffner,  
 Karen Hughart, Heidi N. Jacobus, Tawana R. Jarquin-Valdivia, Nathan  
 J. Johnson, Susan M. Johnson, Shelley C. Moore, Susan A. Murphy,  
 Teresa Oates, Kathryn Payne, Michelle Rusiavage, Cynthia S. Sandy,  
 Mary E. Schmidt, Lynn Slepiski, Janice M. Smith, Page Staff, Robin L.  
 Steaban, Suzanne K. Stone-Griffith, Cynthia Waller, Sena D. Wilson,  
 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. The curriculum includes two practicum experiences that immerse the student in current and relevant leadership and management issues impacting health care today. Graduates acquire the breadth of management knowledge and skills needed to perform effectively and assume leadership positions in health care delivery organizations.

The Health Care Leadership curriculum is offered in a full-time and a part-time, Web-enabled format. Students may enter the part-time program during fall or spring semester; full-time students begin in the fall each year. See curriculum plans for details on student progression.

### Health Care Leadership

The Health Care Leadership Master of Science in Nursing degree specialty is 39 credit hours, or 13 courses. Full-time students must enter in the fall semester only. Part-time study options are available. Students may enter in fall or spring semester and complete the program in five semesters.

<b>NURS 380</b>	Organizational Behavior (3 credit hours)
<b>NURS 381A</b>	Introduction to Health Informatics (3 credit hours)
<b>NURS 382</b>	Leadership (3 credit hours)
<b>NURS 383A</b>	Continuous Quality Improvement and Outcomes Measures (3 credit hours)
<b>NURS 384</b>	Directed Reading (2 credit hours)
<b>NURS 385A</b>	Health Care Financial Management (3 credit hours)
<b>NURS 386</b>	Management Practicum I (3 credit hours)
<b>NURS 387</b>	Management Practicum II (4 credit hours)
<b>NURS 388</b>	Management Strategies for Health Care Systems (3 credit hours)
<b>NURS 389</b>	Health Care Management of Populations (3 credit hours)
<b>NURS 395</b>	Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
<b>NURS 399A</b>	Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)
<b>NURS 399B</b>	Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## Neonatal Nurse Practitioner

SPECIALTY DIRECTOR Karen D'Apolito

PROFESSOR Karen D'Apolito

INSTRUCTOR Patti A. Scott

CLINICAL/ADJUNCT INSTRUCTORS Wendy Bateman, 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, Susan M. Mercier, Jamie L. Nelson, Eric S. Palmer, Gloria Rubadeau

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 through 2 years of age. Individuals who enter this program are self-directed and excited by the challenges of learning the role of a Neonatal Nurse Practitioner.

Recognizing that development is ongoing and cannot be separated from care, the Neonatal Nurse Practitioner program emphasizes a developmental approach to the care of high-risk neonates and infants. The program provides a broad

theoretical and evidence-based practice approach to guide advanced Neonatal Nurse Practitioner practice. Students in this program will learn to care for ill and convalescent neonates/infants through 2 years of age in a variety of settings.

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 primary, secondary, and tertiary sectors of the health care system. Upon graduation, students are prepared to assume entry-level roles as neonatal nurse practitioners 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 R.N.'s 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. NRP and PALS certification is required prior to beginning classes.

### Neonatal Nurse Practitioner

#### FALL I

- NURS 305C** Advanced Neonatal Health Assessment (3 credit hours)
- NURS 306C** Developmental/Neonatal Physiology (3 credit hours)
- NURS 308** Pathophysiologic Concepts (3 credit hours)
- NURS 316** Neonatal Nursing Birth Through 2 Years of Age (3 credit hours)
- NURS 317A** Neonatal Pathophysiology and Management I (3 credit hours)

#### SPRING II

- NURS 307D** Advanced Neonatal Pharmacotherapeutics (3 credit hours)
- NURS 315** Essential Components of Neonatal Intensive Care Nursing and Introduction to Advanced Practice Neonatal Nursing Skills (3 credit hours)
- NURS 317B** Neonatal Pathophysiology and Management II (3 credit hours)
- NURS 318** Neonatal Practicum (3 credit hours)
- NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 319** Neonatal Preceptorship (6 credit hours)
- NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
- NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

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

#### FALL I—6 credits by exam

- NURS 305C** Advanced Neonatal Health Assessment (3 credit hours)—credit by exam (written and demonstration)
- NURS 306C** Developmental/Neonatal Physiology (3 credit hours)
- NURS 308** Pathophysiologic Concepts (3 credit hours)
- NURS 316** Neonatal Nursing Birth Through 2 Years of Age (3 credit hours)
- NURS 317A** Neonatal Pathophysiology and Management I (3 credit hours)—credit by written exam

#### SPRING II—3 credits by exam; 6 credits by validation

- NURS 307D** Advanced Neonatal Pharmacotherapeutics (3 credit hours)
- NURS 315** Essential Components of Neonatal Intensive Care Nursing (3 credit hours)—Credit by validation (completion of procedure checklist)
- NURS 317B** Neonatal Pathophysiology and Management II (3 credit hours)—credit by written exam
- NURS 318** Neonatal Practicum (3 credit hours)—credit by validation (completion of case situation)
- NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III—6 credits by validation

- NURS 319** Neonatal Preceptorship (6 credit hours)—credit by validation using case studies
- NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
- NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## Nurse-Midwifery

SPECIALTY DIRECTOR Michelle R. Collins  
 PROFESSOR Mavis N. Schorn,  
 ASSOCIATE PROFESSOR Michelle R. Collins  
 ASSISTANT PROFESSORS Sharon L. Holley, Julia C. Phillippi  
 INSTRUCTORS Margaret H. Buxton, Tonia Moore-Davis, Deanna C. Pilkenton  
 CLINICAL INSTRUCTORS Melissa L. Allred, Jenna Boren, Lori A. Cabbage, Robin L. Cobb, Melissa G. Davis, Diana Dowdy, Linda F. Hughlett, Claire L. Leezer, Elizabeth G. Munoz, Taneesha L. Reynolds, Bethany D. Sanders, Elizabeth A. Sorensen, Lisa D. Stephens, Margaret C. Taylor, Catherine (Kate) Virostko

THE Nurse-Midwifery specialty prepares students to manage the obstetric and primary health care needs of 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: December 2012," which include the "Hallmarks of Midwifery Care." Students will 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 Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1802; fax: 240-485-1818; Web: [midwife.org/acme](http://midwife.org/acme).

### Nurse-Midwifery

#### FALL I

- NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)  
**NURS 306B** Reproductive Anatomy and Physiology (2 credit hours)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 327A** Women's Health for Advanced Practice Nursing (3 credit hours)  
**NURS 333** Evolution of Midwifery in America (2 credit hours)

#### SPRING II

- NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 309A** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 330** Antepartal Care for Nurse-Midwifery (3 credit hours)  
**NURS 331** Nurse-Midwifery Practicum I (2 credit hours)  
**NURS 363C** Practicum in Primary Health Care of the Adult (2 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 334** Skills for Nurse-Midwifery (1 credit hour)  
**NURS 335** Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)  
**NURS 336** Intrapartum Care for Nurse-Midwifery (3 credit hours)  
**NURS 338** Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

#### FALL IV

- NURS 304B** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)  
**NURS 339** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

## Nurse-Midwifery/Family Nurse Practitioner

SPECIALTY DIRECTORS Michelle R. Collins, Geri Reeves  
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 women across the lifespan as well as those of the entire family. While enrolled in and following completion of the nurse-midwifery program, students take 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 Practitioner/Nurse-Midwifery graduate is prepared as an advanced practice nurse and midwife to deliver comprehensive primary care to individuals from preconception through adulthood.

Graduates are eligible to take the American Midwifery Certification Board (AMCB) exam and the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner certification examination. The Nurse-Midwifery Program is accredited by the Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1802; fax: 240-485-1818; Web: [midwife.org/acme](http://midwife.org/acme).

### Nurse-Midwifery/Family Nurse Practitioner

#### FALL I

- NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- NURS 305B** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
- NURS 306B** Reproductive Anatomy and Physiology (2 credit hours)
- NURS 308** Pathophysiologic Concepts (3 credit hours)
- NURS 327A** Women's Health for Advanced Practice Nursing (3 credit hours)
- NURS 333** Evolution of Midwifery in America (2 credit hours)

#### SPRING II

- NURS 307** Advanced Pharmacotherapeutics (3 credit hours)
- NURS 309A** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
- NURS 330** Antepartal Care for Nurse-Midwifery (3 credit hours)
- NURS 331** Nurse-Midwifery Practicum I (2 credit hours)
- NURS 363C** Practicum in Primary Health Care of the Adult (2 credit hours)
- NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 334** Skills for Nurse-Midwifery (1 credit hour)
- NURS 335** Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)
- NURS 336** Intrapartum Care for Nurse-Midwifery (3 credit hours)
- NURS 338** Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)
- NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
- NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

#### FALL IV

- NURS 304B** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)
- NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
- NURS 339** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

#### SPRING V

- NURS 309B** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)
- NURS 309D** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
- NURS 360A** Practicum in Primary Health Care of the Family (2 credit hours)
- NURS 361A** The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
- NURS 364** Family Nurse Practitioner Preceptorship (4 credit hours)

## Nursing Informatics

SPECIALTY DIRECTOR Patricia Trangenstein  
 PROFESSORS Jeff Gordon, Catherine Ivory, Patricia Trangenstein,  
 Elizabeth Weiner  
 CLINICAL/ADJUNCT PROFESSORS Nancy M. Lorenzi, Deborah Ariosto  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Jamie E. Hopping,  
 William Nolan  
 ADJUNCT INSTRUCTORS Kelly Aldrich, Jane Englebright, Gwen Holden,  
 Peggy Sengstack, Nola Vest  
 ADJOINT INSTRUCTOR Myra M. Socher

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, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this program are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist 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 9 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.

### Nursing Informatics

#### FALL I

- NURS 381A** Introduction to Health Informatics (3 credit hours)
- NURS 381B** Technology Components of Informatics (2 credit hours)
- NURS 381D** Desktop Maintenance (1 credit hour)\*
- NURS 383B** Continuous Quality Improvement and Outcomes Measures (2 credit hours)
- NURS 385A** Health Care Financial Management (3 credit hours)
- NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)

#### SPRING II

- NURS 381C** Web Development for Health Care Applications (3 credit hours)
- NURS 381G** Consumer Health Care Informatics (2 credit hours)
- NURS 392A** Informatics of Clinical Practice (3 credit hours)
- NURS 392B** Clinical Informatics Practicum I (2 credit hours)
- NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 381E** Database Design for Health Care Applications (2 credit hours)
- NURS 381W** Project Management (2 credit hours)
- NURS 392C** Informatics of Evidence-Based Practice (3 credit hours)
- NURS 392D** Clinical Informatics Practicum II (2 credit hours)
- NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

\* This course is pass/fail only.

# Pediatric Nurse Practitioner

## Primary Care and Acute Care Tracks

SPECIALTY DIRECTOR, PRIMARY CARE Terry Witherington  
 SPECIALTY DIRECTOR, ACUTE CARE Sheree Allen  
 PROFESSORS Mary Jo Gilmer, Mary Fran Hazinski  
 CLINICAL/ADJUNCT PROFESSORS John W. Greene, John A. Phillips III,  
 Churku M. Reddy  
 RESEARCH PROFESSOR Patricia C. Temple  
 CLINICAL/ADJUNCT ASSOCIATE PROFESSORS Ovidio B. Bermudez,  
 Gerald B. Hickson, Brahm Parsh  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Anne Marie Flores,  
 Joseph Gigante, Irving Newman, Elizabeth Seelbach, Terrell Smith  
 INSTRUCTORS Sheree Allen, Carl Anderson, Margaret S. Anderson,  
 Carly M. Bhave, Marie E. Bullock, Kristin C. Campbell, Priya B.  
 Champaneria, Susan P. Conrad, Beverly M. Cotton, Cynthia Y.  
 Driskill, Amy M. Edwards, Heather Flynn, Tempie M. Harris, Stacy L.  
 Hawkins, Mary Jessee, Erika L. Kreitels, Lani Liehr, Carol D. Moore,  
 Brittany H. Nelson, LaTeesa Posey-Edwards, Agnes Read, Stephanie  
 M. Spence, Patsy C. Trimble, Laura S. Winslow, Terry Witherington,  
 Sarah Wray  
 CLINICAL/ADJUNCT INSTRUCTORS Kathleen C. Byington, Priscilla  
 Condon, 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,  
 Tena A. Simmons, John C. Taylor, Jerome W. Thompson, Crystal  
 Vernon, Kenneth N. Wyatt  
 LECTURERS Kristen Berry, Karen T. Jenks, Jennifer Nelson, Kim K.  
 Steanson

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-masters 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 pediatric patients 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 R.N.'s 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.

### *Pediatric Nurse Practitioner–Primary Care Focus*

#### FALL I

- NURS 305D** Advanced Health Assessment and Clinical Reasoning (2 credit hours)  
**NURS 305E** Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 311** Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)  
**NURS 312A** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)

#### SPRING II

- NURS 307E** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 312B** Advanced Practice Nursing in Pediatric Primary Care, part II (3 credit hours)  
**NURS 314A** Practicum in Primary Health Care of Children (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 313** Current Issues in the Delivery of Advanced Pediatric Care (3 credit hours)  
**NURS 314B** Advanced Pediatric Primary Care Preceptorship (5 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

### *Pediatric Nurse Practitioner–Acute Care Focus*

#### FALL I

- NURS 305D** Advanced Health Assessment and Clinical Reasoning (2 credit hours)  
**NURS 305G** Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner (1 credit hour)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 311** Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)  
**NURS 312A** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)



**SPRING II**

- NURS 307E** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 312C** Advanced Practice Nursing in Pediatric Acute Care, part I (3 credit hours)  
**NURS 314C** Practicum in Acute Health Care of Children (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

**SUMMER III**

- NURS 312D** Advanced Practice Nursing in Pediatric Acute Care, part II (3 credit hours)  
**NURS 314D** Advanced Pediatric Acute Care Preceptorship (5 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## *Psychiatric-Mental Health Nurse Practitioner–Family*

SPECIALTY DIRECTOR Rene Love  
 PROFESSOR EMERITA Joyce K. Laben  
 PROFESSORS Susan M. Adams, Vaughn G. Sinclair  
 ASSOCIATE PROFESSOR Vanya Hamrin  
 CLINICAL/ADJUNCT ASSOCIATE PROFESSOR Mary Fern Richie  
 ASSISTANT PROFESSORS Debra J. Partee, Theresa Inott, Rene Love,  
 Jennifer Scroggie, Sandra S. Seidel, Dawn M. Vanderhoef  
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Mary Beth Hogan,  
 Lynn McFarland, Zia Wahid  
 INSTRUCTORS Rodney S. Adams, Edith E. Cloyd, Katherine Crocker,  
 Michele A. Martens, Rose Vick  
 CLINICAL/ADJUNCT INSTRUCTORS Shahid Ali, Mary Jane Allen, Daniel  
 Barton, Alice Bernet, Leah Garrett Bowen, Molly Butler, Mary Carter,  
 Taylor C. Fife, Virginia S. Gerdner, Adrienne W. Hollis, Shagufta Jabeen,  
 La'Wanda Jenkins, Donna Lynch, John J. Martens, Lynn McDonald,  
 David W. McMillan, Carly McNeill, Darcy McPherson, Melissa Ott,  
 Patricia Pelham, Katherine Petracek, Mary Phillips, Brian Pollock, April  
 Ramage, Kenneth M. Sakauye, William David Smith, Cynthia H. Sneed,  
 Jason Tallman, M. Melissa Towry, Staci R. Turner, Ellin Wade  
 LECTURER Jean Blackburn

THIS specialty focuses on the mental health care needs of individuals across the life-span within the context of their environment. Course content and a clinical practicum 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, including case management; individual, group, and family psychotherapy; and mental health consultation/liaison. Students will have a primary mental health placement site over three semesters and additional supplemental clinical rotations to meet training requirements across the lifespan. 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 the Family Psychiatric–Mental Health Nurse Practitioner, depending on their area of clinical focus.

### *Psychiatric-Mental Health Nurse Practitioner–Family*

All coursework is taught across the lifespan. This specialty includes pre-school children through geriatric age groups.

**FALL I**

- NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for the Psychiatric–Mental Health Nurse Practitioner (1 credit hour)  
**NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 350** Models and Theories of Psychiatric Mental Health Nursing (2 credit hours)  
**NURS 351** Theoretical Foundations and Practicum for Psychiatric–Mental Health Nursing Across the Lifespan (3 credit hours)

**SPRING II**

- NURS 352** Neuroscience for Mental Health Practitioners (2 credit hours)  
**NURS 353** Psychopharmacology (2 credit hours)  
**NURS 354** Theoretical Foundations of Psychiatric–Mental Health Nursing with Groups and Families (2 credit hours)  
**NURS 356** Practicum in Psychiatric–Mental Health Nursing with Individuals, Groups, and Families (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

**SUMMER III**

- NURS 357** Population-based Mental Health Care Across the Lifespan (2 credit hours)  
**NURS 358A** Psychiatric–Mental Health Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

## Women's Health Nurse Practitioner

SPECIALTY DIRECTOR Anne Moore  
 PROFESSOR Anne Moore  
 CLINICAL/ADJUNCT PROFESSOR Frank H. Boehm  
 ASSOCIATE PROFESSOR Janie Daddario  
 ASSISTANT PROFESSOR Barry K. Jarnagin  
 CLINICAL/ADJUNCT ASSISTANT PROFESSOR Jo M. Kendrick  
 INSTRUCTORS Alison B. Barlow, Elizabeth Hall, Deborah A. Jones,  
 Tamara Keown, Lucy Koroma, Virginia A. Moore, Laurie A. Tompkins,  
 Penny Waugh, Tracie E. Wilder, Hope B. Wood

CLINICAL/ADJUNCT INSTRUCTORS Alison B. Barlow, Mary E. Dabrowiak, Dana L. DeMoss, Gregory A. Gapp, Elizabeth A. Huff, Margaret (Amy) Hull, Tamara Keown, S. Houston Moran

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.

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

### Women's Health Nurse Practitioner

#### FALL I

**NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 310A** Adult-Gerontology Primary Care I (3 credit hours)  
**NURS 327A** Women's Health for Advanced Practice Nursing I (3 credit hours)

#### SPRING II

**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 327B** Women's Health for Advanced Practice Nursing II (3 credit hours)  
**NURS 328** Practicum in Women's Health (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

**NURS 326** Women's Health Issues (1 credit hour)  
**NURS 329** Preceptorship in Women's Health (5 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

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

#### FALL I

**NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 305B** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**NURS 307** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 310A** Adult-Gerontology Primary Care I (3 credit hours)  
**NURS 327A** Women's Health for Advanced Practice Nursing I (3 credit hours)

#### SPRING II

**NURS 308** Pathophysiologic Concepts (3 credit hours)  
**NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 327B** Women's Health for Advanced Practice Nursing II (3 credit hours)  
**NURS 328** Practicum in Women's Health (4 credit hours)  
**NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

**NURS 326** Women's Health Issues (1 credit hour)  
**NURS 329** Preceptorship in Women's Health (5 credit hours)  
**NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

# *Women's Health Nurse Practitioner/ Adult-Gerontology Primary Care Nurse Practitioner*

SPECIALTY DIRECTORS Anne Moore and Leslie W. Hopkins

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-Gerontology Primary Care Nurse Practitioner (AGPCNP) 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.

This 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-Gerontology Primary Care 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-Gerontology Primary Care Nurse Practitioner program may submit an educational portfolio for review and determination of additional required course work.

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

## *Women's Health Nurse Practitioner/Adult-Gerontology Primary Care Nurse Practitioner*

### FALL I

- NURS 305A** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- NURS 305B** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
- NURS 307** Advanced Pharmacotherapeutics (3 credit hours)
- NURS 310A** Adult-Gerontology Primary Care I (3 credit hours)
- NURS 327A** Women's Health for Advanced Practice Nursing I (3 credit hours)

### SPRING II

- NURS 308** Pathophysiologic Concepts (3 credit hours)
- NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
- NURS 327B** Women's Health for Advanced Practice Nursing II (3 credit hours)
- NURS 328** Practicum in Women's Health (4 credit hours)
- NURS 399A** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

### SUMMER III

- NURS 326** Women's Health Issues (1 credit hour)
- NURS 329** Preceptorship in Women's Health (5 credit hours)
- NURS 368** Essential Procedures for the Primary Care Provider (2 credit hours)
- NURS 395** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
- NURS 399B** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

### FALL IV

- NURS 305B** Advanced Health Assessment Applications for the Adult Nurse Practitioner (1 credit hour)
- NURS 310D** Concepts of Mental Health for Adults (1 credit hour)
- NURS 365A** Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)

### SPRING V

- NURS 310B** Adult-Gerontology Primary Care II (3 credit hours)
- NURS 310C** Advanced Concepts in the Care of the Elderly (2 credit hours)
- NURS 365B** Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)

## *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 VUSN and Vanderbilt Divinity 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 three semesters. A student will complete 51 hours for the M.T.S. and at least 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 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 R.N. and Non-R.N. Pre-Specialty Students**

Year One: V.U.S.N. Pre-Specialty Year (fall, spring, summer)

Year Two: V.D.S. (fall, spring)

Year Three: V.U.S.N. Specialty Year (fall, spring, summer)

Year Four: V.D.S. (fall, spring)

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

Year One: V.D.S. (fall, spring)

Year Two: V.U.S.N. Specialty Year (fall, spring, summer)

Year Three: V.D.S. (fall, spring)

### **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 three semesters. A student will complete 84 hours for the M.Div. and a minimum of 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 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 R.N. and Non-R.N. Pre-Specialty Students**

Year One: V.U.S.N. Pre-Specialty Year (fall, spring, summer)

Year Two: V.D.S. (fall, spring)

Year Three: V.U.S.N. Specialty Year (fall, spring, summer)

Year Four: V.D.S. (fall, spring)

Year Five: V.D.S. (fall, spring)

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

Year One: V.D.S. (fall, spring)

Year Two: V.U.S.N. Specialty Year (fall, spring, summer)

Year Three: V.D.S. (fall, spring)

Year Four: V.D.S. (fall, spring)

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 advisers 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.

