



School of Nursing

Medical Center
School of Nursing

Vanderbilt
University
2012/2013

Archived 2012/2013
Nursing School Catalog

Containing general information
and courses of study
for the 2012/2013 session
corrected to 30 June 2012
Nashville

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Contents

Calendar	4
Administration	5
Medical Center Overview	8
Life at Vanderbilt	16
School of Nursing	23
Administration	24
Faculty Practice Network	25
Nursing Education at Vanderbilt	26
Pre-Nursing Studies	28
The M.S.N. Degree	30
Degree Requirements	30
Admission	30
The Academic Program	33
Academic Regulations	52
The D.N.P. Degree	60
The Academic Program	60
Degree Requirements	60
Admission	61
Academic Regulations	63
Ph.D. in Nursing Science	69
Post-Master's Certificate Program	70
Financial Information	71
Honors and Awards	74
Courses of Study	76
Faculty	95
Class of 2011/2012	108
Index	122

Archived 2012/2013
Nursing School Catalog

School of Nursing Calendar 2012/2013

FALL SEMESTER 2012

M.S.N. new student orientation for pre-specialty and RN pre-specialty students (mandatory) / Wednesday 15 August–Friday 17 August
Classes begin for pre-specialty students / Monday 20 August
M.S.N. new student orientation for direct entry and post-master's students (mandatory) / Monday 20 August–Tuesday 21 August
Returning M.S.N. student orientation for direct entry, R.N. pre-specialty and post-master's students (mandatory) / Tuesday 21 August (afternoon only)
Undergraduate classes begin (NURS 210A, NURS 231A) Wednesday 22 August
First block for MSN distance specialties / Wednesday 22 August
First day of class for non-block specialty students Friday 24 August (Monday schedule to make up for Labor Day Holiday)
Ph.D. and D.N.P. orientation and 1st intensive / Monday 27 August–Friday 31 August
Labor Day (no VUSN classes except N210 and N231B on undergraduate schedule) / Monday 3 September
Homecoming/Reunion Weekend / Thursday 25 October–Saturday 27 October
Thanksgiving holidays / Saturday 17 November–Sunday 25 November
Classes end for all students / Friday 7 December
Pinning ceremony for December 2012 graduates / Friday 7 December
Examinations / Monday 10 December–Wednesday 12 December
Holiday begins / Thursday 13 December

SPRING SEMESTER 2013

Classes begin for pre-specialty and specialty students / Monday 7 January
Ph.D. and D.N.P. 2nd intensive / Monday 14–Thursday 17 January
Martin Luther King Jr. Day—No classes scheduled / Monday 21 January
Spring Break / Saturday 2 March–Sunday 10 March
Classes end / Friday 19 April
Examinations / Monday 22 April–Wednesday 24 April
Commencement–Investiture / Friday 10 May

SUMMER SEMESTER 2013

Classes begin for pre-specialty and specialty students / Monday 29 April (please consult block schedules for specific specialty start date)
Ph.D. and D.N.P. 3rd intensive / Monday 6 May–Thursday 9 May
Classes begin for pre-specialty students / Monday 6 May
May pinning ceremony and alumni reception for graduates / Thursday 9 May
Commencement–Investiture / Friday 10 May
Independence Day holiday—No classes scheduled / Thurs 4 July
Classes end for all students / Friday 2 August
Pinning ceremony for August 2013 graduates / Sunday 4 August

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Medical Center Overview

VANDERBILT University Medical Center (VUMC) has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in five primary operating units—the School of Medicine, the School of Nursing, The Vanderbilt Clinic, Vanderbilt University Hospital, and the Monroe Carell Jr. Children’s Hospital at Vanderbilt, all places in which 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, the medical center can undertake significant, innovative programs that set the standards for health care in the region.

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

The Medical Center has combined programs of study with a number of other schools including divinity, business, engineering, and law—and makes possible the Ann Geddes Stahlman professorship in medical ethics as well as interdisciplinary programs in philosophy, religion, and the social sciences.

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

Facilities

Vanderbilt University Hospital

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.

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

The Monroe Carell Jr. Children’s Hospital at Vanderbilt

The Monroe Carell Jr. Children’s Hospital at Vanderbilt is a place of hope and healing for patients and their families. Recognized as one of the premier children’s hospitals in the nation by *U.S. News and World Report* in 2008, Vanderbilt Children’s Hospital cares for the sickest patients in the region and beyond.

Vanderbilt Children’s Hospital is the most comprehensive children’s hospital in the state, providing pediatric services from neurosurgery, cancer treatments, and organ and bone

marrow transplants to repairing broken legs and everything in between. All children regardless of ability to pay are welcomed. Vanderbilt Children’s Hospital has the only pediatric emergency department in Middle Tennessee; this department had more than 41,000 visits in FY08, and more than 161,000 patients were seen in outpatient clinics the same year.

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

The Psychiatric Hospital at Vanderbilt

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

The Vanderbilt Clinic

The 900,000 square foot Vanderbilt Clinic and Medical Center Easthouses more than 100 medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, a day surgery center. The clinic was opened in February 1988.