# Academic Regulations

## The Honor System

### *Honor code statement:*

Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of our honor system is self-regulation, which requires cooperation and support from each member of the university community.

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. The Honor System at Vanderbilt University School of Nursing is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires students to conduct themselves with honor in all aspects of their lives as advanced practice nurses-in-training. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire School of Nursing.

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 all papers or written work, plans of care, and any clinical practice requirements submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the Vanderbilt University School of Nursing. Students are expected to become familiar with the Vanderbilt University *Student Handbook* and the School of Nursing *Student Handbook* (online at [vanderbilt.edu/student\\_handbook/](http://vanderbilt.edu/student_handbook/) and [www.nursing.vanderbilt.edu/current/handbook.pdf](http://www.nursing.vanderbilt.edu/current/handbook.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.

### *Nursing Honor Council*

The Honor Council serves to educate the student body about their responsibilities outlined in the written code, to conduct investigations and hearings regarding reported violations of the code, and to decide the nature of penalties deemed appropriate for such violations. The membership consists of student representatives from pre-specialty and specialty levels of the M.S.N. program and the D.N.P. program. Representatives serve for one year from September through August. Officers of the council must be students in good standing. Alternates may also be elected to serve in the absence of representatives.

### *Nursing Student Conduct Council*

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

## Core Performance Standards

Essential eligibility requirements for participation and completion by students in the Nursing Program include the following core performance standards:

1. *Intellectual:* Ability to learn, think critically, analyze, assess, solve problems, and attain clinical and academic judgment.
2. *Interpersonal:* Interpersonal ability sufficient to appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. *Communication:* Ability to speak and write with accuracy, clarity and efficiency in English and in computer-assisted formats.
4. *Mobility:* Physical abilities sufficient to move from room to room and maneuver in small spaces.
5. *Motor skills:* Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards.
6. *Hearing:* Auditory ability sufficient to monitor, assess and respond to health needs.
7. *Visual:* Visual ability sufficient to distinguish colors, monitor, assess, and respond to health needs.
8. *Tactile:* Tactile ability sufficient to monitor, assess, and respond to health needs.
9. *Olfactory:* Olfactory ability to monitor, assess, and respond to health needs.
10. *Judgmental:* Mental and physical ability to demonstrate good judgment in decision-making in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, supervisors and faculty.
11. *Affective:* Emotional stability and the capacity to be accountable and to accept responsibility.

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

## 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. For more information, visit [www.nursing.vanderbilt.edu/newstudents/newstudents.html](http://www.nursing.vanderbilt.edu/newstudents/newstudents.html)

## Registration

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.

Students register for classes using a secure login to YES (Your Enrollment Services).

## New Student Requirements

**Background Check Requirement:** Upon acceptance, students entering the M.S.N. degree or post-master's certificate program must complete a background check through Certified Background using the code provided below. Enrollment is contingent upon satisfactory evaluation of the results of the background check. *Special Students, who are only enrolled in one course and are not seeking a degree from the School of Nursing, are not required to complete a background check or the new student requirements unless they apply and are admitted to VUSN.*

**Disclosure of offenses post-background check completion:** Current VUSN students (includes full- and part-time students) are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge or conviction occurring after their background checks have been completed. Required disclosure also includes but is not limited to allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

**Immunization and Certification Requirements:** Students accepted to the M.S.N. or post-master's certificate program are required to complete the new student immunization/certification requirements outlined below through *CertifiedProfile.com* (initiated by proper code below).

**Please note:** *If the student fails to provide documentation of requirements, she/he will not be allowed to begin/continue clinical course work and/or register for additional courses.*

### How to Meet Requirements

#### 1. Student background check and submitting requirements:

- a. Go to *CertifiedBackground.com* (should not be completed more than 3 months prior to student orientation).
- b. M.S.N. degree and post-master's certificate students enter package code: VA14bgt
- c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to Certified Background. (NOTE: There is a processing fee for money orders.) The student should follow online instructions to complete the order.

After completion of the background check, the student will be directed to complete the "student requirements," which requires submission of the following documentation prior to August 1, for fall. Options are to email, scan, fax, or mail all required documentation (information provided on website). Dates must be clearly visible on the student's documentation. Photos of documentation cannot be accepted. Forms indicated below are available in your *CertifiedProfile.com* account.

2. **Physical exam** within six months of acceptance to the program, authenticated by a physician, an A.P.R.N., or a P.A., documenting evidence of good physical and mental health. Use the Health Questionnaire form. (Forms available at *CertifiedProfile.com*.)
3. **Measles, Mumps, Rubella:** Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubella), Mumps, and Rubella

4. **Varicella:** Two varicella vaccines given 28 days apart OR lab evidence of varicella immunity (positive titer)
5. **Hepatitis B:** Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the three-part series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.
6. **Tetanus–Diphtheria–Pertussis (Tdap):** Documentation of vaccination within last ten years
7. Initial two-step **tuberculin skin test** (injections placed 1–3 weeks apart)
  - If both readings are negative, repeat one-step TB annually.
  - If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form confirming the absence of symptoms by a physician, an A.P.R.N., or a P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.
8. **Influenza:** One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.
9. Current **health insurance** coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit: *vanderbilt.edu/student\_health/student-health-insurance*. Health insurance is required of all students by Vanderbilt University. Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience.
10. Current **CPR certification.** Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards. Additional CPR certifications may be required by specialty.
11. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable)
12. **HIPAA and OSHA safety training** is required annually. Additional training may be required for particular clinical sites. Instructions for accessing and completing the training will be emailed to the student's Vanderbilt account in mid-August.

The student should be aware that some clinical sites 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 (*vanderbilt.edu/student\_health/*) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, **VUSN is not able to accommodate clinical placements in all locations.** Please check with your faculty adviser.

## Current Student Requirements

### Disclosure of Offenses Post-background Check Completion

Current VUSN students (includes full- and part-time students) are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes but is not limited to allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

### Maintaining Health Insurance, Immunization, and Certification Requirements

Continuing M.S.N. degree and post-masters certificate students must maintain current documentation within *CertifiedProfile.com* throughout enrollment. There is an annual fee of \$20 for students who must maintain the Magnus Immunization Tracker. Students are required to update the following date dependent documentation in *CertifiedProfile.com* when due:

1. Students must have current **health insurance** coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit [vanderbilt.edu/student\\_health/student-health-insurance](http://vanderbilt.edu/student_health/student-health-insurance). Health insurance is required of all students by Vanderbilt University. Clinical sites require the student to have health insurance to cover any illness or injury that he or she may incur during the clinical training experience.
2. Negative results of **annual tuberculin skin test**. If *positive*, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form (form available at *Certified Background.com*) confirming the absence of symptoms by a physician, an A.P.R.N., or a P.A.
3. **Current CPR certification**. Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards. Additional CPR certifications may be required by specialty.
4. **HIPAA and OSHA safety training** is required annually. Additional training may be required for particular clinical sites. Instructions for accessing and completing the training will be emailed to the student's Vanderbilt account in mid-August.
5. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable).
6. **Influenza**: One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.

The student should be aware that some clinical sites 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 ([vanderbilt.edu/student\\_health/](http://vanderbilt.edu/student_health/)) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, **VUSN is not able to accommodate clinical placements in all locations**. Please check with your program director.

### Student Requirements When Returning from Leave of Absence

Any VUSN student (includes full- and part-time students) who completed a background check through Certified Background but had a break in enrollment, including a deferral or leave of absence, must complete a new background check upon return. Enter package code VA14bc in the "Place Order" box on the *CertifiedProfile.com* homepage.

### 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 online at [www.nursing.vanderbilt.edu/calendar](http://www.nursing.vanderbilt.edu/calendar) and printed at the front of this catalog and in the *VUSN Student Handbook*. These publications are available in August of each year online through the VUSN website at [vanderbilt.edu/catalogs/nursing/](http://vanderbilt.edu/catalogs/nursing/) and [www.nursing.vanderbilt.edu/current/handbook.pdf](http://www.nursing.vanderbilt.edu/current/handbook.pdf).

In the R.N. 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 website prior to each semester at [www.nursing.vanderbilt.edu/current/current.html](http://www.nursing.vanderbilt.edu/current/current.html) — then search under Academic Support Services by semester. Students are expected to be familiar with these dates and to conform to them. The *Vanderbilt View* and the *VUMC Reporter*, issued by the Division of Public Affairs, contain notices of all events and announcements pertaining to the university and medical center communities. My VU is an online service that includes a calendar of events as well as articles of interest. 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 program of studies should be approved within the first semester of enrollment. The assistant dean for enrollment management, Paddy Peerman, serves as adviser to special students.

## Program of Studies

During the first semester of study, all students must enter their program of studies in YES and have their faculty adviser approve it. When a change in program is desired, the student must request a change in specialty through the assistant dean for enrollment management after conferring with both program directors and submitting an updated statement of career goals and a letter of reference from a clinical instructor. Change in specialty requests must be submitted by May 1 prior to the specialty year. Any change must be approved by the program director and is on a space-available basis.

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 School of Nursing registrar, Logan Key, 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, the specialty director, and the senior associate dean for academics, Mavis Schorn. Forms for this purpose are online at the VUSN website.

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the M.S.N. 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.

## 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.

## 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. In the event of illness, a note from the supervising physician may be requested. A student who has been treated at the Student Health Center for a serious illness or injury may give the Student Health Center permission to notify the academic dean of the illness or injury.

## Inclement Weather Policy

1. The decision to delay or cancel classes or clinicals will be made by the faculty member responsible. The faculty will communicate with students in one of the following manners: voice mail message left on the faculty member's phone; email to students via Blackboard; phone tree system; hotline or personal phone call to each student by the faculty member. The faculty member is also responsible for notifying the senior associate dean for academics, Mavis Schorn, and the assistant dean for student affairs, Sarah Ramsey.
2. Canceled classes will be rescheduled at the discretion of the faculty for each course.
3. Instructions regarding the cancellation of classes will be placed on the course Blackboard site by the course coordinator.

## Credit Hours

The unit of measure of the student's work load is the semester hour. Credit hours are semester hours; e.g., a three-hour course carries credit of three semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements which exceed this definition. Certain courses (e.g., dissertation research, ensemble, performance instruction, and independent study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credit hours allowable per semester will be included in the course description.

## Course Load

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.

Course load status for M.S.N. and post-master's certificate students is defined as follows:

*Full time:* Registered for 12 or more hours

*Three-quarter time:* Registered for at least 9 hours but fewer than 12 hours

*Half time:* Registered for at least 6 hours but fewer than 9 hours

*Less-than-half time:* Registered for at least 1 hour, but fewer than 6 hours.

### Ratio of Credit Hours to Clock Hours

*Applied Science Laboratory.* Student activity within a group under faculty supervision in a special room with special equipment for the purpose of gaining new skills (one credit hour for two hours' activity per week—1:2).

*Clinical Conference.* Individual or group interaction with a faculty member about specific clinical experiences which is part of clinical experience or practicum (no separate credit).

*Clinical Experience.* Student practice supervised by faculty in an approved clinical agency or simulated patient-care setting in conjunction with didactic course content (one credit hour for five hours' activity per week—1:5).

*Clinical Independent Study.* Indirect supervision of a student in specialized clinical practice which is not part of a regular course (one credit hour for five hours' activity per week—1:5).

*Didactic.* Instruction primarily by faculty presentation (one hour credit for one hour's activity per week—1:1).

*Non-Clinical Independent Study.* Indirect supervision of a student's reading, writing, or research which is not part of a regular course (credit varies according to type of activity).

*Practicum.* A separate clinical course in which knowledge, theories and concepts of nursing, and other disciplines are applied to the patient/client. When the student is in the clinical area, supervision may be by a combination of regular faculty, adjunct faculty, or clinical teaching associate (CTA). The regular faculty must be in contact with the student either face to face, by email, or by telephone, and will meet with the student at regular intervals to review his or her objectives. The amount of supervision will vary depending upon the clinical setting and the level of learning. The student will recognize that the regular faculty member is responsible for assessing student learning and will be aware of the student's progress toward meeting the clinical objectives (one credit hour for five hours' activity per week—1:5).

*Preceptorship.* A separate clinical course which provides an opportunity for the student to assume the advanced practice role in a relatively independent experience, which can occur anywhere in the world. The regular faculty is responsible for establishing a learning contract with the student and the preceptor to define specific course objectives and learning activities. The preceptor will confer with the student once a week to evaluate progress. The preceptor will assist the student in implementing the specific objectives and learning experiences and will review the student's progress with the faculty member responsible for evaluation in the course. The faculty member will assign a final grade based upon achievement of the objectives specified in the learning contract, input from preceptor, and student self-evaluation (one hour credit for five hours' activity per week—1:5).

*Seminar.* A small group of students engaged in original problem solving under the guidance of a faculty member who

interacts with them on a regular basis for reports, discussion, and planning (one credit hour for two hours' activity per week—1:2).

### 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. Students who take exams off campus are required to use the Safe Secure Remote Proctor.

### Grade Reports

Students receiving a grade less than B- on any assignment are encouraged to meet with the course instructor to discuss their performance on the assignment and strategies for improvement. It is strongly recommended that students take advantage of resources available to improve their academic performance such as the School of Nursing Academic Enhancement program, the academic skills workshops available at the Vanderbilt Psychological and Counseling Center and the Writing Studio.

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 website at [nursing.vanderbilt.edu/](http://nursing.vanderbilt.edu/) under "Resources for Current Students/ Academic Support Services/MSN/DNP forms." 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 taking an LOA must update their academic planner on YES, obtain approval of their plan from their academic adviser, and notify the School of Nursing registrar, Logan Key, of their anticipated date of graduation. At the end of the leave of absence, the student must notify the School of Nursing registrar in writing of the intent to return or not to return. Students returning from LOA must update all immunizations and licensure and complete a new background check upon return. Enter package code VA14bc in the "place order" box on the [CertifiedProfile.com](http://CertifiedProfile.com) homepage. 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 M.S.N.

SAAA committee. 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

Vanderbilt University is deeply concerned about the health and welfare of its students. University policies and regulations in general—and alcohol and controlled substances policies in particular—reflect that concern. The purpose of university policies, and the purpose of articulating them in great detail, is to enable students to make informed—and, it is hoped, intelligent—choices, as well as to enable them to understand the consequences of making poor choices. In compliance with the federal Drug-Free Schools and Campuses regulations, Vanderbilt has adopted a policy that includes the expectation that students will comply with federal, state, and local laws, including those relating to alcoholic beverages, narcotics, and other drugs.

The university prohibits the unlawful possession, use, distribution, or facilitation of the distribution of alcohol and controlled substances by students, faculty, and staff, on its property, or as part of any university-sponsored activity. The prohibition extends to off-campus activities that are officially sponsored by Vanderbilt, its schools, departments, or organizations. In addition, the prohibition extends to off-campus professional or organizational activities, including attendance at conferences, when participation is sponsored by the university, or when the participating student, faculty member, or staff member is representing the university. Finally, the prohibition extends to “private” events off campus where the University may have an interest (e.g., if a student were to provide alcohol to underage students at an off-campus location).

In addition, the improper use of prescription drugs is a serious problem on college campuses. For this reason, it is a violation of university policy for a student to be in possession of, or use, another person’s prescription medication or for a student to distribute medications to one person that have been prescribed for another.

To underscore the seriousness with which it takes the issue of health and welfare of its constituent populations, the university will impose sanctions on students, up to and including expulsion and possible referral for prosecution, for violation of the alcohol and controlled substances policy. Conditions of continued enrollment may include the completion of an appropriate rehabilitation program.

Nursing 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. Some clinical placement sites require alcohol and drug screening. Additional standards of conduct, standards, and procedures may be found in the *Student Handbook* online at [vanderbilt.edu/student\\_handbook?s=alcohol+and+controlled+substances](http://vanderbilt.edu/student_handbook?s=alcohol+and+controlled+substances).

### Clinical Placement, Practica, and Preceptorships

The Clinical Placement Department in conjunction with the faculty 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 may complete their clinical practica and preceptorships in their hometowns or outside of the Middle Tennessee region. Students and faculty share the responsibility for locating these clinical sites. Guidelines for selecting an appropriate site are available from each specialty director. Preceptorship sites are selected based on how they fit with the specialty and the students. Clinical sites located up to two hours one direction outside the Middle Tennessee area are considered to be local placements. 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) at the time of enrollment. Health Care Leadership program students may be asked to complete the immunization/certification requirements depending upon the nature of their clinical situation. 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.

Rules of the Tennessee Board of Nursing Chapter 1000-01 Rules and Regulations of Registered Nurses

*Rule 1000-01-.13 (2):*

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

#### *Rule 1000-01-.13 (3)*

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.

The Board considers any criminal conviction, whether or not listed in Rule 1000-01-.13(2) above, to be a violation of T.C.A. 63-7-115(a)(1)(B). If an applicant or a registered nurse already licensed by the Board is convicted of any crime, it is grounds for denial of licensure or disciplinary action by the Board.

## **Student Dress Code**

### *General Clinical Requirements*

The student ID badge is to have first and last names (no nicknames) and no titles. The lab coat is to be white, three-quarter length and have the VUSN nursing patch sewn on the left shoulder. Students are expected to be well groomed and in neat, clean attire at all times. Body piercing jewelry is to be worn

in the earlobes only; visible tattoos are to be covered. Clothes should fit properly so as to be professional and appropriate.

### *Pre-specialty Year Clinical*

In all clinical settings (for orientation, patient assignments, or clinic visits), the student is to wear professional dress (no jeans), closed toe shoes, the lab coat with the VUSN nursing patch sewn on left shoulder, and the identification badge clipped to the lapel or collar. Long hair should be off the collar. Fingernails should be short, clean and without polish or acrylic nails. Only a wedding band, watch and one small pair of stud earrings in the ear lobes may be worn during client care.

The student is to wear white or navy scrubs with the VUSN patch sewn on left shoulder, white full leather or non-canvas shoes, white socks, and an identification badge. A plain white or navy short-sleeved T-shirt may be worn under the scrubs. Uniforms are to be clean and pressed. Lab coats are to be worn over the uniform to and from the unit but are not to be worn during the clinical experience. Uniforms are to be worn at the clinical site only. If a student is outside the hospital or off the unit dressed in uniform, a lab coat is to be worn.

If at an institution outside VUMC, the student is to follow the dress code for that facility. If there are conflicting guidelines, the student is to contact clinical faculty for direction.

### *Community Health Clinical*

The type of clothing and requirement of lab coat vary with each clinical site and instructor.

### *Specialty Year Clinical*

Requirements for type of clothing, lab coat, and any deviation from the "general" clinical dress code are dependent on instructor and/or course syllabus information and/or clinical site.

### *Classroom Dress Guideline*

The intent is for the student's classroom dress to be comfortable, while the type and fit of clothing reflect mindfulness and respect of community guest speakers, faculty and peers. The specific classroom dress code is at the discretion of the individual faculty in creating a professional environment.

## **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. and post-master's students must complete the curriculum within three calendar years. Leaves of absence are counted in this time frame.

## Grading System

Letter Grade	Numerical Points	Quality Equivalent
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 or below	0.0

C. One C grade in a non-clinical course will be permitted at each level of the M.S.N. program (one in pre-specialty and one in specialty year). A second C grade in a non-clinical course at the same level (pre-specialty or specialty) requires that the course be repeated. In the case of two C grades in non-clinical courses in the same semester, the Program/Level Director, in collaboration with the M.S.N. SAAA Committee, will determine which course is to be repeated. In the case of more than two non-clinical course C grades in the same semester, the student's record will be reviewed by M.S.N. SAAA as stated in committee policies and procedures. A student may repeat one course, one time due to a C grade. If after repeating a course for a C grade, the student receives another C in the same level, the student will be dismissed.

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

*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 Incomplete Grade agreement are given to the student, the instructor, and the registrar of the School of Nursing. The grade I must be removed in the next semester or the grade will automatically be converted to an F. If a student takes an approved Leave of Absence in the following semester, the grade of I must be removed in the next enrolled semester.