Vanderbilt Stallworth Rehabilitation Hospital

Vanderbilt Stallworth provides comprehensive inpatient and outpatient rehabilitation services for adult and pediatric (age 6+) patients with neurological, orthopaedic, and other injuries, as well as chronic conditions and disabilities. With state-of-the-art treatment technology, the hospital specializes in the treatment of stroke, brain, and spinal cord injury; multiple traumas; amputees; hip fracture; and other diagnoses. A designated Stroke Center of Excellence within its ninety-four hospital rehabilitation network, Stallworth 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.

Vanderbilt-Ingram Cancer Center

The Vanderbilt Ingram Cancer Center is Tennessee’s only Comprehensive Cancer Center designated by the National Cancer Institute and one of only forty such centers in the country. In 2007, the Cancer Center was invited to join the prestigious National Comprehensive Cancer Network, a non-profit alliance of twenty-one of the world’s elite cancer centers collaborating on improving the quality and effectiveness of cancer care for patients everywhere. The center unites nearly 300 physicians and scientists in seven research programs in breast cancer, gastrointestinal cancer, experimental therapeutics, genome maintenance, host-tumor interactions, signal

transduction, and cell proliferation, as well as cancer-prevention and population-based research. These scientists generate more than \$180 million in annual support from public and private sources. The center includes a long list of large “team science” grants from the NCI and other sources, including three Specialized Programs of Research Excellence (SPORs) in breast, gastrointestinal, and lung cancers, the Southern Community Cohort Study, a Digestive Disease Center grant, a Tumor Microenvironment Network grant, a Mouse Models Consortium grant, a Molecular Signatures of Lung Cancer grant, a Clinical Proteomic Technology assessment grant, a Minority Partnership grant (with Meharry Medical College), and a Multiscale Mathematical Modeling for Cancer grant. The center’s clinical trials program includes robust work in Phase I drug development and designation by the NCI as sites for Phase I and Phase II clinical trials. The center also boasts several donor-supported research initiatives, including the Frances Williams Preston Laboratories of the T. J. Martell Foundation, the A. B. Hancock Jr. Memorial Laboratory for Cancer Research, the Jim Ayers Institute for Pre-Cancer Detection and Diagnosis, and the Robert J. Kleberg and Helen C. Kleberg Center for Cancer Genetics and Genomics.

Vanderbilt Kennedy Center for Research on Human Development

The mission of the Vanderbilt Kennedy Center is to improve the quality of life of persons with disorders of thinking, learning, perception, communication, mood, and emotion caused by disruption of typical development. It is dedicated to improving the lives of children and adults with disabilities by embracing core values that include the pursuit of scientific knowledge with creativity and purpose; the dissemination of information to 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 nationally designated National Institutes of Health research centers on mental retardation and other developmental disabilities supported in part by the National Institute of Child Health and Human Development. In 2005, it was designated 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. The center brings together scientists and practitioners in behavior, education, genetics, and neuroscience to work together in unique ways to solve the mysteries of development and learning.

Vanderbilt Diabetes Center

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes. Programs dealing with education and training of students and fellows provide the next generation of caregivers and scholars. Other programs support the diabetes-related research of more than eighty VUMC faculty members. Several sophisticated core resources are of particular importance in this regard. Finally, the VDC, through the recently established Vanderbilt-Eskind Diabetes Clinic, provides comprehensive clinical care, including addressing complications of the disease, for diabetics of all ages.

Rudolph A. Light Hall

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

Ann and Roscoe Robinson Medical Research Building

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

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

Frances Preston Medical Research Building

This building is named in honor of Frances Williams Preston, President and CEO of Broadcast Music, Incorporated, and was formerly known as Medical Research Building II. The purpose of this building is to consolidate the Vanderbilt-Ingram Cancer Center programs into one primary location with a distinct presence within the Vanderbilt Medical Center campus. The project consists of a new two-story lobby at grade with a patient drop-off area, five office floors, and a conference center floor.

Medical Research Building III

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

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

Medical Research Building IV

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

The concrete-framed Light Hall addition, which was completed and occupied in September 2005, is now home to approximately eighteen principal investigators and associated staff. The Langford overbuild, also designed as a concrete frame with an exterior glass skin, was completed in March 2008, while early occupancy of the lab spaces began in the fall of

2007. The exterior skin closely matches the architectural design of the existing Eskind Library. Twenty-four-foot-high concrete trusses span Langford Auditorium and transfer column loads for the upper portion of the new building. The Langford Auditorium exterior is completely enveloped within the new design; the interior of the auditorium has been completely renovated.

Medical Center North

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

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

Vanderbilt Health 100 Oaks

Opened in spring 2009, this 400,000-square-foot doctors office suite is designed for convenience from easy access off the interstate highway system to easy surface parking, automated check-in, and integrated services, labs, and radiology. It houses twelve specialty clinics, primary care, advanced imaging, and a 70,000-square-foot health and wellness facility.

Vanderbilt Medical Group Williamson County

Vanderbilt Medical Group Williamson County is the largest group practice in suburban Williamson County with nearly 100 physicians in practices ranging from primary care to sports medicine, GI, cancer care, imaging, and pediatrics.

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 19,297-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multi-media classroom with installed networking for seventy-five students, a health-assessment/multi-purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two 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 T1500 computers (Intel i5-750 2.66GHz processor with 2 GB of RAM and a 250GB 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 Scopia. 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 Kim Dayani Center is a medically based fitness/health promotion center which specializes in the modification of risk factors, including those related to cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking.