*I: Incomplete in clinical course.* Students receiving a grade of I in a clinical course must register for zero hours of NURS 3000—Clinical Continuation. Tuition is charged at a rate of 0.5 credit hours plus the liability insurance fee.

*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 one 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 or post-master's certificate program are required to earn a grade of B- or higher in didactic courses and a grade of B- or higher in courses with a clinical component.

1. One grade less than a B- in a didactic course is permitted in each level of the M.S.N. program, the pre-specialty and specialty level. A second didactic course grade less than a B- in the level requires that the course be repeated.

2. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
3. Nursing courses may be repeated only once.
4. A student may only register for the same course twice. If the course is not successfully completed after the second registration, a third registration is not permitted. Course withdrawals count in the number of times a student may register for a course.
5. 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.
6. Only the latest grade counts in calculation of the grade point average.

## Academic Probation/Dismissal

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 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 M.S.N. 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 M.S.N. 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 M.S.N. Student Admissions and Academic Affairs Committee for an exception to the rule.

1. *Clinical*: 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. Students who are out of clinical for more than two semesters must take a 1 credit hour clinical independent study to ensure clinical competence. This does not apply to students enrolled in the health care leadership or informatics specialty.
2. *Change in level*: To progress from the generalist component to the specialist nursing component, students who entered with a degree in a field other than nursing must (a) complete 43 hours of the generalist component with no more than one grade less than B– in a didactic course and a B– or higher in each clinical course and (b) earn at least a 3.0 cumulative grade point average.

Students who entered with an ADN, ASN or hospital diploma must (a) complete 26 semester hours with no more than one grade below B– in any didactic course, (b) earn at least a B– or higher in all clinical courses and (c) earn at least a 3.0 cumulative grade point average.


Students who earn less than a C– in 399A may not enroll in their final specialty clinical course until 399A has been successfully repeated.

Students must hold an active Tennessee nursing license or valid license in a compact state in order to participate in 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 discuss with the level or program director. If the problem is not resolved, make an appointment with Mavis Schorn, senior associate dean for academics. Prior to the appointment with Dean Schorn, the student should send a written statement of the problem or grievance. If the problem is still unresolved, contact Dean Norman for assistance.

Students enrolled in distance education programs offered by Vanderbilt University in other states should seek resolution for complaints through Vanderbilt's complaint procedure.

Distance education students may also contact the appropriate authority in their states of residence. For further information, please visit [vanderbilt.edu/provost/home/](http://vanderbilt.edu/provost/home/) 

[vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/](#)

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

### Withdrawal from the University

Students planning to withdraw from the university should contact the Nursing registrar or the assistant dean for enrollment management in the School of Nursing to initiate proper procedures.

### Eligibility for Registered Nurse (R.N.) 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 more than one grade less than B– in a didactic course (d) no grade below a B– in a clinical course (e) no incomplete grades; and (f) satisfactory criminal background check. Students who are ineligible to take the NCLEX–RN will not be allowed to participate in a 300-level course with a clinical component.

Students who are not successful on the first writing of the NCLEX–RN are subject to withdrawal from 300-level courses with a clinical component. The student cannot attend clinical practica until the R.N. license is obtained. 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 for academics to prepare for the NCLEX–RN.

### Change of Address and Telephone Number

Candidates for degrees who are not in residence should keep the School of Nursing registrar, Logan Key, informed of their current mailing address and telephone number. Students who are currently enrolled change their addresses and phone numbers through the YES (Your Enrollment Services) online system.

### 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.

# The D.N.P. Degree

## The Academic Program

PROGRAM DIRECTOR Terri Donaldson

PROFESSORS Susan Adams, Karen D'Apolito, Mary Jo Gilmer, Jeffrey S. Gordon, James L. Harris, Joan King, Donna B. McArthur, Linda Norman, Bonita Pilon, Mavis Schorn, Patricia Trangenstein, Elizabeth Weiner

ASSOCIATE PROFESSORS Michelle Collins, Jana Lauderdale, Terri Donaldson, Sarah C. Fogel, Stephen Krau, Bette Moore, Richard Watters, Jennifer Wilbeck

ASSISTANT PROFESSORS Angel Anthamatten, Linda Beuscher, Sharon Bryant, Amy Bull, Steve Busby, Carol Callaway-Lane, Thomas Christenbery, Thomas H. Cook, Catherine Ivory, Treasa Leming-Lee, Kathryn Lindstrom, Rene Love, Maria Overstreet, Abby Parish, Julia Philippi, Geri Reeves, Clare Thomson-Smith, Kelly Wolgast, Courtney Young, Carol Ziegler

INSTRUCTORS Sharon Fleming, Sharon Holley, Patti A. Scott

LECTURER William B. Rogers

### DEGREE OFFERED: Doctor of Nursing Practice

THE D.N.P. program prepares practice scholars as leaders in translating evidence-based knowledge into clinical practice, improving health care outcomes, and strengthening nursing management and education within public and private organizations. Admission to the post-master's D.N.P. program is through the School of Nursing. Successful applicants to the program are those whose previous academic performance, written goal and practice inquiry statements and letters of recommendation match the school's philosophy and faculty expertise.

Increased complexity in health care, the explosion of knowledge and technology, and national issues related to patient safety and quality improvement call for fundamental changes in the education of all health care professionals. Redesigning care processes are indicated, with information technology systems enhancing evidence-based decision making at both the macro- and micro-system levels.

Addressing the above challenges identified by the IOM and other national organizations, the American Association of Colleges of Nursing published a position paper in 2004 targeting the adoption of the D.N.P. as the terminal degree for the APN. Advanced nursing practice is any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for specific populations, administration of nursing and health care organizations, and the development and implementation of health care policy.

VUSN has a long history of educating advanced practice nurses at the Master's level in both direct and indirect patient care, e.g., Nurse Practitioners, Certified Nurse-Midwives, Clinical Nurse Specialists, Nursing Informatics Specialists, and Health Systems Managers. Nurses prepared in practice doctorate programs have a blend of clinical, organizational, economic, and leadership skills to enable them to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and have significant impact on health care outcomes.

## Degree Requirements

The curriculum includes 35 hours of required coursework and can be completed either full time in four semesters or part time in six semesters. Courses are delivered using a combination of formats with one on-site intensive experience each semester, comprised of 5 days each with the remainder of the coursework completed using distance learning technologies. Requirements for the degree include successful completion of advanced coursework to include a minimum of 500 hours of practice integration and the successful completion and defense of a scholarly project. All degree requirements must be completed within five years of enrollment.

A hallmark of the practice doctorate is the successful completion of a scholarly project. The scholarly project embraces the synthesis of both coursework and practice application, a deliverable product reviewed and evaluated by a faculty mentor and scholarly project committee. Dissemination modes include a scholarly presentation. The nature of the scholarly projects varies; projects are related to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, e.g., clinical agency, health department, government, community group. Types of scholarly projects may include: quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; the design and use of databases to retrieve information for decision-making, planning, evaluation; the design and evaluation of new models of care; designing and evaluating health care programs.

### D.N.P. Program Objectives

Central to the D.N.P. curriculum is the application of evidence-based practice methods within practice settings throughout the program of study. Evidence-based practice is classically defined as the integration of best research evidence with clinical expertise and patient values to facilitate clinical decision making. The terminal objectives of the D.N.P. program are to produce a practice scholar who will be able to:

1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes;
2. Apply clinical scholarship and available evidence to make clinical and system decisions that reflect professional values and ethical standards;
3. Develop, test, and disseminate standards of care, clinical practice models and health policy using informatics, organizational and systems leadership skills;
4. Advocate for clinical prevention, population health initiatives and evidence-based health policy through collaboration with other professionals and stakeholders.



## Required Courses

<b>NURS 410</b>	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)*
<b>NURS 412</b>	Informatics for Scholarly Practice (2 credit hours)
<b>NURS 414</b>	Statistics in Health Sciences (3 credit hours)
<b>NURS 420</b>	Integrative Application of Evidence-Based Practice I (1 credit hour)
<b>NURS 422</b>	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
<b>NURS 424</b>	Epidemiology (3 credit hours)
<b>NURS 430</b>	Integrative Application of Evidence-Based Practice II (1 credit hour)
<b>NURS 432</b>	Health Care Economics and Finance (3 credit hours)
OR <b>NURS 434</b>	Advanced Health Care Economics and Finance (3 credit hours)
<b>NURS 440</b>	Integrative Application of Evidence-Based Practice III (2 credit hours)
<b>NURS 442</b>	Quality Improvement and Patient Safety (3 credit hours)
<b>NURS 444</b>	Management of Organizations and Systems (3 credit hours)
OR <b>NURS 445</b>	Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)
<b>NURS 452</b>	Health Policy (2 credit hours)
<b>NURS 454</b>	Legal and Ethical Environment (3 credit hours)
	Elective (4 credit hours)

\*NURS 399A and 399B taken by Vanderbilt M.S.N. students substitutes for this course.

## Admission

Admission to the Doctor of Nursing Practice (D.N.P.) program requires graduation from an A.C.E.N.- or CCNE-accredited master's degree in nursing program. Applicants from unaccredited nursing programs will be considered on an individual basis.

Applicants with one of the following credentials are eligible for admission to the D.N.P. program:

- M.S.N. with current APRN certification as either an NP, a CNM, a CNS or a CRNA.
- M.S.N. in nursing administration or informatics. National certification is preferred but not required.
- M.S.N. or M.N. in majors such as nursing education or clinical nurse leader but without APRN certification. These applicants must complete a post-master's certificate as part of their D.N.P. program which will lengthen the program of studies. After completing the post-master's certificate portion, the student is eligible to take the national certification exam in the selected specialty and continue in D.N.P. courses.
- R.N.'s with a master's degree in public health, informatics, business, or health care related field and five years of leadership experience. These applicants will select either the health care leadership or informatics specialty.
- VUSN students enrolled in either the M.S.N. or post-master's certificate program can seamlessly progress into the D.N.P. program after completing either the M.S.N. or certificate with at least a 3.5 GPA, a satisfactory statement of career goals, and a letter of recommendation from a VUSN faculty member.

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 D.N.P. 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.

Vanderbilt School of Nursing considers the Internet communication link an essential learning resource for doctoral students. D.N.P. students will be required to have a home computer, printer, and Internet service provider that has high-speed, broadband Internet access.

## Admission to the Post-Master's D.N.P. Program

Admission is based on the following factors:

1. *Grade Point Average.* Applicants must have completed a master's degree from a nationally accredited institution with a minimum 3.5 cumulative GPA for graduate work. Strong applicants with a GPA lower than 3.5 will be considered on an individual basis.
2. *Statement of Purpose.* A goal statement that includes written essays responding to select professional questions and identification of a potential practice inquiry within selected populations to frame the applicant's program of study is required. Applicants pursuing a new advanced practice specialty must address their career goals in the new specialty.
3. *Curriculum Vitae or Resume.* A curriculum vitae or resume is required.
4. *Letters of Recommendation.* The applicant must provide three strong professional references from doctorally prepared individuals addressing academic skills, including oral and written communication, as well as clinical competence. One reference should be from a faculty member who is familiar with the applicant's academic work.
5. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
6. *R.N. License.* An unencumbered Registered Nurse's license must be presented.
7. *Advanced Practice Certification.* Applicants must have the APRN (Advanced Practice Registered Nurse) designation in their home states and national board certification as a CNS, NP, CNM, or CRNA in their areas of specialty as appropriate. National certification for nursing administration or nursing informatics applicants is desirable but not required. Applicants without national certification will be evaluated individually and may be required to pursue a post-master's certificate in an advanced practice specialty.
8. *Interview.* After initial reviews of the application, applicants may be contacted for a phone interview.

Students enrolled in Vanderbilt's Master of Science in Nursing (M.S.N.) program have the opportunity to seamlessly progress to the D.N.P. program contingent upon (1) submission

of online application with at least one letter of recommendation from a member of the VUSN faculty, (2) satisfactory goal statement, (3) a satisfactory interview, and (4) completion of the M.S.N. with a GPA of 3.5 or higher.

### Application Procedure

The D.N.P. application is online at the School of Nursing website. 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 November 1. Applications received after November 1 are reviewed on a rolling basis until the fall class is full. Interested applicants should carefully review information provided on the website and contact the Admission Office at (615) 322-3800 if they have questions about the program.

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 D.N.P. Student Admissions and Academic Affairs Committee (SAAA) based on extenuating circumstances. After one year, the student must reapply for admission.

### Doctor of Nursing Practice Entry for Nurses with a Master's Degree in Public Health, Informatics, Business, or other Health Care Related Field—Systems Focus Option



This entry option is designed for registered nurses in a leadership position who have a master's in public health, informatics, business or other health related field and wish to earn the Doctor of Nursing Practice with a systems focus. Applicants will select either the health care leadership or informatics focus. The program of studies results in concurrently awarding both the M.S.N. and D.N.P. degrees.

Applicants will provide syllabi from previous master's level courses to determine what, if any, courses are equivalent to the healthcare leadership or nursing informatics M.S.N. specialty courses. After review of prior academic work, an individualized D.N.P. program of study will be determined.

Applicants entering with a B.S.N. degree complete the necessary specialty level M.S.N. courses before beginning D.N.P. courses. The M.S.N. courses will not serve as electives for the D.N.P. curriculum. Applicants entering with an associate's degree or diploma in nursing complete the R.N. pre-specialty curriculum before progressing to the specialty level M.S.N. or D.N.P. courses.

After enrolling in the D.N.P. program, the student may apply to be awarded the M.S.N. degree prior to completion of D.N.P. degree requirements. In order to earn the M.S.N. degree, the applicant must be in good academic standing, have completed NURS 399a, NURS 399b and NURS 395 or the doctoral level equivalent courses, completed all the required master's level informatics or health care leadership courses, and completed a minimum of 39 credits (6 transfer credits permitted).

### Transfer Credit

Transfer credit is considered for courses taken elsewhere within five years of admission. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university. To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins, submit a letter of request to the School of Nursing Registrar's Office with the course syllabus enclosed, and provide an official transcript showing the final grade for the course.

A maximum of six (6) credits can be transferred. The program director approves transfer credit for all D.N.P. courses. No credit is awarded toward the degree for courses designated as prerequisite for admission. If transfer credit is approved, a grade of *P* will appear on the student's official transcript and the hours earned will count toward the D.N.P.

### 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 the nursing program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with the application, unless they have demonstrated competence while attending an American institution. All applicants whose native language is not English must be interviewed by a D.N.P. faculty member and a member of the D.N.P. SAAA Committee for English language proficiency. International students transferring from unfinished degree programs of other universities in the United States must present TOEFL or IELTS scores.

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 [toefl.org](http://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 230 on the computer-based test or 100 on the internet-based test. The minimum acceptable score on the IELTS is 6.5. For more information on the test, go to [ielts.org](http://ielts.org).

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; website: [wes.org](http://wes.org); and (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3400; website: [www.ece.org](http://www.ece.org); and (3) Josef Silny and Associates, Inc., 7101 SW 102 Avenue, Miami, FL 33173; telephone (305) 273-1616; website: [jsilny.com](http://jsilny.com).

*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, visit ELC online at [vanderbilt.edu/elc/index.html](http://vanderbilt.edu/elc/index.html) or call (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.



Information has been updated since the initial printing. See the original attached to this file.



*Visa and Immigration.* Applicants who are not United States citizens or residents of the U.S. will need to comply with applicable laws and regulations for entry into and travel within the U.S. before enrolling at Vanderbilt. For further information, visit [vanderbilt.edu/iss](http://vanderbilt.edu/iss).

*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 [cgfns.org](http://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, 665 Mainstream Drive, 2nd floor, Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5166; website: [state.tn.us/health](http://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, Student Life Center, 310 25th Avenue South, Suite 103, Nashville, TN 37240, U.S.A.; [vanderbilt.edu/iss](http://vanderbilt.edu/iss).

### Joint D.N.P./M.P.H. Program

The D.N.P./M.P.H. (Doctor of Nursing Practice and Master of Public Health) joint degree program is designed for advanced practice nurses who are interested in doctoral nursing education with an emphasis in public health.

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.

The D.N.P./M.P.H. program can usually be completed in three years of full-time study. A student will complete at least 22 hours for the D.N.P. and 30 hours for the M.P.H. The student will complete 55–58 hours to meet requirements for both degrees. The M.P.H. program offers three tracks: Epidemiology, Global Health, and Health Policy. The M.P.H. didactic course work requires weekly on-campus attendance; the M.P.H. practicum may be a local or international experience and is completed the first summer semester of the program. The D.N.P. course work is offered in a modified distance format which requires students to be on campus for one week, three times per year.

*Year One:* M.P.H. didactic courses and practicum experience

*Year Two:* D.N.P. courses and completion of M.P.H. practicum, if necessary

*Year Three:* D.N.P. courses and final D.N.P. project and M.P.H. thesis or project

### Curriculum Planning

Individual curriculum plans for joint degree students will be determined by the student's advisers from both schools in view of the student's goals, background, academic accomplishments, and program/track 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 or her professional and vocational aspirations.

### Student Classification

The following classifications apply to all D.N.P. 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 9 credit hours per semester. A three-quarter-time student carries at least 7 hours, but fewer than 9 hours per semester. Half-time students carry a minimum of 4 but fewer than 7 hours per semester.

*Special Student.* Enrolled in one or more non-clinical courses but not working toward the D.N.P. degree in the School of Nursing. A limit of 3 credit hours is permitted in this non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the D.N.P. program.

To be considered as a special student, an applicant must submit an online 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 D.N.P. program director, Terri Donaldson. 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 following regular procedures.

### 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 9 hours per semester. Part-time students must follow the approved part-time program of study. The student's status is defined as follows:

*Full time:* Registered for 9 or more hours;

*Three-quarter time:* Registered for at least 7 hours, but fewer than 9 hours.

*Half time:* Registered for at least 4 hours, but fewer than 7 hours;

*Less-than-half time:* Registered for at least 1 hour, but fewer than 4 hours.

# Academic Regulations

## The Honor System

### *Honor code statement:*

Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of our honor system is self-regulation, which requires cooperation and support from each member of the university community.

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. The Honor System at Vanderbilt University School of Nursing is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires students to conduct themselves with honor in all aspects of their lives as advanced practice nurses-in-training. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire School of Nursing.

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 all papers or written work, plans of care, and any clinical practice requirements submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the Vanderbilt University School of Nursing. Students are expected to become familiar with the *Vanderbilt University Student Handbook* and the *School of Nursing Student Handbook* (online at [vanderbilt.edu/student\\_handbook/](http://vanderbilt.edu/student_handbook/) and [www.nursing.vanderbilt.edu/current/handbook.pdf](http://www.nursing.vanderbilt.edu/current/handbook.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.

### *Nursing Honor Council*

The Honor Council serves to educate the student body about their responsibilities outlined in the written code, to conduct investigations and hearings regarding reported violations of the code, and to decide the nature of penalties deemed appropriate for such violations. The membership consists of student representatives from pre-specialty and specialty levels of the M.S.N. program and the D.N.P. program. Representatives serve for one year from September through August. Officers of the council must be students in good standing. Alternates may also be elected to serve in the absence of representatives.

### *Nursing Student Conduct Council*

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

## Core Performance Standards

Essential eligibility requirements for participation and completion by students in the Nursing Program include the following core performance standards:

1. *Intellectual:* Ability to learn, think critically, analyze, assess, solve problems and attain clinical and academic judgment.
2. *Interpersonal:* Interpersonal ability sufficient to appropriately interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.
3. *Communication:* Ability to speak and write with accuracy, clarity and efficiency in English and in computer assisted formats.
4. *Mobility:* Physical abilities sufficient to move from room to room and maneuver in small spaces.
5. *Motor skills:* Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards.
6. *Hearing:* Auditory ability sufficient to monitor, assess and respond to health needs.
7. *Visual:* Visual ability sufficient to distinguish colors, monitor, assess and respond to health needs.
8. *Tactile:* Tactile ability sufficient to monitor, assess and respond to health needs.
9. *Olfactory:* Olfactory ability to monitor, assess and respond to health needs.
10. *Judgmental:* Mental and physical ability to demonstrate good judgment in decision-making in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, supervisors and faculty.
11. *Affective:* Emotional stability and the capacity to be accountable and to accept responsibility.

All students enrolled in the D.N.P. program must satisfactorily demonstrate these competencies in the didactic, laboratory, seminar and clinical courses throughout their programs of study.

## Orientation

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

## Registration and Clinical Placement Requirements

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.

## New Student Requirements

**Background Check Requirement.** Upon acceptance, students entering the D.N.P. degree program must complete a background check through *CertifiedProfile.com* using the code provided below. Enrollment is contingent upon satisfactory evaluation of the results of the background check. Special students, who are enrolled in only one course and are not seeking a degree from the School of Nursing, are not required to complete a background check or the new student requirements unless they apply and are admitted to VUSN.

**Disclosure of offenses post-background check completion.** Current VUSN students (includes full- and part-time students) are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes, but is not limited to, allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

**Health Insurance.** Students must have current health insurance coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit [vanderbilt.edu/student\\_health/student\\_health-insurance](http://vanderbilt.edu/student_health/student_health-insurance). Health insurance is required of all students by Vanderbilt University. The students' health insurance will be used to cover any illness or injury that they may incur during their coursework or clinical training at sites utilized for their project or learning experience.