Vanderbilt Center for Better Health

The Vanderbilt Center for Better Health's mission is to accelerate change in health care. To accomplish this mission, the center convenes diverse stakeholders to accomplish critical

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

Vanderbilt Heart and Vascular Institute

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

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, and throat, and head and neck. Its programs are highly regarded nationally; *U.S. News & World Report's* 2007 survey of the nation's "Best Hospitals" ranked VUMC's otolaryngology program at number 16 nationally. In 2004, the last time these programs were ranked by *U.S. News*, the Wilkerson Center's audiology program ranked first among 118 programs and its speech pathology tied for sixth out of 225 other programs.

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.

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 more than 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. The libraries' homepage receives more than 3,750,000 visits annually. 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 ca. 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 the 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.

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) 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/)

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/. The site includes a succinct description of the library's collection, programs and services and a responsibility chart (in the "Who's Who at Eskind" section).

Professional and Supervisory Staff

DEBORAH BROADWATER, M.L.S., Assistant Director for Collection Development

JOHN CLARK, M.S., Health Systems Analyst Programmer

MARK DESIERTO, M.S.L.I.S., Library Intern

MARCIA EPELBAUM, M.A., Assistant Director for Library Operations

GAYLE GRANTHAM, Health Information Specialist

NUNZIA GIUSE, M.D., M.L.S., Director

REBECCA JEROME, M.L.I.S., Assistant Director for Filtering and Evidence-Based Services

TANEYA KOONCE, M.S.L.S., Assistant Director for Web Development

QINGHUA KOU, M.S., Health Systems Analyst Programmer

PATRICIA LEE, M.L.S., Assistant Director for Fee-Based Services

FRANCES LYNCH, M.L.S., Associate Director for Administration

JENNIFER LYON, M.L.I.S., M.S., Coordinator, Research Informatics Consult Service

SANDRA L. MARTIN, M.L.S., Ed.S., Ed.D., Assistant Director for Children's Hospital Services

DAN E. MCCOLLUM, Administrative Assistant Director for Auxiliary Centers

SHANNON A. MUELLER, M.L.I.S., Librarian

JEREMY NORDMOE, M.A., Coordinator, Medical Center Archives

CHRISTOPHER RYLAND, M.S.I.S., Coordinator for Special Collections

NILA SATHE, M.A., M.L.I.S., Assistant Director for Research

MARY H. TELOH, M.A., Coordinator, Historical Collections

PAULINE TODD, M.S., Librarian

MARGARET W. WESTLAKE, M.L.S., Assistant Director for Staff Training

ANNETTE M. WILLIAMS, M.L.S., Associate Director

TAO YOU, M.L.I.S., Librarian

JERRY ZHAO, M.S., M.L.I.S., Systems Software Specialist

Affiliated Facilities

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

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

Meharry-Vanderbilt Alliance

Established over ten years ago, this nationally recognized historic collaboration between two uniquely diverse medical

education institutions and traditions has become a tremendous success. Created to foster a diverse educational and scientific environment, this partnership has focused on clinical science training, academic support, biomedical research and training, and health services initiatives with emphasis on those that affect the disparities between the majority and minority populations. More than fifty students per year from both campuses have shared cross-campus experiences through clerkships, residencies, and fellowships benefiting student curricula and enhancing the academic support infrastructure of both institutions. The initiatives focus on four specific areas: undergraduate medical education, graduate medical education, student affairs, and information management and libraries. Collaborative efforts in research and training yielded over \$40 million in grants in FY07. Joint projects have resulted in 219 publications of which 197 were published post-creation of the alliance. The alliance has created translational and participatory community health initiatives which are benefiting the underserved community. The alliance has also formed a Meharry-Vanderbilt Student Alliance (MVSA) which involves more than 200 students from both campuses in educational, clinical, and community service programs. MVSA is a student-run organization and develops programs suggested by students. MVSA publishes a newsletter three times a year to highlight student activities and interests.

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.

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 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 and www.vanderbilt.edu/vumix for details.

ITS offers various conferencing and collaboration services for students. VU Live, Vanderbilt's Microsoft Live implementation, offers Skydrive, 25 GB of network file space, and Office Live, Web versions of Microsoft Office applications, at its.vanderbilt.edu/vulive. Vanderbilt's blog service offers Wordpress Blogs at 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 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.

For more information on IT services and computing at Vanderbilt, go to 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 www.vanderbilthealth.org/givetonursing.

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 2,000 full-time members and a diverse student body of about 10,000. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the university is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

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

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

The schools of the university offer the following degrees:

College of Arts and Science. Bachelor of Arts.

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.

Accreditation

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



Life at Vanderbilt

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 Student Council

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

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

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/.

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 (apphostia.its.vanderbilt.edu/housing/Main/). The referral service lists information on housing accommodations off campus. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office or consult the 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.

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 Student Recreation Center.

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, go to vanderbilt.edu/commodorecard.

Eating on Campus

Vanderbilt 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 Commodore Card and Meal Plans. Graduate student Meal Plans are offered at a discount. For more information, hours, and menus, go to vanderbilt.edu/dining.

Obtaining Information about the University

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

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University website at 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.

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. 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. 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. 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. 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.

Services to Students

Confidentiality of Student Records (FERPA)

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:

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

The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish

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

The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA and its regulations allow disclosure without the student's consent. A complete list of the exceptions may be found at 34 CFR Part 99.31. These exceptions include, but are not limited to, the following examples:

- Disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the university in an administrative, supervisory, academic, 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.
- To parents if the student is a dependent for tax purposes.
- 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.
- Information to a parent or legal guardian of a student 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 twenty-one 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, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed. Any new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the university has failed to comply with FERPA, he or she may file a complaint using the Student Complaint and Grievance Procedure as outlined in the

Student Handbook. If dissatisfied with the outcome of this procedure, a student may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520; (800)872-5327.

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

Vanderbilt Directory Listings

Individual listings in the online People Finder Directory consist of the student's full name, school, academic classification, local phone number, local address, box number, permanent address, and email address. Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their People Finder listings available to the general public (viewable by anyone with access to the Internet), of adding additional contact information such as cellular phone, pager, and fax numbers, and of blocking individual directory items. 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 selecting the address change icon at <https://webapp.mis.vanderbilt.edu/student-search>.

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to full-time students, faculty, staff, and their partners and dependents. Services include: (1) family, couples, individual, and group counseling and psychotherapy; (2) psychological and educational assessment; (3) vocational assessment and counseling; (4) programs such as assertiveness training; marital communication; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; (5) administration of national testing programs; (6) outreach and consultation; (7) special programming related to diversity issues; (8) campus speakers and educational programs. Some full-time students at Vanderbilt come to the university with ongoing psychiatric medication management needs or find they would benefit from evaluation for these medications. For these appointments please call (615) 322-3414.

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

Center for Student Professional Development

The Center for Student Professional Development, formerly known as the Vanderbilt Career Center, serves graduate students enrolled full time in master's or Ph.D. programs interested in pursuing opportunities in industry, government, and/or nonprofits. Students pursuing academic employment should contact their faculty advisers or the departments in which they are currently enrolled for career advising and job

search assistance. Graduate students who are undecided about their career goals are encouraged to contact the Vanderbilt Psychological and Counseling Center for career assessment and counseling and then be referred to the Center for Student Professional Development for appropriate follow-up. For detailed information, go to vanderbilt.edu/career.

Student Health Center

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

The following primary care health services are provided to students registered in degree-seeking status: visits to staff physicians and nurse practitioners; routine procedures; educational information and speakers for campus groups; and specialty clinics held at the SHC. Most visits are free of charge, but there are small co-pays for some procedures, and for medications or supplies purchased at the Student Health Center.

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

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

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

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

Immunization Requirements

The State of Tennessee requires certain immunizations for all students (undergraduate, graduate, and professional) on university campuses. As such, Vanderbilt University will block student registration for those who are not in compliance with the requirements. In order to accommodate students who have difficulty acquiring their records or needed vaccinations, incoming students not in compliance with the state laws will be enrolled for their first semester, but if they fail to comply within two months of enrollment, registration for the second semester will not be permitted.

The requirements include:

1. *Meningococcal meningitis vaccine (one injection)* for all incoming students living in on-campus housing.
2. *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.

3. *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.

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 with vaccination information.

Students should go to vanderbilt.edu/student_health/link/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.

See immunization requirements specific to the School of Nursing on pages 53-54.

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 gallagherkoster.com/vanderbilt, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account. 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 selection/waiver process through the Office of Student Accounts (vanderbilt.edu/stuacct) or via the insurance company (gallagherkoster.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 6, 2013. The online selection/waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Injury and Sickness Insurance Plan.

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

International Student Coverage

International students and their dependents residing in the United States are encouraged 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 (gallagherkoster.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. Health insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

Vanderbilt Child and Family Center

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services and quality early childhood education and care to the children of faculty, staff, and students. The center's website at 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.

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.

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.

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, and a variety of university-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as “Special Police Officers,” through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Vanderbilt University Police Department includes a staff of more than one hundred people. All of Vanderbilt’s commissioned officers have completed officer training at a state-certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. VUPD has thirty-two community service officers 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. Additional information about Vandy Vans and specific stop locations can be found at police.vanderbilt.edu/vandy_vans or by calling (615) 322-2558.

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

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

Each phone has an emergency button that when pressed automatically dials the 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 received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. All callers should be prepared to state their location.

Security Notices—Security Notices are distributed throughout Vanderbilt to make community members aware of significant unsolved crimes that occur at the university. They are distributed through Vanderbilt email lists and through the department’s webpage, police.vanderbilt.edu.

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.

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.

Annual Security Report

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

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.

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.

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) provides links to various offices and groups at Vanderbilt that support graduate student development. These offices and organizations also jointly sponsor a number of seminars, workshops, and similar events that support student development.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) 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.

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. International Lens film series brings more than fifty 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 Vanderbilt International Volunteers and a selection of holiday parties. Southern Culture Series is an opportunity for students to experience Southern culture in nearby cities such as Memphis, Chattanooga, and Atlanta.

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. Project Safe is a support and resource referral hub for those affected by power-based personal violence (sexual assault, partner violence, stalking, and bias-related violence). Through the Green Dot violence prevention campaign, we also coordinate a campus-wide effort to involve all members of the Vanderbilt community in creating a safer campus. 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.