**Immunization and Certification Requirements.** D.N.P. students should keep the following documentation on hand and may be asked to complete the online requirements depending upon the setting of the student's practica or research.

**Please note: If the student fails to provide documentation of requirements, she/he will not be allowed to begin/continue clinical course work and/or register for additional courses.**

1. Student background check and submitting requirements:
  - a. Go to *CertifiedProfile.com* (should not be completed more than 3 months prior to student orientation).
  - b. DNP students enter package code: VA14bc
  - c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to Certified Profile (NOTE: There is a processing fee for money orders). The student should follow online instructions to complete the order.
2. Physical exam within six months of acceptance to the program, authenticated by a physician, an A.P.R.N., or a P.A., documenting evidence of good physical and mental health. Use the Health Questionnaire form. (Forms available at *CertifiedProfile.com*.)
3. Measles, Mumps, Rubella: Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubeola), Mumps, and Rubella.
4. Varicella: Two varicella vaccines given 28 days apart OR lab evidence of varicella immunity (positive titer).
5. Hepatitis B: Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the 3-part

series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.

6. Tetanus–Diphtheria–Pertussis (Tdap): Documentation of vaccination within last ten years.
7. TB skin test or Quantiferon TB result: *If positive*, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form confirming the absence of symptoms by a physician, an A.P.R.N., or a P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.
8. Influenza: One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.
9. Current CPR certification for adult, child, and infant. Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards. Additional CPR certifications may be required by specialty.
10. Copy of an unencumbered Registered Nurse's license in the state(s) where the student will be doing clinical training (if applicable). In addition, D.N.P. students must have Advance Practice Registered Nurse (APRN) designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
11. HIPAA and OSHA safety training may be required for particular sites. If required, instruction for accessing and completing the training will be provided to the student.

The student should be aware that some clinical sites 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 ([vanderbilt.edu/student\\_health/](http://vanderbilt.edu/student_health/)) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, VUSN is not able to accommodate clinical placements in all locations. Please check with your faculty adviser.

## Current Student Requirements

### Disclosure of Offenses Post-background Check Completion

Current VUSN students (includes full- and part-time students) are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes, but is not limited to, allegations, investigations, and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA),

Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

### Health Insurance

Students must have current health insurance coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit [vanderbilt.edu/student\\_health/student-health-insurance](http://vanderbilt.edu/student_health/student-health-insurance). Health insurance is required of all students by Vanderbilt University. The students' health insurance will be used to cover any illness or injury that they may incur during their coursework or clinical training at sites utilized for their project or learning experience.

### Maintaining Immunization and Certification Requirements

D.N.P. students must maintain current documentation throughout enrollment. Students are required to update the following date dependent documentation when due:

1. **Annual TB skin test or Quantiferon TB result.** *If positive*, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form (available at [CertifiedProfile.com](http://CertifiedProfile.com)) confirming the absence of symptoms by an M.D., N.P., or P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.
2. **Current CPR certification** for adult, child, and infant. Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards. Additional CPR certifications may be required by specialty.
3. **HIPAA and OSHA safety training** may be required for particular sites. If required, instruction for accessing and completing the training will be provided to the student.
4. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable). In addition, D.N.P. students must have Advance Practice Registered Nurse (APRN) designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
5. **Influenza:** One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.

The student should be aware that some clinical sites 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 ([vanderbilt.edu/student\\_health/](http://vanderbilt.edu/student_health/)) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, VUSN is **not able to accommodate clinical placements in all locations**. Please check with your faculty adviser.

### Student Requirements When Returning from Leave of Absence

Any VUSN student (includes full- and part-time students) who completed a background check through [CertifiedProfile.com](http://CertifiedProfile.com) but had a break in enrollment, including a deferral or leave of absence, must complete a new background check upon return. Enter package code VA14bc in the "Place Order" box on the [CertifiedProfile.com](http://CertifiedProfile.com) homepage.

### 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 *D.N.P. Student Handbook*. These publications are available in August of each year online through the VUSN website at [vanderbilt.edu/catalogs/nursing/](http://vanderbilt.edu/catalogs/nursing/) and [www.nursing.vanderbilt.edu/current/handbook.pdf](http://www.nursing.vanderbilt.edu/current/handbook.pdf).

The D.N.P. program is taught in a combination of online and on-campus intensives held for one week at the beginning of each semester. Continued student-faculty interactions will occur on a regular basis using various technology methods, synchronous and asynchronous. Intensive schedules are available on the VUSN website prior to each semester at [www.nursing.vanderbilt.edu/current/current.html](http://www.nursing.vanderbilt.edu/current/current.html) —then search under Academic Support Services by semester. Students are expected to be familiar with these dates and to conform to them.

The *Vanderbilt View* and the *VUMC Reporter*, issued by the Division of Public Affairs, contain notices of all events and announcements pertaining to the university and medical center communities. My VU is an online service that includes a calendar of events as well as articles of interest. 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 the development of a scholarly project committee and implementing the program of studies, and will help solve academic problems. The senior associate dean for academics, Mavis Schorn, serves as adviser to special students.

### Program of Studies

During the first semester of study, all students will meet with their faculty advisers to discuss the program of studies.

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 Nursing registrar, Logan Key, for official processing.

Students who wish to alter the required program of studies may petition the D.N.P. SAAA Committee. Students must provide 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 for academics. Forms for this purpose are online at the VUSN website.

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the D.N.P. program director, Terri Donaldson, and the D.N.P. 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 will 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.

## 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.

## Electives

Post-master's certificate and D.N.P. students have the option to enroll in Vanderbilt University School of Nursing Specialty (M.S.N.) nursing courses to fulfill the elective requirements. The elective course must provide content applicable to the student's current or potential practice or the scholarly project.

The student is responsible for contacting the course coordinator and obtaining and reviewing a copy of the course syllabus. The student must submit a written request for elective approval to the student's adviser and, if approved, a written request is to be submitted to the course coordinator.

## 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 synchronous and asynchronous D.N.P. classes and practice experiences. Attendance is mandatory for on-campus intensives each semester.

## Practicum Hours

Practicum hours are designed to demonstrate synthesis of expanded knowledge acquired within the D.N.P. curriculum. The practicum hours signify the capability of the student to meet the core competencies of the D.N.P. degree as established by the AACN. A minimum of 1,000 hours post B.S.N. or 500 hours post M.S.N. is required. The hours can be demonstrated through a variety of methods including:

- In-depth work/mentorship with experts from nursing, as well as other disciplines
- Opportunities for meaningful student engagement within practice environments
- An opportunity to build and assimilate knowledge for advanced specialty practice at a high level of complexity
- An opportunity for further synthesis and expansion of learning
- Experience in the context within which the final D.N.P. capstone is completed
- An opportunity to integrate and synthesize the essentials and specialty requirements necessary to demonstrate competency in an area of specialized nursing practice

Practicum hours are not substantiated by the students' expertise in the health care system demonstrated prior to the D.N.P. program nor by time spent working on classroom assignments.

## Clinical Placement and Practica

An affiliation agreement must be in place with all sites where a student will obtain clinical experience to include developing and implementing their scholarly projects. This includes the practice site as well as any ancillary sites a mentor may take the student, such as hospitals, surgery centers, nursing homes, charitable clinics, etc. A student may not go with the mentor to a site where the school does not have an active affiliation agreement. A faculty adviser must approve sites for the student's clinical experience to ensure that the sites are necessary or appropriate to the student's clinical objectives.

All requirements for clinical placements should be completed and on file (see Registration) at the time of enrollment. D.N.P. students may be asked to complete the immunization/certification requirements depending on the nature of their clinical situation. Clinical mentors 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.

## 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 or online examination must present a satisfactory excuse. No student will be admitted after the first hour.

### 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 website at [nursing.vanderbilt.edu/](http://nursing.vanderbilt.edu/) under "Resources for Current Students/Academic Support Services." Leaves must be approved by the academic adviser, the D.N.P. program director, Terri Donaldson, and the senior associate dean, Mavis Schorn. 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. At the end of the leave of absence, the student must notify the School of Nursing registrar, Logan Key, 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 D.N.P. SAAA Committee. 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

Vanderbilt University is deeply concerned about the health and welfare of its students. University policies and regulations in general—and alcohol and controlled substances policies in particular—reflect that concern. The purpose of university policies, and the purpose of articulating them in great detail, is to enable students to make informed—and, it is hoped, intelligent—choices, as well as to enable them to understand the consequences of making poor choices. In compliance with the federal Drug-Free Schools and Campuses regulations, Vanderbilt has adopted a policy that includes the expectation that students will comply with federal, state, and local laws, including those relating to alcoholic beverages, narcotics, and other drugs.

The university prohibits the unlawful possession, use, distribution, or facilitation of the distribution of alcohol and controlled substances by students, faculty, and staff, on its property, or as part of any university-sponsored activity. The prohibition extends to off-campus activities that are officially sponsored by Vanderbilt, its schools, departments, or organizations. In addition, the prohibition extends to off-campus professional or organizational activities, including attendance at conferences, when participation is sponsored by the university, or when the participating student, faculty member, or staff member is representing the university. Finally, the prohibition extends to "private" events off campus where the University may have an interest (e.g., if a student were to provide alcohol to underage students at an off-campus location).

In addition, the improper use of prescription drugs is a serious problem on college campuses. For this reason, it is a violation of university policy for a student to be in possession of, or use, another person's prescription medication or for a student to distribute medications to one person that have been prescribed for another.

To underscore the seriousness with which it takes the issue of health and welfare of its constituent populations, the university will impose sanctions on students, up to and including expulsion and possible referral for prosecution, for violation of the alcohol and controlled substances policy. Conditions of continued enrollment may include the completion of an appropriate rehabilitation program.

Nursing 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. Some clinical placement sites require alcohol and drug screening. Additional standards of conduct, standards, and procedures may be found in the *Student Handbook* online at [vanderbilt.edu/student\\_handbook?s=alcohol+and+controlled+substances](http://vanderbilt.edu/student_handbook?s=alcohol+and+controlled+substances).

### Transportation and Lodging

Students are responsible for their own transportation to and from all practice facilities. Practice sites should be chosen for their ability to provide experiences consistent with the D.N.P. program requirements, the mission of the school, and individual student objectives.

### 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, and no grade below B– in any course.

#### *Completion of Program*

Students admitted to the D.N.P. program must complete all requirements within five years. Leaves of absence are counted in this time frame.

#### *Grading System*

Letter Grade	Numerical Points	Quality Equivalent
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 or below	0.0

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

*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 Logan Key, the registrar of the School of Nursing. The grade *I* must be removed in the next semester or the grade will automatically be converted to *F*. Students receiving a grade of *I* in a clinical course must register for zero hours of NURS 3000—Clinical Continuation. Tuition is charged at a rate of 0.5 credit hours plus the liability insurance fee.

*Late work.* Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the time specified by the course syllabus. For work not completed by the specified time, a grade of zero will be given unless an extension has been granted. To receive an extension, the student must present a petition for an extension to the course coordinator or instructor at least one day before the work is due, and the petition must be endorsed by the instructor.

### *Repeat Courses*

D.N.P. students who do not earn at least a B– in any required or elective course must repeat the course.

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.
3. A student may only register for the same course twice. If the course is not successfully completed after the second registration, a third registration is not permitted. Course withdrawals count in the number of times a student may register for a course.
4. 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.
5. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

### *Academic Probation/Dismissal*

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. A student making a grade less than a B– in two courses 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.

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 D.N.P. Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty 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 D.N.P. 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 D.N.P. courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course has been successfully repeated. A student seeking a waiver of this policy must submit a written request to the D.N.P. Student Admissions and Academic Affairs Committee for an exception to the rule.

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

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. Each course syllabus includes the grievance policy. Each student should become familiar with the process and follow it should the need arise. 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 Terri Donaldson (603GH), the D.N.P. program director. If the problem is not resolved with the program director, the student should make an appointment with Mavis Schorn (215GH; [mavis.schorn@vanderbilt.edu](mailto:mavis.schorn@vanderbilt.edu)), the senior associate dean for academics. Prior to the appointment with Mavis Schorn, the senior associate dean for academics, the student should send a written statement of the problem or grievance. If the concern is still unresolved, contact the dean for assistance.

Students enrolled in distance education programs offered by Vanderbilt University in other states should seek resolution for complaints through Vanderbilt's complaint procedure. Distance education students may also contact the appropriate authority in their state of residence. For further information please visit [vanderbilt.edu/provost/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/](http://vanderbilt.edu/provost/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/)

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

### **Withdrawal from the University**

Students planning to withdraw from the university should contact the School of Nursing registrar, Logan Key, or the assistant dean for enrollment management in the School of Nursing to initiate proper procedures.

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

Candidates for degrees who are not in residence should keep the assistant dean for enrollment management informed of their current mailing address and telephone number. Students who are currently enrolled may also change their address and phone number through the YES (Your Enrollment Services) online system.

### **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.



## Ph.D. in Nursing Science

PROGRAM DIRECTOR Ann F. Minnick

PROFESSORS Susan M. Adams, Peter I. Buerhaus, Colleen Conway-Welch, Karen C. D'Apolito, Mary Jo Gilmer, Jeffrey S. Gordon, Ann F. Minnick, Lorraine C. Mion, Linda D. Norman, Bonnie A. Pilon, Vaughn G. Sinclair, Patricia A. Trangenstein, Kenneth A. Wallston, Elizabeth E. Weiner

RESEARCH PROFESSORS Mary S. Dietrich, Nancy L. Wells

ASSOCIATE PROFESSORS Sarah C. Fogel, Jana L. Lauderdale, Melanie Lutenbacher, Anne M. Miller, Elizabeth R. Moore, Shelagh A. Mulvaney

ASSISTANT PROFESSORS Terrah L. Akard, Thomas L. Christenbery, Jie Deng, Catherine Ivory, Sharon M. Karp, Cathy A. Maxwell, Todd B. Monroe, Jeremy Neal, Julia C. Phillippi, Sheila H. Ridner, Michele S. Salisbury, Michael W. Vollman

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 Ph.D. program can be obtained by writing the Ph.D. Program, Office of Admissions, Godchaux Hall, 461 21st Avenue South, Nashville, Tennessee 37240, calling (615) 322-7410 or (855) 868-7410, or visiting the website at [www.nursing.vanderbilt.edu/phd](http://www.nursing.vanderbilt.edu/phd).

### 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). Faculty research interests include 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 outcome measurement and interventions, 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. For additional information, go to [www.nursing.vanderbilt.edu/phd](http://www.nursing.vanderbilt.edu/phd). Application materials are online. Successful applicants to the program are those whose previous academic performance, letters of recommendation, Graduate Record Examination scores, and written goal statements 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 16 may be transferred from master's course work, pending review and approval by the graduate faculty. The core curriculum of the program includes 31 credit hours of required course work for all Ph.D. students, 15 credit hours of required course work specific to the selected track of study, and 10 credit hours of course work that supports the student's focus of research (4 research practica and 6 dissertation research credits).

Course work is delivered via a combination of formats using Internet technology 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 analytic techniques. Requirements for the degree include successful completion of advanced course work, a qualifying paper,

## Post-Master's Certificate Program

**T**HE purpose of the post-master's certificate 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.

The program of study is composed of academic courses ending in a Certificate of Academic Achievement of Post-Master's Study. Students do not complete a second master's degree, but only the necessary courses to earn the post-master's certificate in the new specialty area. Students completing the post-master's certificate do earn academic credit that is reflected on a VUSN transcript, but they do not receive a master's degree or a Vanderbilt University School of Nursing pin. The pin is presented only to those students who complete an M.S.N. at VUSN.

### Admission Requirements

1. A master's degree in nursing from an A.C.E.N.- or CCNE-accredited program.
2. Completed application and official transcript documenting conferral of master's degree in nursing.
3. Unencumbered Registered Nurse license in the state where the student is doing clinical training
4. The GRE is waived. However, all other admission requirements (statement of purpose, responses to application questions, interview survey, references, and transcripts) must be completed.
5. Approval by the program director.

### Academic Standards

Post-master's students must meet the same academic standards for enrollment, 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: adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, health care leadership, nursing informatics, neonatal nurse practitioner, nurse-midwifery, palliative care, pediatric nurse practitioner (acute or primary care focus), family psychiatric and 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, visit [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu) or contact the Office of Admissions at [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu).

### Palliative Care Post-Master's Certificate

Palliative care is specialized holistic interdisciplinary care that focuses on improving quality of care and symptom management for both patients and families with chronic disease. The palliative care post-master's certificate is designed for nurse practitioners who desire to have advanced knowledge in pain

and symptom management to care for patients with complex chronic disease to improve the functional status and quality of life for patients and their families. The student with an M.S.N. in a nurse practitioner specialty may complete the palliative care post-master's certificate alone, or the certificate may be obtained in conjunction with the M.S.N. in another specialty or with the D.N.P. Students complete 13 hours. Three 2-hour didactic courses are offered in a distance, online format. The student completes 500 clinical hours in palliative care. Faculty also work with students to secure appropriate clinical placement in the student's home area if at all possible. If not possible, clinical placements are available in the Nashville, Tennessee, area. Upon completion, students are eligible for certification as advanced practice hospice and palliative nurses by the Nursing Board for Certification of Hospice and Palliative Nurses.

This interdisciplinary didactic curriculum is based on the latest evidence for pain and symptom management for chronic diseases and patients with a cancer diagnosis. Additional topics include spirituality, cultural issues, grief, bereavement, loss, communication skills, care for specialized populations, such as veterans and pediatric patients, and aspects for the advanced practice nurse to become a leader of palliative care.

### Curriculum

- N465A. Overview of Palliative Care and Physical Suffering: Advanced Pain and Symptom Management (2 cr: Fall)
- N465B. Psychosocial and Spiritual Suffering (2 cr (includes 35 hours clinical): Spring)
- N465C. Palliative Care of Specialized Populations (2 cr: Summer)
- N465D. Palliative Care Clinical Practicum I (4 cr: 280 hours: Spring)
- N465E. Palliative Care Clinical Practicum II (3 cr: 210 hours: Summer)

### Curriculum Planning

Individual curriculum plans for students enrolled in the Palliative Care Post-Master's Certificate program in conjunction with another M.S.N. specialty or the D.N.P. program will be determined by the student's adviser in view of the student's goals, background, and academic accomplishments. Such a curriculum plan will detail full- or part-time status and course sequencing. Such a plan is subject to revision as the student better defines his or her professional and vocational aspirations.

# Financial Information

**T**uition for 2014/2015 is \$1,195 per credit hour for the M.S.N. and D.N.P. programs. For information concerning tuition for the Ph.D. in nursing science, see the *Graduate School Catalog*.

*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 may be completed in a minimum of 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 a minimum of five full-time semesters. M.S.N. students attend fall, spring, and summer sessions. The doctor of nursing practice may be completed in four consecutive semesters of full-time study. The D.N.P. program requires a minimum of 35 credit hours of study.

The charge for students registered for zero hours of Clinical Continuation (N3000), Thesis (N379), or Master's Project (N377) or D.N.P. Project (N450) 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 and Recreation Center fee	
Fall and spring (per semester)	211
Summer	74
Technology fee (per semester: fall, spring, summer)	175
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	400
Laboratory fee for N246	350
Laboratory fee for N247A	150
Laboratory fee for N247B	150
Laboratory fee for N305A	350
Laboratory fee for N305B	300
Laboratory fee for N305C	250
Laboratory fee for N305D	350
Laboratory fee for N305E	350
Laboratory fee for N305F	200
Laboratory fee for N305G	250
Laboratory fee for N315A	200
Laboratory fee for N337	200

Zero hours	\$598
Liability insurance coverage (per semester)	33
Student health insurance (per year)	2,539
(\$1,270, fall; \$1,269, spring)	
Occupational exposure assessment fee (per year)	40
Clinical placement fee (one-time fee)	150

Expenses for books and supplies will vary by specialty.

Equipment such as tape recorders and diagnostic sets will be required for certain specialties.

A criminal background check arranged by the school is required of all new students at the student's expense. A minimal student requirements tracking fee will also be incurred at the student's expense.

## Payment of Tuition and Fees

Tuition, fees, and all other university charges incurred prior to or at registration are due and payable by August 14 for the fall semester and January 2 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 2014 Withdrawal/Refund Schedule

Week 1	August 20–August 27	100%
Week 2	August 28–September 3	90%
Week 3	September 4–September 10	85%
Week 4	September 11–September 17	80%
Week 5	September 18–September 24	75%
Week 6	September 25–October 1	65%
Week 7	October 2–October 8	60%
Week 8	October 9–October 15	50%
Week 9	October 16–October 22	45%
Week 10	October 23–October 29	40%

*No refund after October 29, 2014*



Information has been updated since the initial printing. See the original attached to this file.



## Spring 2015 Withdrawal/Refund Schedule

Week 1	January 5–January 12	100%
Week 2	January 13–January 19	90%
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–March 11	50%
Week 9	March 12–March 18	45%
Week 10	March 19–March 20	40%

No refund after March 20, 2015

### Tuition Payment Plan (The Vandy Plan)

Information about the Vandy Plan is available on the Student Accounts website at [vanderbilt.edu/stuacct](http://vanderbilt.edu/stuacct).