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. In all cases the office staff provides confidentiality. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please call (615) 322-3330.

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.

Religious Life

The Office of Religious Life provides opportunities for students, faculty, and staff to explore religion, faith, spirituality, personal values, and social responsibility via educational programming, religious and spiritual praxis, encounters with various faith perspectives, and engagement with religious and spiritual communities. The office serves “the religious” and those who identify as “nonreligious.” Religious Life is an intellectual home and ethical resource for anyone in the Vanderbilt community seeking to clarify, explore, and deepen understanding of their lives.

Recognizing the importance of exploring one’s faith in community, the Office of Religious Life facilitates opportunities for individuals of a shared faith to gather and engage in the rites, rituals, and practices of 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.

Extracurricular Activities

Sarratt Student Center/Rand Hall

Sarratt Student Center (vanderbilt.edu/sarratt), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a 300-seat cinema, an 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 the Commodore Card office, Vanderbilt Student Communications, a radio station, a TV station, the Last Drop Coffee Shop, and The Pub at Overcup Oak restaurant.

Connected to Sarratt Student Center is Rand Hall which houses Rand Dining Center, a campus store, student-operated businesses, The Anchor (student organization space), a multipurpose venue, meeting and seminar rooms, and a large open lounge space.

The Vanderbilt Programming Board plans concerts, films, classes, speakers, receptions, gallery showings, and many other events throughout campus. The facilities information desk serves as a Ticketmaster™ outlet, handling ticket sales for most of the university’s and Nashville’s cultural events. The Dean of Students, Greek Life, Leadership, and the Office of Active Citizenship and Service are located in Sarratt Student Center/Rand Hall.

Student Life Center

The Vanderbilt Student Life Center (vanderbilt.edu/studentlife) 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.

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

The center is also home to the Center for Student Professional Development (formerly the Vanderbilt Career Center), International Student and Scholar Services, the Health Professions Advisory Office, the Office of Honor Scholarships, the Office of International Services, and the Global Education Office.

Recreation and Sports

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

Physical activity classes offered include racquetball, fly fishing, and lifeguarding/CPR/first aid, along with rock climbing and kayaking. Forty sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

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

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

For additional information, please see vanderbilt.edu/campusrecreation.



School of Nursing

Administration	24
Faculty Practice Network	25
Nursing Education at Vanderbilt	26
Pre-Nursing Studies	28
The M.S.N. Degree	30
Degree Requirements	30
Admission	30
The Academic Program	33
Academic Regulations	52
The D.N.P. Degree	60
The Academic Program	60
Degree Requirements	60
Admission	61
Academic Regulations	63
Ph.D. in Nursing Science	69
Post-Master's Certificate Program	70
Financial Information	71
Financial Aid	72
Honors and Awards	74
Honor Scholarships	74
Courses of Study	76
Faculty	95
Class of 2011/2012	108
Index	122

School of Nursing

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 LINDA NORMAN, D.S.N., R.N., F.A.A.N., Senior Associate Dean for
 Academics; Co-Director of Ph.D. in Nursing Science Program
 BONITA PILON, D.S.N., R.N., F.A.A.N., Senior Associate Dean for Clinical
 and Community Partnerships
 ANN MINNICK, Ph.D., R.N., F.A.A.N., Senior Associate Dean for Research;
 Co-Director of Ph.D. in Nursing Science Program
 ELIZABETH WEINER, Ph.D., R.N., F.A.A.N., Senior Associate Dean for
 Informatics
 REBECCA RUE KECK, M.S.N., R.N., N.E.A.-B.C., Senior Associate
 Dean for Administration and Operations, Chief Administrative Officer
 CLARE J. THOMSON-SMITH, M.S.N., J.D., F.A.A.N.P., Assistant Dean
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 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
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 PATRICIA PEERMAN, M.S., R.N.C., Assistant Dean for Enrollment
 Management
 SARAH RAMSEY, M.Ed., Assistant Dean for Student Affairs
 GERALD MURLEY, M.Ed., Director of Instructional Technology
 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

Terri Donaldson, Anne Moore, Mavis Schorn

VUSN Executive Committee

Colleen Conway-Welch, Chair. Susie Adams, Carolyn Bess, Amy Bull,
 Tom Christenbery, Janie Daddario, Karen D'Apolito, Terri Donaldson,
 Leslie Hopkins, Rebecca Keck, Joan King, Jana Lauderdale, Donna
 McArthur, Ann Minnick, Lorraine Mion, Anne Moore, Bonita Pilon,
 Linda Norman, Paddy Peerman, Cole Powers, Sarah Ramsey, Mavis
 Schorn, Judy Sweeney, Clare Thomson-Smith, Patricia Trangenstein,
 Rick Watters, Elizabeth Weiner, Terry Witherington.
 Ex officio: Debiann Peterman, 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 2012. Ex officio members for 2012/2013 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 Executive Committee comprises the chairs of degree program subcommittees.

M.S.N. Program Curriculum Subcommittee, Richard Watters, Chair.
 D.N.P. Program Curriculum Subcommittee, Linda Beuscher, Chair.
 Ph.D. Program Curriculum Subcommittee, Michael Vollman, Chair.

Nominating Committee

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

Thomas Christenbery, 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.

Anne Moore, 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 students 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.