### 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 1 for the fall semester, April 1 for the spring semester, and July 31 for the 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 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

Health insurance coverage that includes hospitalization is required for all students enrolled for 4 or more credit hours. Students with health insurance coverage complete an online petition found at [www.kosterweb.com](http://www.kosterweb.com) to waive insurance. Students taking 4 or more hours will be charged automatically for health insurance for the entire year unless the students have completed this waiver. Verification of other health insurance coverage is required to obtain a waiver.

### Activities and Recreation Fees

The required student activities and recreation fees entitle degree-seeking 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. The activities fee for graduate students also includes funding for activities sponsored by the Graduate Student Council. Specific information on these fees is published annually in the *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 and the student recreation fee will be waived automatically if the student is a part-time student registered for four or fewer semester hours and not registered in a thesis or dissertation research course. Students who reside beyond an approximate sixty-mile radius from campus as determined by ZIP code and students who want to have fees waived due to exceptional circumstances must petition in writing for a waiver online at [www.vanderbilt.edu/recadmin](http://www.vanderbilt.edu/recadmin). A \$10 late fee is assessed to eligible students who apply for waivers after August 13 for the fall semester and January 1 for the spring semester. No waivers are granted after the end of the semester in which the fee occurs, and per the *Student Handbook*, **there are no waivers of the summer activity and recreation fees.**

### 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.

### Financial Aid

The majority of our nursing students rely on financial aid to pay for the nursing program. Upon applying to the School of Nursing, a financial aid packet will be mailed to you in mid January. That packet will include directions about completing an online Vanderbilt University Nursing Graduate/Professional Financial Aid and Scholarship Application and the Free Application for Federal Student Aid (FAFSA). Once these forms are completed the student is then considered for all federal loans available based on your financial eligibility.

In order to qualify for financial loan assistance an M.S.N. student must be enrolled in at least six credits per semester and be degree seeking. The loans offered are Federal Stafford unsubsidized loans and Federal Grad PLUS loans. Both accrue interest from the date of disbursement.

Financial aid awards are made after you are accepted to the School of Nursing and you have deposited. Assuming you have completed all of the appropriate financial aid paperwork, the School of Nursing (SON) Student Financial Services Office will send the student a financial aid award by the end of April that will consist of a nursing scholarship and loans for students planning to begin school in the fall.

### Applying for Financial Aid

To apply for a Federal unsubsidized student loan and a Federal Grad PLUS loan, as well as institutional funds, a current or prospective student must complete one application, the Free Application for Federal Student Aid (FAFSA) ([fafsa.ed.gov](http://fafsa.ed.gov)). The tax information from the previous tax year, as well as other factors



Information has been updated since the initial printing. See the original attached to this file.

on the FAFSA, combine 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 then provided to the School of Nursing Student Financial Services 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 constitute the majority of a financial aid package. The Federal Stafford Loan Program and the Federal Direct Grad PLUS loans are borrowed from the Federal Direct Loan Program. The Federal Direct Stafford unsubsidized loan is non need based and also has a six-month grace period prior to repayment. The maximum available is \$20,500 per academic year. 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 6.21 percent (for the 2014/2015 academic year).

As soon as the student has been awarded a Federal Stafford loan, the SON Student Financial Services Office will determine how much the student will be offered in a Federal Direct Grad PLUS loan. The Federal Direct Grad PLUS loan enables graduate/professional students with a good credit history to borrow to pay educational expenses for at least half-time enrollment (six hours or more a semester). 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 Direct Grad PLUS loans. The fixed interest rate on this loan is 7.21 percent (for the 2014/2015 academic year). Your eligibility for this loan is based on your credit history, and, in some cases, a co-borrower is required. The borrower generally begins repayment of a PLUS Loan within 60 days after the final loan disbursement. There is no grace period for these loans, so interest begins to accumulate at the time the first disbursement is made.

### Internal Scholarships

All internal scholarships for M.S.N. students are merit based and are awarded based on a combination of the student's incoming grade point average and GRE or GMAT score. Scholarships for D.N.P. students are partial scholarships and are set at the same amount depending on the school's scholarship budget for that year. Full-time enrollment (12 hours per semester for M.S.N. students and 9 hours for D.N.P. students) 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-January. 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. The School of Nursing maintains an extensive list of scholarships available for women, minorities, and graduate students. Students who are pursuing a post-master's certificate are not eligible for scholarships or federal student loans but may apply for private loans.

### 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 pre-specialty M.S.N. students with the highest GPA's entering their second year of study.

### External Scholarships

All external scholarship applications must be initiated by the student. Applicants may find external scholarships from a local library, the Internet, religious organizations, community organizations and civic groups, foundations, fraternities, sororities, and clubs.

### Disbursement of Financial Aid Funds

All financial aid (nursing scholarships and loans) 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 to the student's account at the beginning of each semester. Any 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.

## Amey 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.

## Honor Scholarships

Vanderbilt's highly competitive Honor Scholarship program is based on academic merit. Six full honor scholarships are awarded to M.S.N. students each year in recognition of exceptional accomplishment and high promise in the field of nursing. This list includes the names of our scholarships. Each full-time student is awarded only one scholarship each year.

## 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 SARA K. ARCHER MEMORIAL SCHOLARSHIP FUND FOR GERONTOLOGY NURSE PRACTITIONERS was established in 2007 and named in honor of former School of Nursing Dean Dr. Sara K. Archer.

THE BOTTORFF FAMILY SCHOLARSHIP was established in 2003 through a generous donation of Denny and Jean Bottorff to be awarded to a student demonstrating exceptional merit

THE IMOGENE "GENE" WHITE BOTTORFF SCHOLARSHIP was established with a gift in 2008. Top priority shall be given to persons graduating from any high school in Boyle or Oldham County, Kentucky, or any qualified students who may have graduated elsewhere, but who are residents of such counties, or whose parent or grandparent is a resident (or was a resident at the time of his or her death).

THE EVA W., BARBARA T., SARA M. BOVENDER SCHOLARSHIP was established in 2010 to provide financial support to a deserving student.

THE INEZ BRAMLEY MEMORIAL SCHOLARSHIP was established in 2006 and will be awarded annually to a minority student demonstrating merit and need.

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 DR. ROBERT H. ELROD SCHOLARSHIP was endowed in 2010 to provide assistance to nursing students in memory of his daughter and in honor of his granddaughter.

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 was established by Mr. and Mrs. G. A. Furgason in memory of their daughter, a 1967 BSN graduate of the School of Nursing.

THE VIRGINIA M. GEORGE SCHOLARSHIP IN NURSING was established in 2005 to provide financial support for students enrolled in the family nurse practitioner program.

THE BOBBIE LEE GILMER SCHOLARSHIP FUND FOR NURSES was endowed in 2000 from a bequest of Bobbie Gilmer to be awarded annually to a worthy student.

THE DOROTHY S. GOLDSTEIN AND JULIE G. BOEHM SCHOLARSHIP was established by the late Dorothy Goldstein to be awarded annually to a minority student demonstrating both need and merit.

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 was endowed through the bequest of George Houston in honor of his wife. Preference is given to students from Cannon County, Tennessee, first; then, after two years, students from the surrounding counties of Coffee, Dekalb, Rutherford, Warren, and Wilson are considered.

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 JOYCE KEMP LABEN SCHOLARSHIP was established in 1998 and will be awarded annually to a student in the Psychiatric Mental Health Nurse Practitioner 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 MARKS FAMILY SCHOLARSHIP FUND was established with a gift in 2011 and will provide financial support annually to deserving students in the School of Nursing.

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.

THE SALLY BAUM NORDLUND AND D. CRAIG NORDLUND SCHOLARSHIP IN NURSING 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 in 1997 by Coleman and Emma Oldham to be awarded annually to a male student from Madison County, Kentucky, first, and then consideration to a male student from Kentucky demonstrating merit and financial need.

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 LAURA CATHERINE RANKIN SCHOLARSHIP was established in Laura's memory by her parents, Dr. and Mrs. Allan Rankin, family, and classmates. Selection is based on academic excellence.

THE TABITHA JOHNSON REEVES SCHOLARSHIP FUND was established in 1998 to be awarded to a worthy student with financial need.

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 JANICE AMBREY STALCUP MEMORIAL SCHOLARSHIP was established in 2011 by Doreen Wise, her nursing school roommate and friend, to provide financial support to deserving students.

THE ANN SCHUH TAYLOR SCHOLARSHIP IN NURSING was established with a gift in 2008 to be awarded annually to a student demonstrating merit and need.

THE VIRGINIA SADLER TOOMAY AWARD was established with a gift in 2005 to be awarded annually to a student demonstrating merit and need.

THE HILLIARD AND NANCY TRAVIS SCHOLARSHIP is supported by the generosity of Mrs. Nancy Travis and the late Mr. Hilliard Travis. Several awards are made annually to students in a variety of specialties.

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 FRANCES HELEN ZIEGLER TUNNELL SCHOLARSHIP FUND was endowed through the will of this former dean of the School of Nursing and is awarded to a student demonstrating merit and need.

THE VANDERBILT MEDICAL CENTER AUXILIARY STUDENT SCHOLARSHIP FUND was established in 2006 to be awarded to a student or students demonstrating merit and financial need.

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.

# Courses of Study

## Explanation of Symbols

NURS 100–200-level: Generalist nursing or upper-level pre-nursing courses

NURS 300-level: Specialist nursing courses

NURS 400-level: D.N.P. courses

NRSC: Ph.D. courses offered by the Graduate School

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

**NURS 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. [3-4]

**NURS 210A. Human Anatomy and Physiology I.** Integrative study of human anatomy and physiology. The course emphasizes normal structure and function of body systems and homeostatic control mechanisms, with discussion of alterations in normal function that occur with pathological conditions. Material covered includes cell biology and biochemistry, integument, skeletal, muscular and nervous systems. Prerequisite: College-level biology and chemistry or permission of the instructor. [4]

**NURS 210B. Human Anatomy and Physiology II.** Integrative study of human anatomy and physiology. This course is a continuation of NURS 210A. Emphasis on normal structure and function of body systems and homeostatic control mechanisms, with discussion of alterations in normal function that occur with pathological conditions. Material covered includes the sensory, endocrine, immune, cardiovascular, pulmonary, digestive, renal and reproductive systems. Prerequisite: NURS 210A or permission of the instructor. [4]

**NURS 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. 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 of interest to be addressed will include nutrition and physical fitness, regulation of weight and energy balance, the role of vitamins and minerals in health and disease prevention, and fundamentals of a healthful, varied diet through the lifespan. A background in basic sciences is helpful in this course, but not essential. [2]

**NURS 231B. Nutrition and Health: Issues and Insights.** This course is designed to complement and build upon N231a "Introduction to Nutrition" to assist the student in building a foundation of knowledge that may be 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 cardiovascular disease, obesity, and cancer prevention; dietary supplements and herbs; health implications of alcohol use; determinants of eating behavior; and nutrition/health issues unique to a college age population. Pre/Corequisite: 231A. [1]

## Generalist Nursing Courses and Electives

**NURS 215. Legal and Ethical Accountability in Professional Nursing Practice.** This course provides an opportunity for the student to explore current legal and ethical issues in health care. Students will gain understanding of legal and ethical concepts, applying them in identification and analysis of complex scenarios affecting professional nursing practice. Legal principles, nursing liability, ethical theories, and decision making are discussed as foundational concepts for professional nursing practice. Prerequisite: Admission to VUSN. Corequisite: 220, 225, 235, 245, 255A. [2]

**NURS 216. Inquiry and Evidence in Professional Nursing Practice.** This course provides an introduction to nursing research and the evidence-based practice process. Special emphasis is placed on integration of nursing science with clinical judgment and patient preferences for care. Students gain knowledge of the contributions of qualitative and quantitative research to clinical practice. Knowledge development and the interrelationships among theory, practice, and research are discussed. The nurse's role as advocate for human subjects in research is presented. Students identify clinical problems, search scholarly literature for information related to those problems, and critically appraise the scholarly information for application to clinical practice. The course culminates in the presentation of an evidence-based nursing project addressing a selected clinical problem for the purpose of improving patient outcomes. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 226, 236, 246, 255B. [2]

**NURS 217. Leadership and Management in Professional Nursing Practice.** This course provides an introduction to leadership and management in nursing. Course content focuses on leadership and decision-making theories, power and influence, team building, communication, and problem-solving skills. The course is designed to facilitate transition to practice and management of professional issues that reflect the current complexity in provision of care with respect to patient, organizational, and professional advocacy. Quality improvement and management skills, including delegation and assignment, managed care, outcomes management, resource allocation, conflict resolution, and economic principles pertinent to the efficient and effective delivery of health care services, will be emphasized. Prerequisite: 216, 216. Corequisite: 227, 237, 247A, 247B, 256. [2]

**NURS 218A. Critical Thinking, Supporting Evidence and Communication, Part 1.** This course focuses on identification of the unique strengths/perceptions of each RN student and the development of an individualized plan for learning. The course assists RN students in identifying and developing strategies to foster critical thinking, lifelong learning, and communication through professional writing. Theory development and research are introduced as processes essential to the organization and development of nursing knowledge. [3]

**NURS 218B. Critical Thinking, Supporting Evidence and Communication, Part 2.** This course is the second of a two course sequence addressing critical thinking, research utilization, and communication. Students 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 evidence-based practice in nursing. Prerequisite: 218A. [2]

**NURS 219. Ethics in Nursing Practice.** This didactic and seminar course addresses basic ethical principles and special problems/issues as sources for ethical reflection. Ethical dilemmas in health care are discussed using professional and analytical methods of investigation. Students are expected to reflect on their personal values and beliefs, ethical principles, clinical experiences, and literature sources while engaging in all assignments. Prerequisite: 218A. [2]



**NURS 220. Principles of Client-Centered Care.** This course is designed to provide the learner with the opportunity to achieve the knowledge, skill, and attitudes essential in the provision of nursing care focused upon the client's individual needs, desires, and capacities with the goal of achieving the best possible client outcome. Learners will engage in self-assessment and reflection, peer assessments, and client-centered assessment, analysis, and planning in order to develop competency in the delivery of client-centered care. Corequisite: 215, 225, 235, 245, 255A. [1]

**NURS 225. Enhancement of Community and Population Health I.** This course is the first in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population-and community-based health care principles that impact the client. Healthy People 2020 will be used as a framework to determine the health status of the community. Notably, the course will provide the student knowledge on how the social determinants of health impact the health of the community. In addition, resources will be discussed in relation to the availability, barriers, and access in the community. The community clinical experience is designed to provide the student the opportunity to work within a community organization or agency to assess and identify specific challenges to maximizing the health of persons in communities and populations. Corequisite: 215, 220, 235, 245, 255A. [2]

**NURS 226. Enhancement of Community and Population Health II.** This course is the second in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community based health care principles that impact the client. This course will provide the student with an opportunity to use evidence-based practice to enhance the knowledge base regarding factors that impact the client's health status within the community and population. This course will focus on how evidence-based practice may be used to increase healthy lifespans, decrease discrepancies in health status and improve health outcomes. The course explores population-based care models and environments in which health care is delivered: community agencies, clinics, neighborhoods/communities, schools, the family, and the workplace. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 216, 236, 246, 255B. [3]

**NURS 227. Enhancement of Community and Population Health III.** This course is the third in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population- and community-based health care principles that impact the client. This course addresses health care systems related issues that impact the client's ability to maintain and maximize health. Students will have the opportunity to build on their knowledge of clients within communities and populations, collaborate to synthesize and evaluate data, identify appropriate programs, and disseminate findings. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 217, 237, 247A, 247B, 256. [2]

**NURS 228. Epidemiology and Population-Based Nursing.** 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 epidemiology and Healthy People 2020. Notably the course will focus on how epidemiological principles are used to increase health lifespan, decrease discrepancies in health status and health outcomes for different populations and to assure access to preventive services for different populations. It emphasizes epidemiologic principles and population-based, holistic health promotion and disease prevention as an integral part of care for 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. [3]

**NURS 229. Health Care Systems.** This is a course that 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. Quality improvement and legal issues from a managerial perspective will also be discussed in this

course. In addition, course content will include the impact of managed care and financial pressures on health care providers along with outcomes management, financial management, conflict resolution, and economic principles pertinent to the delivery of health care services. Prerequisite: 228. Limited to RN students. [3]

**NURS 235. Human Experience of Health and Illness Across the Lifespan I.** Nursing 235 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 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 sensory, hematological, endocrine, renal/urinary, cardiovascular, and respiratory systems will be presented; the epidemiology, pathophysiology, medical management (select 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. Corequisite: 215, 220, 225, 245, 255A. [4]

**NURS 236. Human Experience of Health and Illness Across the Lifespan II.** Nursing 236 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 mental health disorders with appropriate treatment modalities and settings, gastrointestinal, reproductive (including maternity focus) systems, and care of the client with cancer will be presented. The epidemiology, pathophysiology, medical management (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. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 216, 226, 246, 255B. [5]

**NURS 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 with an emphasis on increasing complex acute and chronic issues. The course provides the student with the theoretical basis to apply principles of chronic illness, including assessment and intervention skills, to at-risk populations. The impact of multi-system factors on individuals, families, and aggregates or populations/communities will be explored. The epidemiology, pathophysiology, medical management (pharmacologic, non-pharmacologic, and surgical), and nursing management for selected health problems will be addressed. Health promotion, anticipatory guidance, and patient education will be discussed. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 217, 227, 247A, 247B, 256. [Prerequisite and Corequisite apply to non-R.N. students only.] [4]

**NURS 238. Health Care Systems and the Role of the Nurse as Facilitator of Learning.** This course addresses health care systems and the role of the nurse as teacher and facilitator of learning in health care. Course content focuses on leadership concepts, decision-making, team building, communication, managerial skills, and integrates the foundational concepts of teaching and counseling patients and families. The course also provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations to include quality improvement and legal/regulatory issues. In addition, course content will include the impact of managed care and financial pressures on health care providers along with outcomes management, financial management, conflict resolution and economic principles pertinent to the delivery of health care services. The course

provides concepts related to change management and the teaching and learning processes. Corequisite: 218A, 228, 237. [3]

**NURS 245. Fundamentals of Clinical Practice.** This course is the first in a sequence of three clinical practice courses. The course is designed to provide the student with the opportunity to acquire the knowledge, skills, and attitudes required to apply the nursing process (assessment, analysis, planning, intervention, and evaluation) in the delivery of client-centered nursing care. Students will learn and practice assessment and intervention skills in a didactic classroom setting and in a simulated laboratory setting and progress to full application of the nursing process in an adult medical-surgical clinical setting with maximum faculty guidance. Corequisite: 215, 220, 225, 235, 255A. [5]

**NURS 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, practice, and evidence in the application of the nursing process in a clinical setting for diverse client aggregate populations across the lifespan (child-bearing families/newborn health, pediatric and adolescent health, adult and older adult health, and psychiatric/mental health). Students will analyze and integrate aggregate specific concepts in the provision of client-centered care in a variety of health care settings with moderate faculty guidance. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 216, 226, 236, 255B. [3]

**NURS 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 integrate theory, practice, and evidence in the application of the nursing process in a clinical setting for diverse client aggregate populations across the life span (child-bearing families/newborn health, pediatric and adolescent health, adult and older adult health, and psychiatric/mental health). Students will analyze and integrate aggregate specific concepts in the provision of client-centered care in variety of health care settings with moderate faculty guidance. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 217, 227, 237, 247B, 256. [1]

**NURS 247B. Capstone Clinical Practicum.** This course is the third in a sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to synthesize theory, practice, and evidence in the application of the nursing process for multiple complex adult medical-surgical clients. Students will synthesize acquired knowledge, skills, and attitudes to prevent illness and promote health, prioritize and delegate nursing care, and engage as leaders within the inter-professional health care team to meet the needs of clients on the continuum of health. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 217, 227, 237, 247A, 256. [2]

**NURS 248. Health Assessment for the Registered Nurse.** This course extends and builds health assessment skills of the registered nurse. Various locations, including the classroom, simulation laboratory, and home practice setting provide opportunities for skill development in assessment parameter data collection, history interview techniques, physical examination, as well as analysis and documentation of findings for a health adult population. [3]

**NURS 249. Providing Care at the Community Level.** 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: 228, 248; corequisite: 229. [3]

**NURS 251. Independent Study—Non Clinical.** [1-6]

**NURS 255A. Pharmacology for Nursing Care I.** 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 serves as a framework for continued self-study of new drug information. Emphasis will be placed on major drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy. Corequisite: 215, 220, 225, 235, 245. [2]

**NURS 255B. Pharmacology for Nursing Care II.** This course extends and builds upon pharmacological knowledge from earlier pharmacology courses and the Health and Illness Across the Lifespan series. The focus of the course is drug therapy most commonly seen in specific clinical settings and specific patient situations. The course presents a context for safe drug administration and for continued self-study of new drug information. Emphasis is placed on pharmacological interventions to achieve safe and optimal patient outcomes. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 216, 226, 236, 246. [2]

**NURS 256. Pharmacology for Nursing Care III.** This course extends and builds upon pharmacologic knowledge from earlier pharmacology courses and the Health and Illness Across the Lifespan series. The focus of the course is the variations of drug therapy in complex situations. The course presents cases of complex drug regimens for analysis and evaluation by the student. Emphasis will be placed on pharmacological interventions to achieve safe and optimal patient outcomes in specific situations. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 217, 227, 237, 247A, 247B. [1]

**NURS 259. Pharmacology for the Registered Nurse.** This course extends and builds upon pharmacological knowledge from foundational pharmacology courses and pathophysiology courses. The focus of the course is the variations of drug therapy in complex situations. The course presents cases of complex drug regimens for analysis and evaluation by the student. Emphasis will be placed on pharmacological interventions to achieve safe and optimal patient outcomes in specific situations. [3]

**NURS 262. Prespecialty Clinical Directed Study.** This clinical course is designed to facilitate prespecialty student maintenance of clinical competencies in the event the student is unable to progress as planned in the clinical course curriculum of the prespecialty level. Students enrolled in this course will complete independent review of prior clinical and non-clinical course content, supervised laboratory practice, and facilitated clinical experience as directed by the faculty to demonstrate maintenance of clinical competency at the level of the last successfully completed prespecialty course. Prerequisite: Successful completion of at least one prespecialty clinical course. [1]

## Specialist Nursing Courses and Electives

**NURS 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 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. Prerequisite: 305B, 309A, 327A, 330, 331, 333, 334, 335, 336, 337, 338 or permission of the Nurse-Midwifery specialty director. Corequisite: 339 or permission of the Nurse-Midwifery specialty director. [2]

**NURS 305A. Advanced Health Assessment and Clinical Reasoning.** This course is the foundational didactic course for NP and nurse midwifery 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 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. [3]

**NURS 305B. Advanced Health Assessment Applications.** This course builds on knowledge of advanced health assessment with a focus on clients in specific patient populations. See Course Topics for individual specialties from Acute Care Nurse Practitioner through Women's Health Nurse Practitioner. [1]

**NURS 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/or a Level II Neonatal Intensive Care Unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal and preterm infants. [3]

**NURS 305D. 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 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: 305E or 305G, 308. [2]

**NURS 305E. Advanced Health Assessment Applications for the Primary Care 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. Corequisite: 305D. [1]

**NURS 305F. Adv 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 adults and older adults. 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. [3]

**NURS 305G. Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner.** This course builds on knowledge of advanced health assessment with focus on clients commonly seen in pediatric practice settings. 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 will provide the most pertinent data with the least risk to the infant and child/adolescent is emphasized. Pre/Corequisite: 305D, 308, 311, 312A. [1]

**NURS 306A. Advanced Physiology and Pathophysiology.** This course provides in-depth discussion of complex physiologic and pathophysiologic concepts essential for advanced clinical nursing courses in acute care of adults and older adults. 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. [4]

**NURS 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. [2]

**NURS 306C. Developmental/Neonatal Physiology.** This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns are addressed. The structural and functional development of fetal systems, during critical periods, is emphasized. Abnormalities and alterations in fetal development are explored. Environmental factors that influence the structural and functional development of fetal systems are discussed. Long-term 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 Neonatal Nurse Practitioner specialty-level courses. Can be taken as a special student with permission of the instructor. [3]

**NURS 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. [3]

**NURS 307C. Advanced Pharmacotherapeutics.** 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 of adults and older adults as related to the role of Acute Care Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 306A. [3]

**NURS 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. [3]

**NURS 307E. 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 (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 Practitioner program; Corequisite: 308, 311. [3]

**NURS 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. [3]

**NURS 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). Pre/Corequisite: 305A. [3]

**NURS 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. Prerequisite: 305A. [2]

**NURS 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. Pre/Corequisite: 305A. [1]

**NURS 309D. Advanced Practice Nursing in the 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. [1]

**NURS 309E. Advanced Practice Nursing in the Primary Care of the Woman.** This didactic course presents the knowledge that is necessary for the practice of primary care of the female patient by advanced practice nurses. Course content includes the principles of health promotion, disease prevention and assessment, and the management of common primary health care problems in the female population. Emphasis is placed on management of women's health issues in a general, primary care setting. Pre/Corequisite: 305A. [1]

**NURS 310A. Adult Gerontology Primary Care I.** 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). Pre/Corequisite: 305A. [3]

**NURS 310B. Adult Gerontology Primary Care II.** This course is designed to provide students with knowledge needed to assess and manage less common acute and chronic diseases and health problems in the adult and geriatric population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive care, health promotion, symptom palliation). Prerequisite: 305A, 310A; Pre/Corequisite: 308. [3]

**NURS 310C. Advanced Concepts in the Care of the Elderly.** This didactic course presents the advanced concepts in the care of the elderly patient. Students examine selected age-related changes, disease processes and co-morbidities. Pathophysiology, clinical presentations, interventions, and outcomes are identified. This course integrates the principles of health promotion, disease prevention and rehabilitation. 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, 310A; Pre/Corequisite: 307. [2]

**NURS 310D. Concepts of Mental Health for Adults.** This didactic course presents common mental health disorders seen in primary care settings within the scope of practice of the AGNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders in adult and geriatric patients. Importance is placed on early screening, diagnosis, treatment and referrals. The reciprocal relationship of mental and physical health is emphasized. Pre/Corequisite: 305A, 307, 308, 310A. [1]

**NURS 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: None. [3]

**NURS 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 or 305G, 308, 311. [3]

**NURS 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, 308, 311, 312A; Pre/Corequisite: 307E. [3]

**NURS 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, 305G, 308, 311, 312A; Corequisite: 307E, 314C. [3]

**NURS 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, 305G, 308, 312A/C. [3]

**NURS 313. Current Issues in the Delivery of Advanced 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. Pre/Corequisite: None. [3]

**NURS 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, 308, 311, 312A; Pre/Corequisite: 307E, 312B. [4]

**NURS 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. [5]

**NURS 314C. Advanced Practice Nursing in Pediatric Acute Care Practicum—I.** This course is a precepted clinical practicum focusing on inpatient management of acutely ill, chronically ill, and critically ill pediatric patients. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiology and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 305D/E, 307E, 311, 312A/C, 314A. [4]

**NURS 314D. Advanced Practice Nursing in Pediatric Acute Care Practicum—II.** This course is a precepted clinical practicum focusing on the management of acutely ill, chronically ill, and critically ill pediatric patients and building upon the knowledge and experience gained in

N314C. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiology and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 305D, 305G, 307E, 311, 312A, 312C, 314A. [5]

**NURS 315. Essential Components of Neonatal Intensive Care Nursing and Intro 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 nursing 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. NRP and PALS resuscitation techniques will be evaluated as a part of this course. The differentiation between normal and abnormal lab values is also emphasized. Prerequisite: 305C, 306C, 316, 317A. Corequisite: 307D, 317B. [3]

**NURS 316. Neonatal Nursing Birth Through 2 Years of Age.** This course focuses on the health status and care of the neonates and infants through 2 years of age. Emphasis is placed on theories of attachment, growth and development through 2 years of age. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness and management of common older infant medical conditions. Physical, social, cognitive and emotional growth will be address as well as issues associated with the development of sleep/wake cycles, infant behavior, newborn laboratory screening, feeding, infant and childhood immunizations, safety, and common parental concerns. 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 are discussed. Corequisite: 306C. [3]

**NURS 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. Issues, trends and legal issues of the NNP role are addressed. Corequisite: 305C, 306C, 316. [3]

**NURS 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 are emphasized. Prerequisite: 305C, 306C, 316, 317A; Corequisite: 307D, 315. [3]

**NURS 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. This course builds on the knowledge obtained during the Fall and early part of the Spring semesters. Students are expected to attend deliveries and provide complete care to neonates/infants in a Level II nursery. Experiences will also occur in the newborn follow-up clinic or pediatrician office to care for older infants through 2 years of age. Prerequisite: 305C, 306C, 316, 317A; corequisite: 315, 317B; successful completion of Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PALS) is required prior to clinical. [3]

**NURS 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 and infants through 2 years of age. Prerequisite: 305C, 306C, 315, 316, 317A/B, 318; all core courses. [6]

**NURS 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. [1]

**NURS 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. [3]

**NURS 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. [3]

**NURS 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, 305B, 307, 327A, 327B. [4]

**NURS 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. [5]

**NURS 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, non-pharmacologic, 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 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. Pre/Corequisite: 306B [3]

**NURS 331. Nurse-Midwifery Practicum I.** Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of women from 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 interconceptional 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. Prerequisite: 305A, 305B, 327A; Corequisite: 307, 330. [2]

**NURS 333. 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. [2]

**NURS 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. [1]

**NURS 335. Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care.** Students will integrate theory and research findings into the management of the care of women during the intrapartum period, and the care of the mother/baby dyad in the post-partum period. 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. Newborn assessment, methods of screening for abnormalities, supporting healthy adaptation to extrauterine life, and facilitating the healthy parental-newborn family relationships are applied. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives, advanced practice nurses, and physicians. Prerequisite: 305A, 305B, 306B, 307. Pre/Corequisite: 336, 338. [4]

**NURS 336. Intrapartum Care for Nurse-Midwifery.** This course examines the theoretical basis of intrapartum 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 recognizes pregnancy and birth as a normal physiologic and developmental process. Management includes non-intervention in the absence of complications as well as selected intrapartum complications and emergencies. 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, 305B, 306B, 307, 327A, 330, 331. [3]

**NURS 338. Nurse-Midwifery Care of the Mother-Baby Dyad.** This course examines theory and research related to nurse-midwifery management of the maternal/newborn dyad during the post-partum period,

and strategies for facilitating healthy physiological adaptation and parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. Management includes non-intervention in the absence of complications as well as selected postpartum complications and emergencies. 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, 307, 331. Corequisite: 327A, 330, 335, 336. [2]

**NURS 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 perimenarche through the postmenopausal 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, breast-feeding support, common health problems in the pregnant and non-pregnant woman, and the peri and post-menopausal 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 Midwifery Certification Board (AMCB) certification examination. The AMCB 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. [5]

**NURS 340A. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I.** This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults and older 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: 305B/F, 306A. [3]

**NURS 340B. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II.** This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including oncology and renal and fluid and electrolyte disorders. Each student demonstrates his/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. Pre/Corequisite: 399A. Prerequisite: 306A, 307C, 340A. [3]

**NURS 340C. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III.** This course is third in a sequence of courses that explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older 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: 340A, 340B. [3]

**NURS 342A. Adult-Gerontology 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: 305B, 305F, 306A, 307C, 340A; Corequisite: 340B. [4]

**NURS 342B. Adult-Gerontology Acute Care Nurse Practitioner Practicum.** 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 for culturally diverse adults and older adults 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. Pre/Corequisite: 305A or F, 305B, 306A, 307C, 340A. [2]

**NURS 342C. Adult-Gerontology Acute Care Nurse Practitioner Practicum in Intensive Care.** This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner with an intensivist focus. The clinical setting will be used for application and evaluation of pathophysiologic and psychosocial concepts in planning and developing care in the clinical setting. Student will be assigned to multidisciplinary critical care teams and will rotate through these teams during the course. The student will practice in clinical settings for a total of 210 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in critical care in the adult population. Prerequisite: 305B, 305F, 306A, 307C, 340A; Pre/Corequisite: 340B. [3]

**NURS 343. Adult-Gerontology 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 clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The students practice in clinical settings for a total of 280 hours, and will focus on working with complex adult and older adult patients. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 305B, 305F, 306A, 307C, 340A, 340B, 342A, RN licensure; Pre/Corequisite: 340C. [4]

**NURS 343B. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship.** This course is the final acute care nurse practitioner clinical preceptorship and is designed to provide clinical experience, application, and integration of the roles of the acute care nurse practitioner for students in the dual FNP/ACNP-Emergency Care program. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts in planning and developing care for culturally diverse adults and older adults. The student will practice in clinical settings for a total of 280 hours and will focus on working with complex patients. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in adult acute/critical care. Prerequisite: 305F, 305B, 306A, 307C, 340A, 340B, 342B, 396F. Corequisite: 340C, 397A. [4]

**NURS 343C. Advanced Adult-Gerontology Acute Care Nurse Practitioner Intensivist Practicum.** This course is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner as an intensivist. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The student will practice in clinical settings for a total of 210 hours and will focus on working with patients in a variety of intensive care units. Clinical conference will be

held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to critical care and acute care problems for the adult population in an intensive care setting or step down unit. Prerequisite: 305B, 305F, 306A, 307C, 340A, 340B, 342C, 396D. Pre/Corequisite: 340C. [3]

**NURS 343D. Advanced Adult-Gerontology Acute Care Nurse Practitioner Intensivist Preceptorship.** This is the final clinical preceptorship and is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner as an intensivist. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The student will practice in clinical settings for a total of 140 hours and will focus on working with patients in a variety of intensive care units. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to critical care and acute care problems for the adult population in an intensive care setting or step down unit. Prerequisite: 305B, 305F, 306A, 307C, 340A, 340B, 342C, 396D. Pre/Corequisite: 340C, 343C. [2]

**NURS 345. Introduction to Transplantation.** This elective course consists of didactic content related to the care of adults undergoing transplantation with emphasis on immunology, immunosuppression, and 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. [2]

**NURS 347. Advanced Concepts in Cardiovascular Nursing.** This course is designed to provide a conceptual basis for the diagnosis and treatment of human response to actual and/or potential cardiovascular health problems. The concomitant influence of physical, psychological, social, cultural and environmental variables will also be explored. Emphasis is placed on acute and/or critically ill patients with alterations in cardiovascular health states, as well as on the selection and application of concepts and theories relevant to advanced cardiovascular nursing. NURS 347 is an elective support course for students within the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program who wish to develop a foundation for advanced practice in the management of cardiovascular disease. Learning experiences focus on management of cardiovascular disease in acute and critically ill patient populations. Prerequisite: 305B, 305F, 306A, 307C, 340A; Corequisite: 340B; or with permission of course coordinator. [2]

**NURS 348. Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner.** This course builds on the foundational knowledge received in N305F, N306A, N307C and the N340 series. The course introduces basic concepts of hospital practice used by acute care nurse practitioners. The hospitalist manages care from the time of patient hospital admission to discharge. A variety of hospital topics will be covered in this course to include lab and diagnostic testing during all phases of the hospitalization process, consultation practice, working with ancillary services, including physical occupation and speech therapists and case management issues. Students will gain basic knowledge of procedures but will not be performing procedural care during this course. Pre/Corequisite: 305B, 305F, 306A, 307C and 340A; concurrent enrollment in N340B and N342A is required. [2]

**NURS 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. [2]

**NURS 351. Theoretical Foundations and Practicum for 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 lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health

disorders. Laboratory time concentrates on case-based simulation of initial diagnostic interviews, 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, 305B, 350. [3]

**NURS 352. Neuroscience for Mental Health Practitioners.** This course presents the theoretical basis for anatomical, biological, and psychological aspects of advanced practice in psychiatric-mental health nursing. Concepts from neuroanatomy, genetics, neurophysiology and neuropathophysiology, neuropsychiatry, psychiatry, psychology, and social sciences are examined for their applications to advanced practice. This course integrates knowledge from humanities and science and teaches critical analysis of the evidence for improving advanced practice nursing. [2]

**NURS 353. Psychopharmacology.** This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of targeted 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: 352 or permission of faculty. [2]

**NURS 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. This course builds on mental health assessment knowledge and models and theories of psychiatric nursing as well as provides guidance to students currently enrolled in clinical settings where they will be providing group and family therapy. Pre/Corequisite: 350, 356, or permission of instructor. [2]

**NURS 355. Child and Adolescent Psychopathology.** This course builds on prerequisite knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and clinical practicum with psychiatric patients. This two-credit course for post-master's Adult PMHNP or Adult PMHCNS students reviews the major childhood disorders; looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to children and adolescents, use of rating scales, as well as evidence-based child and adolescent specific treatments. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented. Pre/Corequisite: Admission to the PMHNP specialty level as a post-master's student who holds current ANCC certification as an Adult Psychiatric Mental Health Nurse Practitioner (PMHNP) or Adult Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS), has a master's degree or a post-master's certificate in psychiatric mental health nursing from an NLNAC or CNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP specialty director to be eligible to take this course. [2]

**NURS 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. The student gains skill in implementing evidence-based practice interventions, case load management, and analyzing process dynamics with individuals, families,



and groups so that patterns in self and others are identified accurately and with regularity. Students will explore the PMHNP scope of practice through exposure to multiple roles and models. They will continue to refine diagnostic skills, pharmacological management, non-pharmacological management, and clinical reasoning. A focused needs assessment at clinical site will form the basis for implementation and evaluation of summer clinical project to improve some aspect of patient care or agency services. Pre/Corequisite: 351, 354. [4]

**NURS 357. Population-based Mental Health Care Across the Lifespan.** This course focuses on systems issues affecting clients across the lifespan who require special attention from the advanced practice psychiatric nursing role. 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 effective evidence-based treatments, interface with families, developmental task resolution, legal/ethical decision-making, socialization, placements, comorbidities in care and finances. 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: Admission to the PMHNP specialty level. Successful completion of 351, 356 clinical coursework. [2]

**NURS 358A. 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. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. Prerequisite: 356. [4]

**NURS 358B. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus.** This clinical course builds on prerequisite knowledge of theoretical foundations of advanced practice mental health nursing and provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on adult and geriatric clients and their families. Additional prerequisite knowledge includes mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and previous psychiatric-mental health nursing experience. The clinical emphasis is on assessment, diagnosis, pharmacologic and non-pharmacologic interventions with adults and geriatric clients with mental illness and for persons/populations at risk for mental illness, as well as primary prevention in mental health. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC Certified Adult Psychiatric-Mental Health Clinical Nurse Specialists and Child/Adolescent Psychiatric-Mental Health Clinical Nurse Specialists seeking post-master's certificate as a Psychiatric Mental Health Nurse Practitioner prepared across the lifespan. Pre/Corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or both of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS) or Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing (Child/Adolescent PMH-CNS); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP specialty director to be eligible to take this course; 305A/B, 307, 308, 352, and 353; Gap analysis of graduate transcripts for completion of equivalent content and clinical for 350, 351, 354, 356, 357, 395, 399A. [3]

**NURS 358C. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus.** This clinical course builds on prerequisite knowledge of theoretical foundations of advanced practice mental health nursing and provides a synthesis experience

during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on children and adolescent clients and their families. Additional prerequisite knowledge includes mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and previous psychiatric-mental health nursing experience. The clinical emphasis is on assessment, diagnosis, pharmacologic and non-pharmacologic interventions with children and adolescents with behavioral, developmental, and mental health disorders or at risk for mental illness within the context of their families and communities. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC Certified Adult PMH-CNS, Child-Adolescent PMH-CNSs, or Adult PMHNPs seeking post-master's certificate as Psychiatric Mental Health Nurse Practitioner prepared across the lifespan. Pre/Corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or more of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS), Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing (Child/Adolescent PMH-CNS), or Adult Psychiatric Mental Health Nurse Practitioner (Adult PMHNP); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP specialty director to be eligible to take this course. 305A/B, 307, 308 and Gap Analysis of graduate transcripts for completion of equivalent content and clinical for 350, 351, 352, 353, 354, 356, 357, 395, 399A/B. [3]

**NURS 360A. Practicum in Primary Health Care of the Family.** This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 305A/B; Corequisite: 307, 308, 309A/B/C. [variable credit-4 for FNP; 2 for NMW/FNP]

**NURS 360B. Practicum in Primary Health Care of the Family.** This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 305A, 305B, 307, 308, 309A, 309B, 309C, 309D, 360A. [1]

**NURS 360C. Clinical Decision Making for the Family Nurse Practitioner.** This clinical course builds on knowledge and skills developed in previous didactic courses and implemented in the first practicum. Emphasis is on utilization of evidence-based practice and the integration of technology into primary care. This course focuses on management of the patient with complex acute or chronic illness. The purpose of the course is to enable the student to enter practice with the ability to independently manage patients across the lifespan. Prerequisite: 305A, 305B, 307, 308, 309A, 309B, 309C, 309D, 309E, 360A, 361A. Corequisite: 360B, 364. [1]

**NURS 361A. The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice.** This course is designed to provide Family Nurse Practitioner (FNP) students with the knowledge of the context of primary care and related 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 hallmarks of primary care and the seven domains and focuses on operationalizing competencies into practice. Competencies needed to promote and protect health and prevent disease are emphasized. Pre-requisite knowledge: This course builds on previous course work involving the assessment, diagnosis, and management of common and chronic conditions seen in the primary care setting. [2]

**NURS 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 across the lifespan is used in assessing the client and family in 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 is examined. Relevant resources and research related to the child and adolescent are explored with the application of findings to the care of clients. Pre-Corequisite: 305A/B, 307, 308, 309B/C. [2]

**NURS 363A. Practicum in Primary Health Care of the Adult for Dual Specialty.** This course is a clinical practicum focusing on adult health care with an emphasis on health promotion, management of common acute and chronic health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. 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 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. This course is for Adult-Gerontology/Family Nurse Practitioner: Emergency Care Focus students. Prerequisite: 305F, 305B. Corequisite: 307, 308, 309A [3]