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

M.S.N. Program SAAA Subcommittee, Amy Bull, Chair.
 D.N.P. Program SAAA Subcommittee, Terri Donaldson, Chair.
 Ph.D. Program SAAA Subcommittee, Melanie Luttenbacher, Chair.
 Ex officio: Linda Norman, 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. Peter Buerhaus, Colleen Conway-Welch, Lynda L. LaMontagne, Larry E. Lancaster, Melanie Lutenbacher, Ann Minnick, Kenneth Wallston, Elizabeth Weiner.

Ph.D. Executive Committee

Ann Minnick, Chair. Thomas Christenbery, Sharon Karp, Melanie Lutenbacher, Linda Norman, 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: Mary Dietrich, Peter Buerhaus, Elizabeth Weiner. Ex officio: Linda Norman. Student: Lee Ann Jarrett, Robertson Nash.

Funding Committee

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

Evaluation Committee

Thomas Christenbery, Chair. Sarah Fogel, 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 and at the Franklin Road Women's Health Center (part of the FQHC). They have delivery privileges at V.U. Medical Center, where they deliver approximately 1,200 babies 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 the National League for Nursing Accreditation Commission (NLNAC), 3343 Peachtree Road NW, Suite 500, Atlanta, GA 30325; (404) 975-5000. (The D.N.P. program is a candidate for accreditation by 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; Web: 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

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 education 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 plant so that students can connect portable devices to the Vanderbilt network. Orientation activities include the configuration of computers, iPads, 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. 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, and multimedia developers. A twenty-seven-unit microcomputer laboratory is provided, along with a ten-unit testing laboratory. Applications are supported via ten different file servers that are housed in a temperature controlled and networked server room. Besides providing the day-to-day support for VUSN faculty and students, the informatics specialty in nursing is also offered. All of these facets combine to make VUSN a progressive informatics experience for students, faculty, and staff.

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 write or call the Office of Admissions, 229 Godchaux Hall, (615) 322-3800 for further details of the program or email VUSN-admissions@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 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 December 1 of their junior year. Students are subject to all nursing school admission requirements, and no student is assured of admission to the School of Nursing. Up to 16 hours of School of Nursing courses approved by the College may be counted toward completion of the undergraduate degree. Upon acceptance to the School of Nursing, students will be assigned an adviser and should schedule an advising appointment.

Students interested in this program should consult Jana Lauderdale, pre-nursing adviser, at (615) 343-2228 or Paddy Peerman, 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.

For information about the Pre-Nursing Society, contact Jana Lauderdale at (615) 343-2228.

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 six semesters (two calendar years) of full-time study to earn the M.S.N.

Students interested in the senior-in-absentia program should refer to the section on Senior-in-Absentia in this catalog as well as to the Special Programs for Undergraduates section in the *Undergraduate Catalog*. Under this option, students complete their first three years of study at Peabody, apply for admission to the School of Nursing by December 1 of their junior year, and, upon admission, take generalist nursing courses their senior year. 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 in the fall semester of their junior year. If accepted, the student enrolls at Vanderbilt in the fall semester of the senior year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt, the student is awarded a baccalaureate degree from his or her undergraduate school. The student then continues for an additional four semesters (summer, fall, spring, and summer) to earn a master of science in nursing from Vanderbilt University.

At the time of publication, senior-in-absentia programs have been formalized with Vanderbilt University's College of Arts and Science and Peabody College, Fisk University, and Lipscomb 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.

Please contact the Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800; 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 for further details.

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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.

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, gerontological nurse practitioner, psychiatric-mental health nurse practitioner, pediatric nurse practitioner, and advanced nursing administration 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 National Certification Board of Pediatric Nurse Practitioners offers the Pediatric Nurse Practitioner and the Pediatric Acute Care Nurse Practitioner exam for which Vanderbilt graduates are eligible. The American Midwifery Certification Board offers the Nurse-Midwifery certification exam.

Degree Requirements

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

For students entering through the pre-specialty component, the M.S.N. degree is granted based on a minimum of 82 credit hours. (R.N. pre-specialty students complete a minimum of 65 credit hours.) To progress from the generalist to the specialist component, students must (a) complete 43 semester hours of the generalist nursing component (R.N. pre-specialty students complete 26 semester hours) with the minimum grade of *C* in each didactic course, (b) earn at least a *B* in all clinical courses, and (c) earn a cumulative grade average of *B*. Students entering the pre-specialty component must complete all M.S.N. degree requirements within five years of initial enrollment. Students must have a minimum of a 3.0 cumulative grade point average to graduate.

Admission

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

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

The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. In accordance with Vanderbilt's non-discrimination policy, the 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.

Applicants apply online at nursing.vanderbilt.edu.

Admission is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
2. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Exam (GRE) within five years of the application date.

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.

3. *Goal Statement.* A concise statement of your career goals as an advanced practice nurse is required.
4. *Interview.* An interview survey is required. 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 recommendation are required.
6. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
7. *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 graduate (300-level) courses with a clinical component.
8. *Prerequisite Courses.* An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.
9. *M.S.N./M.T.S. and M.S.N./M.Div. Programs.* Students applying for the joint degree M.S.N./M.T.S. or M.S.N./M.Div. programs must apply and be admitted to both the School of Nursing and the Divinity School.