**NURS 363C. Practicum in Primary Health Care of the Adult.** 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 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. This course is for NMW and NMW/FNP students. Prerequisite: 305A, 305B, 327A; Pre/Corequisite: 307, 330. [2]

**NURS 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 for FNP students: 360A, 360B. Pre/Corequisite for NMW/FNP students: 363C, 360A. [4]

**NURS 364A. Family Nurse Practitioner Preceptorship for AG-AC-NP/FNP Dual Specialty.** 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. For students who are pursuing dual preparation. 309A/B/C/D, 360A/B, 362, 363A, all core courses. [3]

**NURS 365A. Adult Gerontology Primary Care Nurse Practitioner Clinical I.** 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 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, 310A. [4]

**NURS 365B. Adult Gerontology Primary Care Nurse Practitioner Clinical II.** In this clinical course, the student implements the role of the Adult Nurse Practitioner working with patient 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. Pre/Corequisite: 305A, 305B, 307, 308, 309C, 309E, 310A, 310B, 310C, 310D, 365A, 395, 399A, 399B. [4]

**NURS 368. Essential Procedures for the Primary Care Provider.** This course builds on knowledge of advanced health assessment and primary care of the adult with a focus on procedures commonly performed in the adult practice setting. Using principles of universal precautions and infection control as a foundation, students will learn invasive procedures related to different body systems. Pre/Corequisite: 305A. [2]

**NURS 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 specialty director, and the student's record. [Variable credit 1-6]

**NURS 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 specialty director, and the student's record. [Variable credit 1-6]

**NURS 372. Joint Studies Med School.**

**NURS 379. Thesis.**

**NURS 380. Organizational Behavior.** 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. [3]

**NURS 381A. Introduction to Health Informatics.** Health informatics is the management and transformation of health data into information and knowledge to improve aspects of health outcomes such as cost, quality, safety, and/or satisfaction. This survey course focuses on information systems in clinical settings and the use of information for health systems management. The recent emphasis on the National Health Information Infrastructure at the Federal level will be used to frame the topics. Examples include organizing information pertinent to individual patient care, analyzing data to determine clinical effectiveness, retrieving needed information or knowledge at the point of care, using data to improve management of health care enterprises, and assessing the health patterns of populations and aggregates. 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 may be required to apply them to carry out course assignments. [3]

**NURS 381B. Technology Components of Informatics.** This course explores the structure and function of networks and network based applications as they relate to their use within health care and health care

education. Topics covered include basic concepts of infrastructure (IP addressing, routing and networks), the basic technology behind medical recording, BYOD (bring your own device) such as cell phones and tablets, data collection and analysis tools, social networking including synchronous communication applications, and educational applications including asynchronous screen narration applications and Learning Management Systems. [2]

**NURS 381C. Web Development for Health Care Applications.** Students will begin this course by observing and critiquing websites in the health care area. They will identify features in websites that are effective and features they would want to avoid when developing websites. Then they will learn the skills necessary to develop sophisticated Web applications in the health care area. Sophisticated Web applications will be created in DHTML using Web editors such as Lectora. Basic HTML markup skills will be taught for the purpose of creating interactive Web applications through databases in the follow-up course. [3]

**NURS 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. [1]

**NURS 381E. Database Design for Health Care Applications.** The purpose of this course is to teach how to create online database applications in the health care field. While it is not the goal of this course to train the participants how to create full-fledged hospital management systems and electronic medical record systems, students will develop an understanding of the basic concepts underlying these systems by creating simple database applications on the Web. Database concepts including user interface design, table design, normalization, password protection, and data queries are basically the same regardless of the purpose of the application. Upon completion of this course, the students will have an appreciation and understanding of large scale database environments in their field and be able to communicate effectively with management system software developers using the appropriate terminology. Prerequisite: Knowledge of Web design and HTML. [2]

**NURS 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. [2]

**NURS 381W. Project Management.** This course addresses the essential principles and tools of project management. Project integration, scope, time, cost, quality, human resource, communications, risk, and procurement management are discussed. [3]

**NURS 382. Leadership.** Theories and models of leadership are explored and students assess their personal leadership styles. Application of leadership theory in complex organization is explored. [3]

**NURS 383A. 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. [3]

**NURS 383B. 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 the course instructor. [2]

**NURS 384. Directed Reading.** This is a directed reading course which introduces contemporary works from leaders who are influencing society and health care. [Variable 2-3]

**NURS 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. [3]

**NURS 386. Management Practicum I.** The students apply models of CQI organizational behavior, outcome measurement, 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: 382, 385, all core courses. [3]

**NURS 387. Management Practicum II.** This practicum provides the student with an opportunity to work closely with a manager or administrator in a formal mentorship arrangement in a health care setting. 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. This practicum builds on skills and experiences attained in N386, Practicum I, of the HSM program. Students are assigned to a more senior leader in N387, and complexity of course deliverables is enhanced. Pre/Corequisite: 386. [4]

**NURS 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. [3]

**NURS 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. [3]

**NURS 392A. Informatics of Clinical Practice.** Informatics of clinical practice focuses on a structured approach to methodologies, techniques, and tools for information system development and implementation. The systems development life cycle approach incorporates the following phases: planning, analysis, design, implementation, and evaluation. The role of informatics nurse specialist is featured as well as the role of end users in this process. Prerequisite: 395. [3]

**NURS 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. In this clinical course, the student implements the role of the clinical informatics nurse in any health care setting. The focus is on the integration of theory, knowledge, and skills from previous courses within the various roles open to an informatics nurse specialist. Pre-Requisite: 392A [2]

**NURS 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. [2].

**NURS 392D. Clinical Informatics Practicum II.** In this clinical course, the student implements the role of the informatics nurse specialist working in a health care environment. The focus of this course is the integration of theory, knowledge, and skills from previous courses from the perspective of project management. Pre/Corequisite: 381A, 392A, 392C. [2]

**NURS 395. APN Role Within the U.S. Health Care Delivery System.** This course provides students with an understanding of how the U.S. health care system works, including major components of both service delivery and financing of care. Students analyze and evaluate the health care delivery system, focusing on the role of the Advanced Practice Nurse within the system. The relationships between and among the various stakeholders, including consumers, providers, payers, regulatory agencies, and policy makers, are explored as well as their impact on health care delivery. The focus is on economic implications of health planning, organization of personnel and resources, design of payment systems, and cost effectiveness of health care delivery. [3]

**NURS 396D. Advanced Critical Care Concepts for the ACNP Intensivist.** This course assists students in developing the competence to evaluate, diagnose and treat patients with a variety of complex critical illnesses. Students will be educated on a variety of advanced intensive care topics. The primary focus is on evidence-based practice diagnostics and treatment of the critically ill patient. This course builds on previous coursework, including the Acute Care Nurse Practitioner core courses. Prerequisite: 306A, 307C, 340A, and Fundamental Critical Care Support Provider Certification through the Society of Critical Care Medicine's course. [3]

**NURS 396E. Advanced Critical Care Simulation.** This course is designed to provide advanced cognitive and procedural experience in the critical care simulator at the Center for Experimental Learning and Assessment at the Vanderbilt School of Medicine. Simulations are designed to provide clinical content surrounding the management of complex patients in the ICU setting. These class sessions provide an opportunity for students to integrate complex diagnostics and therapeutics with communication and team management skills. Sessions focus on clinical situations that student NPs are unlikely to directly manage during their clinical rotation where more experienced providers are available. Prerequisite: 305B, 305F, 306A, 307C, 340A, 342C, 396D. Pre/Corequisite: 340C, 343C. [1]

**NURS 396F. 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: 305A or 305F. [Variable 2-3]

**NURS 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. [2]

**NURS 397A. Practicum in Emergency Care I.** N397A 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 care for adult patients. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care of adults. Prerequisite: 305B, 306A, 307C, 340A. Corequisite: 340B, 342B, 396F. [1]

**NURS 397B. Practicum in Emergency Care II.** This course is designed to provide a capstone clinical experience in development and application of the roles of the dual Acute Care and Family NP for ED practice. 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 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care across the lifespan. Prerequisite: 305B, 306A, 307C, 309C, 340A, 340B, 342B, 396F, 397A. Corequisite: 309B, 309D, 362. [1]

**NURS 399A. Underpinnings for Advanced Nursing Practice.** This course explores the scientific and philosophical underpinnings of advanced nursing practice. Methods by which nursing knowledge is generated and levels of evidence informing nursing practice will be investigated. Use of advanced search strategies to support evidence-based practice is emphasized. This course builds on the student's basic understanding of the relationships among theory, evidence, and practice. [3]

**NURS 399B. Conceptualization and Integration of Evidence for Advanced Nursing Practice.** This course provides the student with the opportunity to explore a relevant problem in advanced nursing practice. Concepts related to the selected problem are identified and critically appraised. Methodologies to generate evidence will be presented to examine knowledge related to the selected problem and make practice recommendations. This course builds upon prerequisite knowledge. Prerequisite: N399A. [3]

**NURS 3000. [Clinical Continuation].** MSN, post-master's certificate, or DNP students enroll in this course to resolve an incomplete grade in a prior semester's clinical course. Enrollment in the course is considered to carry at least half-time status. Tuition is charged at a rate of 0.5 credit hour plus liability insurance. Students may enroll in this course no more than twice. Offered as needed. [0]

## D.N.P. Courses

**NURS 410. Evidence-Based Practice I: The Nature of Evidence.** This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the Doctor of Nursing Practice (DNP). Methods by which nursing knowledge is generated and levels of evidence informing nursing practice will be investigated. Students will identify and analyze concepts relevant to their topic of interest. Pre/Corequisite: 414. [2]

**NURS 412. Informatics for Scholarly Practice.** 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. Admission to the DNP program or permission of instructors. [2]

**NURS 414. Statistics in 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 statistical procedures. Admission to the DNP program or permission of instructors. [3]

**NURS 420. Integrative Application of Evidence-Based Practice I.** This is the first of a four-course series that provides the DNP student with mentored opportunities to develop an independent, analytic scholarly project proposal focusing on problems of practice within specific populations. To complete the objectives of this course successfully,

the student is expected to practice a minimum of 125 hours in a practice area related to their topic of interest. Prerequisite: 410, 412, 414, 424; Pre/Corequisite: 422. [1]

**NURS 422. Evidence-Based Practice II: Evaluating and Applying Evidence.** This course will build on Evidence-Based Practice I by preparing DNP students to evaluate evidence designed to improve clinical outcomes related to their identified topic of interest, and to translate the evidence into practice environments. Prerequisite: 410 & 412. [3]

**NURS 424. Epidemiology.** Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people. Concepts of health, risk and disease causality are examined. Implications for development of data-based programs for disease/injury prevention and control as well as policy implications will be discussed. Corequisite: 414. [3]

**NURS 430. Integrative Application of Evidence-Based Practice II.** In this second course of a three-course series, the DNP student works with a faculty mentor to refine the design and begin implementing the scholarly project. Students must successfully complete an oral presentation of the project prior to implementation. To complete the objectives of this course successfully, the student is expected to practice a minimum of 125 hours in a practice area related to their topic of interest. Each student will be required to submit individual objectives at the beginning of the semester. Prerequisite: 410, 412, 414, 420, 422, 442; Pre/Corequisite 432, 444. [1]

**NURS 432. Health Care Economics and Finance.** This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost/benefit analysis and health care entrepreneurship. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment. Students take either N432 or 434. Prerequisite: 410, 412, 414, 422; Pre/Corequisite: 420. [3]

**NURS 434. Advanced Health Care Economics and Finance.** This course addresses advanced application of economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed at preparing the student to assume an executive-level DNP role in large and complex health care organizations. Prerequisite: 410, 412, 414, 422; Pre/Corequisite: 420. [3]

**NURS 440. Integrative Application of Evidence-Based Practice III.** In this final course of a three-course series, the DNP student evaluates the scholarly project specific to a population of interest within a practice setting. In order to successfully complete the objectives of this course, the student is expected to practice a minimum of 250 hours in a practice area related to their topic of interest. Prerequisite: 410, 412, 414, 420, 422, 424, 430, 432, 442, 444; Pre/Corequisite: 452, 454. [2]

**NURS 442. Quality Improvement and Patient Safety.** This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within their own organizations. Prerequisite: 410, 412, 414; Pre/Corequisite: 422. [3]

**NURS 444. Management of Organizations and Systems.** This course synthesizes leadership theory and organizational models within the context of the health care industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations. Prerequisite: 410, 412, 414, 420, 424, 442; Pre/Corequisite: 430, 432. [3]

**NURS 445. Evidence-Based Management in Health Care Organizations and Systems.** This course is designed for DNP students with demonstrated competencies in organizational theory and behavior, leadership principles and practices, and organizational structure and culture through prior graduate education and career history. These experienced

nurse managers will apply evidence-based management methodology to their work environments. The DNP role is explored as an important catalyst for transforming traditional organizational decision-making and policy development to an evidence based approach. Prerequisite: 410, 412, 414, 420, 422, 424, 442; Pre/Corequisite: 430, 432. [3]

**NURS 452. Health Policy.** This course addresses health policy from the perspectives of evidence development, analysis and economic impact within a socio-political context. There is a secondary focus on the role of regulation within the U.S. health care system. The DNP contribution to health policy development is explored. Prerequisite: 410, 412, 414, 420, 442; Pre/Corequisite: 430, 444. [2]

**NURS 454. Legal and Ethical Environment.** This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact DNP practice. Prerequisite: 410, 412, 414, 420, 422, 424, 430, 432, 442, 444; Pre/Corequisite: 440, 452. [3]

**NURS 460A. Obesity and Weight Control Part 1: Biology, Physiology, and Epidemiology.** Nationwide and worldwide the obesity epidemic is growing, and this has led to a significant number of adults and children with obesity-related comorbidities such as hypertension, dyslipidemia, type 2 diabetes and cardiovascular disease. Awareness of this trend necessitates greater understanding of the link between adiposity and metabolic disease. This course will review the biological and physiological control of food intake and energy balance. The course will evaluate the metabolic pathways in which food and macronutrient intakes are utilized to provide energy and mechanisms by which body weight and health are influenced. Public health issues associated with obesity, energy and macronutrient intakes will be discussed as well as the adequacy of intakes in meeting recommended requirements at various life stages. Critical evaluation of peer-reviewed literature will be used to study prevention and risk factors of overweight and obesity, consequences with regard to metabolic syndrome and other chronic disease states, and public health issues. This course builds on undergraduate/graduate preparation in anatomy, physiology and biochemistry. Pre/Corequisite: 410, 422. [2]

**NURS 460B. Obesity and Weight Control Part 2: Management and Practice.** Weight management and treatment of overweight, obesity, metabolic syndrome and other obesity related comorbidities requires multidisciplinary efforts. This course will build on the knowledge obtained in 460A to provide the student with a comprehensive understanding of national and organizational guidelines as well as current evidence based standards of care. The course will review the role of various health care providers in screening and assessment of body weight and energy balance. Patient management issues specific to age groups across the life cycle will be discussed as well as differences in practice and management by health care setting. The course content will include use of the scientific evidence to evaluate current dietary, pharmaceutical and surgical treatment models, strategies to optimize outcomes as well as identification and management of adverse outcomes. [2]

**NURS 462. Management of Psychiatric Issues for the Non-Psychiatric-Mental Health Advanced Practice Nurse.** Expand clinical competencies of Non-Psychiatric Mental Health Advanced Practice Nurses in assessing, evaluating, diagnosing, and treating mental health problems. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, biochemistry within a cultural context. Prerequisite: Specialization in a non-Psychiatric-Mental Health Advanced Practice Nurse role. [2]

**NURS 463. Scholarly Writing I.** This elective is designed to provide graduate-level nurses with the knowledge and skills to be successful in articulating concepts and ideas in a logical and scholarly manner throughout their doctoral studies. This course begins by providing

some general principles of expository writing, ensuring each student has a clear understanding of APA formatting. Development of strategies to use in achieving professional and effective communication through the written word will be stressed. Learning activities assist students to (a) write from an outline; (b) critique their own work; and (c) review and critique drafts from a colleague. [2]

**NURS 464. Independent Study.** Individualized study with content related to the student's practice and scholarly project. A contract is made between the student and faculty adviser with copies for the student, faculty adviser, specialty director, and student's academic record. With the adviser's guidance, the student is responsible for identifying study objectives and DNP competencies that are addressed within the course, and for specifying the primary DNP competency related to this study and learning activities and evaluation method. In addition, the student must complete the independent study agreement form that is available on the School of Nursing website. Prerequisite: Consent of faculty adviser. [Variable credit 1-4]

**NURS 465A. Palliative Care I: Overview of Palliative Care and Physical Suffering: Advanced Pain and Symptom Management.** This is the first of three didactic palliative care courses to be taken sequentially unless arrangements have been made with faculty. This course is designed to provide graduate level nurses with the knowledge and skills important to provide excellent symptom management for clients of all ages living with advanced complex illness and their families. Paradigms are explored which link traditional models of symptom management to the broader and deeper context of advanced illness in palliative and hospice care in all developmental stages of life. This course seeks to engage the student in an inter-professional understanding of the history of death and dying and how this impacts the care of individuals and families with complex medical conditions. Learning activities concentrate on the complexity of chronic disease and emphasize evidence-based pain and symptom management for the advanced practice nurse. Critically important constructs, such as transitional care and therapeutic communication will be deliberated. [2]

**NURS 465B. Palliative Care II: Multidisciplinary Roles in Palliative Care.** This is the second of three didactic palliative care courses to be taken sequentially unless arrangements have been made with faculty. This course is designed to provide graduate level nurses with the knowledge and skills important to provide palliative and end-of-life care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of loss, grief, death and bereavement for patients, families, and professional caregivers. The course builds upon the philosophy that individuals and groups have diverse spiritual and cultural needs and is designed to develop the knowledge and skills necessary for therapeutic and compassionate interactions with those facing serious illness and death. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding palliative and end-of-life care so they can effectively serve the multicultural needs of clients and families in a variety of serious illness and palliative care contexts. Clinical hours will emphasize a variety of learning activities engaging inter-professional learning in the care of the palliative care patient and family. [2]

**NURS 465C. Palliative Care III: Multidisciplinary Roles in Palliative Care.** This is the third of three didactic palliative care courses to be taken sequentially. This course is designed to provide graduate level nurses with the knowledge and skills important to provide clinical care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of palliative care in specialized populations, such as children, homeless, home bound, Veterans and older adults. The course is designed to continue to develop the knowledge and skills necessary for therapeutic and compassionate interactions with specific populations facing advanced illness and death. In addition, this course focuses on development of the APRN in leadership and education. Specifically, topics discussed are aspects of starting a palliative care service, measuring quality indicators, educating staff in caring for patients receiving palliative care and developing leadership qualities to guide the health

care system to improve care to patients and families with advanced illness. Prerequisite: 465A, 465B. [2]

**NURS 465D. Practicum in Palliative Care I.** This is the first of two clinical practicum courses designed to provide the student with the opportunity to implement the role of the nurse practitioner independently while under the supervision of other health care professionals in a palliative care practice. Students are responsible for providing holistic care to individuals with palliative and/or hospice care needs. Students are responsible for assessment, diagnosis, planning care interventions, and evaluating outcomes of care.

**NURS 465E. Practicum in Palliative Care II.** This clinical practicum is the second of two clinical practicums designed to provide the student with the opportunity to implement the role of the nurse practitioner independently while under the supervision of other health care professionals in a palliative care practice. Students are responsible for providing holistic care to individuals with palliative and/or hospice care needs. Students are responsible for assessment, diagnosis, planning care interventions, and evaluating outcomes of care. Prerequisite: 465D.