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

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

1. *Entry with a non-nursing liberal education baccalaureate degree from an accredited college or university or through a formalized senior-in-absentia program.* Such applicants must 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. Students enter the pre-specialty component where they complete 43 hours of generalist courses. They then complete a minimum of 39 hours in courses for a nursing specialty.

2. *Entry with an associate degree in nursing or a diploma from an NLNAC-accredited nursing school with 78 semester or 120 quarter hours of transferable credit* (see Prerequisite Courses below). After completing 26 hours of pre-specialty level courses, they complete a minimum of 39 credit hours in a nursing specialty.

Prerequisite Courses for R.N. Pre-Specialty 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. Chemistry and Biological Sciences are strongly recommended but not required for admission.

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

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

Admission Criteria

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

1. *Undergraduate Grade Point Average.* It is recommended that the applicant have at least a *B* average. R.N. pre-specialty applicants should have at least a *B* average in nursing and a cumulative average of *B*.
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. *Goal Statement.* A concise statement of your career goals as an advanced practice nurse is required.
4. *Interview.* An interview survey is required. 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 reference are required.
6. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.

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 graduate (300-level) courses with a clinical component.

Pre-specialty 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.

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 on the School of Nursing website at nursing.vanderbilt.edu/. A \$50 non-refundable fee is required when the application is submitted. The School of Nursing begins reviewing applications for admission to its new fall class beginning December 1 of the previous year; however, applicants are encouraged to apply by December 1 to be considered for their intended specialty. Applications received after December 1 are reviewed on a rolling basis.

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

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

Transfer Credit

Transfer credit is considered for specialty courses taken elsewhere within five years of admission upon request on the application form. 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 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.

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. 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 program director. Students may consult their faculty advisers for further information.

International Students

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

English Language Proficiency. Proficiency in written and oral English is required for enrollment in 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 program 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. 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 88 on the Internet-based test or 570 on the paper-based test. The minimum acceptable score on the IELTS is 6.5. For more information on the IELTS test, go to 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; (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3412; website: www.ece.org; and (3) Josef Silny and Associates, Inc., 7101 SW 102 Avenue, Miami, FL 33173; telephone (305) 273-1616; website: 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 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.

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. The CGFNS exam is given in March, August, and November in forty-six locations worldwide, though not in Nashville. Information on the Tennessee licensing exam may be obtained from the Tennessee Board of Nursing; 227 French Landing, Suite 300, Heritage Place, Metro Center; Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5222; website: 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/

Student Classification

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

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

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

Students entering the M.S.N. program with a B.S.N. degree must complete all degree requirements within three years of first enrollment. Students entering the M.S.N. through the pre-specialty or R.N. pre-specialty component must complete all degree requirements within five years of first enrollment. Non-R.N. pre-specialty students are required to complete the pre-specialty component as full-time students; the specialty component may be completed as a part-time student.

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

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

Registration as a special student requires approval by the assistant dean for enrollment management. All university and School of Nursing regulations, including the Honor System, apply to special students. Special students who desire to change to regular student status should make application for admission to a specialty following regular procedures.

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.

The Pre-Specialty Component

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

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

Pre-Specialty Nursing Courses. 43 hours.

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

Pre-Specialty Curriculum Overview

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

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

Sample Pre-Specialty Curriculum for Registered Nurse Students

FALL SEMESTER I		
NURS 218A	Conceptual Basis for Nursing Practice	3
NURS 228	Population-Based Health Care	2
NURS 237	Human Experience of Health and Illness Across the Lifespan III	4
NURS 248	Basic Health Assessment	3
NURS 257	The Nurse as a Teacher and Facilitator of Learning	2
		<hr/> 14
SPRING SEMESTER II		
NURS 218B	Foundations of Evidence-Based Practice in Nursing	3
NURS 219	Nursing Ethics Seminar	3
NURS 229	Health Care Systems	3
NURS 249	Integration of Theoretical and Clinical Aspects of Community Health Nursing	3
		<hr/> 12
SUMMER SEMESTER III		
No courses required		

Classes for the R.N. pre-specialty students are scheduled in a concentrated format of three to four sessions per semester, consisting of four days of classes during each session, to facilitate the student's work schedule. On-line conferencing is required between sessions to keep the student in contact with the faculty. Students must have proficient computer skills and 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. Upon completion of the pre-specialty component, students have the option to complete the specialty-level courses 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, however, 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 clinical specialty. Courses available in the School of Nursing, the School of Medicine, the Divinity School, Owen Graduate School of Management, Peabody College, and the Graduate School allow nursing students to interact with other professional and graduate students. Some specialty programs of study may not require electives. Students may choose to take electives above the required credit hours for their specialty.