**NURS 466. Curriculum Strategies for Health Professionals Education.** (Required course for students who have received a Nurse Faculty Loan) 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 course units for effective learning and use a course management system. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Prerequisite: Graduate-level standing. [3]

**NURS 467. Educational Evaluation for Learning in the Health Professions.** (Required course for students who have received a Nurse Faculty Loan) This course is designed to facilitate expertise in the application of fundamental educational concepts, principles, and theories to techniques of educational measurement and evaluation. The underlying premise for the value of such knowledge is that evaluation provides evidence for sound decision-making in programs of higher education. Moreover, students will acquire competence in the planning and development of classroom and clinical performance evaluation tools, as well as analyzing and interpreting test results within the context of current ethical, legal, and social educational guidelines. Prerequisite: Graduate-level standing. [3]

**NURS 468. Advanced Concepts in Nursing Education.** This course is designed to facilitate expertise in the application of advanced educational concepts, principles, and theories related to nursing education in the academic setting. The underlying premise for the value of such knowledge is that nurse educators encounter situations and issues that warrant systematic consideration, and reflection. Moreover, students will acquire competence in facilitating learner development and role socialization, review accreditation parameters for nursing programs, and explore various aspects and topics such as legal, ethical and socio-cultural factors related to the role of the nurse educator. Prerequisite: 466, 467. [3]

**NURS 469. Lean Methodology in Health Care.** This course focuses on the analysis and application of Lean principles to improve a process or system. This course builds on the quality improvement principles learned in NURS 442 (Quality Improvement and Patient Safety). Topics include a history of the Toyota production system including how to identify the eight wastes in health care, how to implement 5S, A3 concepts, data collection, and value stream mapping of current state and future state processes. Prerequisite: 442. [2]

**NURS 470. Global Health Engagement in Advanced Practice Nursing.** This course is designed for doctoral students interested in global health. This course will consist of 6 units focusing on key aspects related to nursing in the global health arena: Global disease burden associated with chronic and non-chronic illness, health disparities, health care workforce issues, evidence-based practice and effective program design and resource allocation. The course will focus on best practices for engaging in global health work with diverse communities from a cultural, ethical and clinical perspective. Students will engage in learning through readings, synchronous and asynchronous discussions, case studies and written assignments as well as AV presentations. This course is designed

for students interested in caring for underserved populations locally and abroad and builds on undergraduate and graduate preparation in pathophysiology, health assessment, adult and pediatric primary care within a cultural context and the role of the advanced practice nurse. [2]

**NURS 471. Leadership in Interprofessional Practice: Critical Issues for Promoting a Culture of Safety.** This course is designed to enhance students' understanding of the management of unprofessional behavior, difficult interpersonal interactions, disclosure of medical errors and the role of each in building a culture of safety in the clinical practice environment. Using a case-based format, students will explore critical incidents, gain expertise in recognizing impediments to patient safety, and develop skills to rectify situations resulting in poor clinical outcomes. Students participate in faculty-guided, case-based group exercises emphasizing interprofessional team dynamics and emerge prepared to serve in leadership roles to create safer practice environments. [2]

## Ph.D. Nursing Courses

**NRSC 302. Advanced Doctoral Seminar I.** This course consists of a series of seminars focusing on issues related to qualifying examinations, the dissertation and continued development of a program of research. The topics are selected by course faculty and the students who plan to take the comprehensive examinations within the next 9-12 months. Topics and experiences may include proposal development, grant applications, mock proposal reviews, qualifying examination situations and dissemination of research findings. The seminar is required for two consecutive semesters. Prerequisite: Core Ph.D. course completion consistent with ability to complete the qualifying examination within 9-12 months after registration. [1] SPRING.

**NRSC 303. Advanced Doctoral Seminar II.** This is the second seminar course in this series. Prerequisite: Completion of NRSC 302: Advanced Doctoral Seminar I. [1] SUMMER.

**NRSC 304. Ethical and Legal 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. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [1] SPRING.

**NRSC 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 nursing vocabularies. Knowledge management to support evidence-based practice in nursing will be a critical skill. In addition, this course prepares the student to use available technology tools to present, interpret, and organize data. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] FALL.

**NRSC 306. Research Design and Statistics I.** This course focuses on understanding and applying the basic concepts of descriptive and relational research design and statistics. Students will be introduced to the full range of designs available to address research aims, moving from descriptive to experimental and quasi-experimental. After examining the relationship of research aims to research design, the nature of measurement, and causal inference, relevant statistical methods for visualizing, describing, and making inferences from data will be introduced. The focus will be on univariate and bivariate descriptive methods. Statistical computing packages will be used. Published research will be used to develop the student's ability to evaluate the design and statistical methods used to describe health care phenomena as well as relationships among them. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] FALL.

**NRSC 307. Research Design and Statistics II.** The course expands the concepts and applications of RD&S I including an introduction to longitudinal and randomized control design issues. Topics related to internal validity, experimental designs, and issues in comparing individuals and groups cross-sectionally and longitudinally will be detailed. Students will be introduced to issues in external validity and the rela-

tionships between internal and external validities. Parametric and non-parametric univariate comparative statistical methods used to analyze data resulting from cross-sectional and randomized controlled designs will be included. Students will be expected to generate and interpret results from statistical software and present relevant information in figures, tables, and text. Concepts will be studied within the context of evaluating published research. Prerequisite: completion of Research Design and Statistics I or consent of faculty. [3] SPRING.

**NRSC 308. Research Design and Statistics III.** This course is focused on advanced designs and multivariate statistical techniques. Design topics include advanced issues in external validity, field experimentation versus laboratory experiments, quasi-experimental and blended designs as well as special considerations for nested and complex longitudinal designs. Related statistical topics include advanced multiple linear regression methods (e.g., path and structural equation modeling), log-linear models and advanced techniques in survival and longitudinal data analysis. These methods and concepts will be discussed and evaluated through educational resources and published research using them. Students will have the opportunity to develop advanced skills in statistical applications most commonly used in their respective areas of interest. Prerequisite: Completion of Research Design and Statistics II or consent of faculty. [3] SUMMER.

**NRSC 309. Special Topics in Quantitative Methods.** This course provides an overview of varied and timely topics in the field of quantitative methods. Exemplar topics may include issues in data collection methods such as using online or other resources, an examination of how quantitative data collection methods influences data management and analytic approaches, collection methods for physiological or psycho-social outcomes, the benefits and drawbacks of using public data sets, conventional and new analytic techniques, as well as broader issues in the evolution of quantitative methods. Prerequisite: NRSC308; NRSC313; NRSC352 or NRSC382; or with permission from instructor(s). [2] FALL.

**NRSC 310. Health, Health Care, Research, and Public Policy.** This course explores and critically analyzes theoretical and empirical approaches to understanding 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 to support health care practices and public policies 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: Enrollment in the Ph.D. program or consent of faculty. [2] SPRING.

**NRSC 311. Role of Scientist in Academe, Community, and World.** This seminar course assists the student to develop a personal framework for behavior within academe, the scientific community, and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated citizen scientist in an interdependent world. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [1] SPRING.

**NRSC 312. Programs of Research and Grantsmanship.** This course provides the foundational information necessary for developing a program of research. Focus is placed on acquiring practical skills necessary to develop a program of research, narrowing the focus of student's area of research, and for basic grantsmanship. Focus is placed upon developing the knowledge and practical skills necessary to investigate an area of research interest and draft a research proposal appropriate to current level of career development needs and/or phenomenon of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. FALL.

**NRSC 313. Theories of Science.** This course provides students with an introduction to the central theoretical and philosophical issues concerning the nature of science, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims, and philosophy of science. The course will enable students to become knowledgeable about the forces affecting the development of knowledge and critical analyses of theories commonly used in nursing research. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] FALL.

**NRSC 350. Conceptual Foundations for Clinical Research.** 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: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

**NRSC 352. Measurement in Clinical Research.** This course examines the principles of measurement, sources of measurement error, and procedures used for critical evaluation of the psychometric properties of clinical measures including techniques for assessing validity and reliability. Selected measures, commonly used in clinical research and specific to student research interests, will be evaluated for psychometric properties and fit with a proposed focus of study. Prerequisite: Enrollment in the Ph.D. program and completion of NRSC 307 and NRSC 350, or consent of faculty. [3] SUMMER.

**NRSC 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. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] FALL.

**NRSC 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: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

**NRSC 367. Educational Evaluation for Learning in the Health Professions.** This course is designed to facilitate expertise in the application of fundamental educational concepts, principles, and theories to techniques of educational measurement and evaluation. The underlying premise for the value of such knowledge is that evaluation provides evidence for sound decision making in programs of higher education. Moreover, students will acquire competence in the planning and development of classroom and clinical performance evaluation tools, as well as analyzing and interpreting test results within the context of current ethical, legal, and social educational guidelines. Prerequisite: Consent of faculty. [3] SUMMER.

**NRSC 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 to understand and impact 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: Enrollment in the Ph.D. program or consent of faculty. [2] FALL.

**NRSC 371. Advanced Concepts in Nursing Education.** This course is designed to facilitate expertise in the application of advanced educational concepts, principles, and theories related to nursing education in the academic setting. The underlying premise for the value of such knowledge is that nurse educators encounter situations and issues that warrant systematic consideration, and reflection. Moreover, students will acquire competence in facilitating learner development and role socialization, review accreditation parameters for nursing programs, and explore various aspects and topics such as legal, ethical and socio-cultural factors related to the role of the nurse educator. Prerequisite: 366, 367. [3] FALL.

**NRSC 377. 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: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

**NRSC 379. Non-Candidate Research.** Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 0-6]

**NRSC 380. Knowledge Synthesis in Nursing Science.** This course provides a 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: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING

**NRSC 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: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

**NRSC 382. Measuring Outcomes: Issues in Health Service 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 Research Design and Statistics I and II. [3] SUMMER.

**NRSC 383. Issues in Health Services Research Intervention Studies.** The student will develop expertise in the design and execution of intervention studies in health services research. Emphasis will be placed on the selection of interventions and the valid and reliable execution of the interventions through examination of issues such as treatment fidelity, intervention duration, location and interventionist expertise. The intervention categories studied include: labor, capital and processes (e.g., working conditions and work design). Strategies of attending to the execution and analysis of multilevel, multi-organizational studies will be addressed. [3] FALL .

**NRSC 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]

**NRSC 394. Qualitative Research Methods.** This course introduces and explores qualitative research methods, including their theoretical and methodological foundations, and practical applications. Course participants will explore and pilot test one method in the context of their topic of interest. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [3] SUMMER

**NRSC 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: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

**NRSC 399. Ph.D. Dissertation Research.** Prerequisite: Enrollment in the Ph.D. program and consent of faculty. [Variable credit: 0-6]



# Faculty

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# Index

- Academic partnerships 31  
 Academic program 35, 62  
 Academic regulations 53, 66  
 Academic standards 59, 70, 74  
 Academic standing, good 59, 70  
 Accidents, injury, illnesses 55, 68  
 Accreditation 27, 45, 46  
 Accreditation, university 14  
 Activities and recreation fees 75, 76  
 Address change 17, 61, 72  
 Administration, School of Nursing 25  
 Administration, Medical Center 7  
 Administration, university 6  
 Admission 32, 63, 71, 73  
 Admission requirements, post-master's certificate program 74  
 Adult-Gerontology Acute Care Nurse Practitioner 38  
 Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner: Emergency Care Focus 39  
 Adult-Gerontology Primary Care Nurse Practitioner 41  
 Advanced practice roles 74  
 Advisers 55, 68  
 Affiliated facilities 12  
 Alcohol and Controlled Substance Policy 58, 70  
 Alumni Hall 23  
 Application procedure 34, 64  
 Athletic facilities 23  
 Audit courses 56, 69  
 Awards 78
- Background check 54, 67  
 Bicycles 19  
 Black Cultural Center, Bishop Joseph Johnson 18  
 Board of Trust, University 5  
 Bookstore (Barnes & Noble at Vanderbilt) 17  
 Brown, Amy Frances, Prize for Excellence in Writing 78
- Calendar 4, 55, 68  
 Campus Security Report 18, 23  
 Cancer Center, Vanderbilt-Ingram 8  
 Career development 16  
 Center for Better Health, Vanderbilt 10  
 Center for Research Development and Scholarship (CRDS) 10, 24  
 Center for Student Professional Development (formerly Vanderbilt Career Center) 16  
 Center for Teaching 16  
 Certificate in College Teaching 16  
 Certification 32, 54, 55, 67, 68  
 Change of address 17, 61, 72  
 Change of course 56, 69  
 Chaplains, university 19  
 Child and Family Center 22  
 Child Care Center 22  
 Children's Hospital at Vanderbilt, Monroe Carell Jr. 8  
 Class attendance 56, 69  
 Classification, student 35, 65  
 Clinical placement and practica (D.N.P.) 69  
 Clinical placement, practica, and preceptorships (M.S.N.) 58  
 Clinical placement requirements (D.N.P.) 66  
 Clinical placement requirements (M.S.N.) 53  
 Code for nurses 28  
 College of Arts and Science, pre-nursing studies in 30  
 Commencement 61, 72  
 Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 35, 65  
 Committees, standing 25
- Communicating with the School of Nursing 24  
 Complaints 18, 61, 71  
 Computer resources 10, 13, 28  
 Conduct Council, Nursing Student 53, 66  
 Confidentiality of student records 18  
 Core courses, specialist nursing curriculum 38, 59  
 Core performance standards 53, 66  
 Counseling services 19  
 Course load 56, 65  
 Courses of study 80  
 Credit by examination 34  
 Credit by validation 34  
 Credit hours 56  
 Crime alerts 22  
 Criminal background check 54, 67  
 Curriculum planning, joint degrees 52  
 Curriculum, pre-specialty 37
- Dayani Center for Health and Wellness, Vanderbilt 10  
 Degree requirements, D.N.P. 62  
 Degree requirements, M.S.N. 32  
 Degree requirements, Ph.D. 73  
 Degrees offered, university 14  
 Diabetes Center, Vanderbilt 9  
 Digital resources 11  
 Directory listings 22  
 Disabilities, services for students with 20  
 Disclosures of offenses post-background check completion 54, 55, 67  
 D.N.P. courses 92  
 D.N.P./M.P.H. program 65  
 Doctor of Nursing Practice (D.N.P.) degree 62  
 Dress code, student 59  
 Dropping a course 56, 69  
 Dual-degree programs 52
- Eating on campus 17  
 EBL research 12  
 Electives 38, 69  
 Eligibility criteria, neonatal nurse practitioner 44  
 Emergency care focus 39  
 Emergency phones 22  
 English instruction 34, 64  
 English language proficiency 34, 64  
 Escort service (Vandy Vans) 22  
 Evidence-based practice support 11  
 Examinations 57, 69  
 Executive committee, VUSN 25  
 Extracurricular activities 23
- Facilities of the Medical Center 8  
 Faculty 25, 97  
 Faculty advisers 55, 68  
 Faculty Practice Network 26  
 Faculty Senate VUSN senators 25  
 Family Educational Rights and Privacy Act (FERPA) 18, 21  
 Family Nurse Practitioner 39, 42  
 Fees 75  
 Financial aid 18, 76  
 Financial clearance 76  
 Financial information 75  
 Financial resources, international student 35, 64  
 Founder's Medal 78  
 Frist Nursing Informatics Center 10, 28  
 Frist, Patricia Champion, Hall 10

- Generalist nursing courses and electives 80  
 Godchaux, Mary Ragland, Hall 9  
 Grades 57, 60, 70  
 Graduate Council, School of Nursing 16  
 Graduate Development Network (GDN) 16  
 Graduate Student Council 16  
 Graduate Student Teaching Event for Professional Development (GradSTEP) 16  
 Graduate Teaching Fellows/Teaching Affiliates Program 17  
 Graduation requirements 61, 72  
 Grievances, student 18, 61, 71
- Health Care Leadership 43  
 Health center, student 20  
 Heart and Vascular Institute, Vanderbilt 10  
 History, School of Nursing 26, 27  
 History, university 13  
 Honor council, nursing 53, 66  
 Honor scholarships 78  
 Honor system 53, 66  
 Honors 78  
 Hospitalization insurance 20, 76  
 Housing, university 17
- Identification card (Commodore Card) 17  
 Immunizations, required 20, 54, 55, 67  
 Inclement weather policy 56  
 Informatics milieu 28  
 Information Technology Services 13  
 Insurance, family coverage 20, 35  
 Insurance, hospitalization 20, 76  
 Insurance, liability 76  
 Insurance, maintaining 55, 67, 68  
 International English Language Testing System (IELTS) 34, 64  
 International student and scholar services 17, 35, 65  
 International student insurance 20, 35, 65  
 International students 20, 34, 64
- Johnson, Bishop Joseph, Black Cultural Center 18  
 Joint programs 52  
 Julia Hereford Society 13  
 Just-in-Time learning support 12
- Kennedy Center 9  
 Kissam Center 23  
 Knowledge management 12
- Late payment of fees 76  
 Late work 60, 71  
 Leave of absence 55, 57, 68, 70  
 LGBTQI Life, Office of 19  
 Liability insurance for students 76  
 Library, Annette and Irwin Eskin Biomedical 11  
 Library, Jean and Alexander Heard 10  
 Library programs and services 11  
 Library staff, EBL 12  
 Licensure 61  
 Light, Rudolph A., Hall 9  
 Loans 18, 77
- Master of Science in Nursing 32  
 Medical Center Affairs Committee, Board of Trust 7  
 Medical Center North 9  
 Medical Research Building, Ann and Roscoe Robinson 9  
 Medical Research Building, Frances Preston 9  
 Medical Research Building III 9  
 Medical Research Building IV 9  
 Meharry-Vanderbilt Alliance 12  
 Mlsson, VUSN 27  
 Monroe Carell Jr. Children's Hospital at Vanderbilt, The 8
- M.S.N. degree 32  
 M.S.N./M.Div. joint degree 52  
 M.S.N./M.T.S. joint degree 52  
 M.S.N. Program for N.N.P. Certificate-Prepared Neonatal Nurse Practitioners 44  
 M.S.N. Program for B.S.N. Certificate-Prepared Women's Health Nurse Practitioners Who Live at a Distance 50
- Neonatal Nurse Practitioner 44  
 New Student Requirements 54, 67  
 No-credit courses 69  
 Nurse-Midwifery 45  
 Nurse-Midwifery/Family Nurse Practitioner 46  
 Nursing Honor Council 53, 66  
 Nursing Informatics 12, 28, 45  
 Nursing Student Conduct Council 53, 66
- Organizing framework 35  
 Orientation 53, 66
- Palliative care post-master's certificate 74  
 Parking and vehicle registration 19  
 Part-time studies 37  
 Pass/Fail courses 56, 71  
 Peabody College, pre-nursing studies at 30  
 Pediatric Nurse Practitioner 48  
 Performance standards, core 53, 66  
 Ph.D. in Nursing Science 73  
 Ph.D. nursing courses 95  
 Philosophy of the school 27  
 Police Department, Vanderbilt University 22  
 Police department educational programs 23  
 Post-master's certificate program 74  
 Practica and preceptorships (M.S.N.) 57  
 Practicum hours 69  
 Pre-nursing courses 80  
 Pre-nursing studies 30  
 Pre-specialty component 33, 35, 36  
 Pre-specialty curriculum overview 36  
 Preston, Frances, Medical Research Building 9  
 Print resources 12  
 Probation/dismissal 60, 71  
 Professional liability insurance 76  
 Program evaluation 57, 70  
 Program goals/outcomes (M.S.N.) 35  
 Program objectives (D.N.P.) 62  
 Program of studies 56, 68  
 Programs and services, EBL 11  
 Progression 61, 71  
 Project Safe Center 19  
 Psychiatric Hospital at Vanderbilt 8  
 Psychiatric-Mental Health Nurse Practitioner-Family 49  
 Psychological and Counseling Center 19
- Rand Hall 23  
 Ratio of credit hours to clock hours 57  
 Readmission 60, 71  
 Recreation and sports 23  
 Refunds 75  
 Registration 53, 66  
 Regulations, academic 53, 66  
 Religious life 19  
 Repeat courses 60, 71  
 Required courses, D.N.P. 62  
 Requirements for M.S.N. degree 32  
 Research Development and Scholarship, Center for 24  
 Robinson, Ann and Roscoe, Medical Research Building 9
- Sarratt Student Center 23  
 Scholarships 77

School of Nursing Graduate Council 16  
Schulman Center for Jewish Life 19  
Security, campus (Police Department) 22  
Security notices 22  
Security report, annual 18, 23  
Senior-in-absentia programs 30  
Shuttle service 22  
Sigma Theta Tau 78  
Specialist nursing courses and electives 82  
Specialist nursing curriculum overview 37  
Specialty awards 78  
Specialty courses 38  
Sports and recreation 23  
Stallworth Rehabilitation Hospital 8  
Standing committees 25  
Student centers 23  
Student classification 35, 65  
Student Health Center 20  
Student injury and sickness insurance plan 20  
Student Life Center 23  
Student loans 18, 77  
Student records, confidentiality of 18, 21  
Student services 17

Tennessee Board of Nursing eligibility requirements for licensure 58  
Test of English as a Foreign Language (TOEFL) 34, 64  
Thesis 38  
Transfer credit 34, 64  
Transcripts 76  
Transitional objectives/outcomes (M.S.N.) 36  
Transplant Center 10  
Transportation and lodging 58, 70  
Tuition and fees 75  
Tuition payment programs 76

Uniform 59  
University, general information 13, 16, 18

Validation, credit by 34  
Vanderbilt Bill Wilkerson Center for Otolaryngology  
and Communication Sciences 10  
Vanderbilt Center for Better Health 10  
Vanderbilt Clinic, The 8  
Vanderbilt Dayani Center for Health and Wellness 10  
Vanderbilt Diabetes Center 9  
Vanderbilt Health 100 Oaks 10  
Vanderbilt Health Williamson County 9  
Vanderbilt Heart and Vascular Institute 10  
Vanderbilt-Ingram Cancer Center 8  
Vanderbilt Kennedy Center for Research on Human Development 9  
Vanderbilt, Monroe Carell Jr. Children's Hospital at 8  
Vanderbilt Psychiatric Hospital 8  
Vanderbilt Stallworth Rehabilitation Hospital 8  
Vanderbilt Transplant Center 10  
Vanderbilt University Hospital 8  
Vandy Vans (escort service) 22  
Vine Hill Community Clinic 26  
Visa and immigration 35, 65

Wilkerson, Bill, Center 10  
Withdrawal from a course 56, 69  
Withdrawal from the university 61, 72  
Women's Center, Margaret Cuninggim 18  
Women's Health Nurse Practitioner 50  
Women's Health Nurse Practitioner/Adult-Gerontology Primary Care  
Nurse Practitioner 51  
Writing Studio 18