Adult-Gerontology Acute Care Nurse Practitioner

PROGRAM DIRECTOR Joan E. King

PROFESSOR Joan E. King

CLINICAL/ADJUNCT PROFESSOR R. Bruce Shack

ASSOCIATE PROFESSORS Carolyn J. Bess, Terri Donaldson

RESEARCH ASSOCIATE PROFESSOR Nancy Wells

ASSISTANT PROFESSORS Sharon Bryant, Thomas Christenbery, Maria L. Overstreet, Benjamin Smallheer, Jennifer L. Wilbeck

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

INSTRUCTORS Rachel Alcorta, Melanie M. Allison, R. Duke Chenault, Tracey DeWire, John G. Garrett, Andrea Honeycutt, Catherine Carter Johnson, Krista R. Kuhnert-Gainer, Catherine E. Lucid, Mary R. McDowell, Louise M. (Bo) Mistak, Joshua Squiers, Kimberly S. Vernier, Brian Widmar

ADJOINT INSTRUCTOR Michael Fischer

CLINICAL/ADJUNCT INSTRUCTORS Barbara D. Ahlheit, Amanda Bailey, Barbara Brown, Kathleen M. Burns, Diana L. Butorac, Margaret Callahan, Halli Carr, Catherine M. Carter, Brenda Cole, Jonathan Cole, Paul Daugherty, Peter A. DiCorleto, Gail Ford, Julie Foss, James W. Garner, Jr., Martha E. Greer, Barbara J. Grimm, Linda T. Howerton, Teresa J. Knoop, Lisa Lancaster, Scott H. Lieberman, Thomas E. Martin, Jennifer W. McWilliams, Lori Ray, William Sanders, 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, Joshua Squiers, 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, pulmonology, transplantation, rehabilitation, neurology, neurosurgery, 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 Acute Care Nurse Practitioner I (3 credit hours)

SPRING II

- NURS 340B** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology Acute Care Nurse Practitioner 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 Acute Care Nurse Practitioner III (2 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

PROGRAM DIRECTORS Amy W. Bll, 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.

THE 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 AGACNP coursework and clinical rotations to develop their knowledge and skills of advanced pathophysiology, diagnosis, pharmacologic treatment and collaborative management of adult with varied episodic and chronic health problems in acute and critical care to prepare for a role in emergency care. The AGACNP 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. The clinical experiences culminate in an expert clinical preceptorship in an emergency setting.

Adult-Gerontology Family Nurse Practitioner Component

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

Emergency Care Focus Component

Two courses have been designed to introduce students to the unique aspects and complexities of emergency care: Special Topics: Concepts in Emergency Care, and Practicum in Emergency Care. Additionally, other courses have been modified to allow for varied learning experiences necessary for the ENP. The FNP/ACNP-emergency care focus program is offered in a modified block format which includes: (1) visits to campus 3-4 times per semester for 4-5 days, usually scheduled over a long weekend, (2) on-line conferencing, and (3) distributed learning methods allowing for continued faculty contact between sessions. Clinical placements can be arranged in the student's "home" area provided a suitable agency and preceptor are available. Sites and preceptors are subject to VUSN faculty approval.

The program is open to R.N.'s who have had at least two years of recent clinical experience, some of which must be 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.

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

- NURS 305B** Advanced Health Assessment Applications for the Family Nurse Practitioner/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 Acute Care Nurse Practitioner I (3 credit hours)

SPRING II

- NURS 340B** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology Acute Care Nurse Practitioner II (3 credit hours)
NURS 342B Adult-Gerontology Acute Care Nurse Practitioner Practicum (2 credit hours)
NURS 361A The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
NURS 396F Special Topics: Concepts in Emergency Nursing (3 credit hours)
NURS 397 Practicum in Emergency Care (2 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 Acute Care Nurse Practitioner 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 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 the 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 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 (3 credit hours)

Adult-Gerontology Primary Care Nurse Practitioner

Daniela Vavra, 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, Melissa Fee Smith, Christy L. Sparkman

PROGRAM DIRECTOR Leslie Welch Hopkins
PROFESSOR Kenneth A. Wallston
CLINICAL/ADJUNCT PROFESSORS Alfred S. Callahan, Felicia G. Cohn,
R. Bruce Shack
ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes
ASSOCIATE PROFESSOR Stephen D. Krau
CLINICAL/ADJUNCT ASSOCIATE PROFESSORS Stanley Bodner,
James S. Powers
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Sarah C. Fogel, Leslie Welch Hopkins, Leonard M. Hummel, Rolanda
Johnson, Jennifer L. Kim, Patricia A. Peerman, Lois J. Wagner
CLINICAL/ADJUNCT ASSISTANT PROFESSORS Roxelyn Baumgartner,
Michael H. Gold, Katherine E. Matas, Jane S. Pierce
INSTRUCTORS Rebecca Botts, L. Diane Brown, Shirleen D. Chase,
Mary R. Mcdowell, Blaire B. Morris, Abby Parish, Carrie Plummer,
Susan E. Stephens
CLINICAL/ADJUNCT INSTRUCTORS Lovely Abraham, Christie Arney,
Deanna Marci Beard, Dara Botts, Amy Bowser, 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, Nahem A. Naimey, Rhonda K.
Nell, Michael B. Nelson, John C. Nwofia, Anne A. Peterson, Connie K.
Root, Robert Roy, Kelley V. Scott, A. Lee Tucker, Jr., Holly Ann Tucker,

THE Adult-Gerontology Primary Care Nurse Practitioner program at Vanderbilt prepares advanced practice nurses to care for adults of all ages in a variety of settings. In accordance with the recent LACE document, 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 board 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 Nurse Practitioner (1)
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 Primary Care of the Woman (1 credit hour)
NURS 310B Adult Gerontology Primary Care II (3 credit hours)
NURS 310C Advanced Concepts of Aging (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 Across the Adult Lifespan (1 credit hour)
NURS 365B Adult Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)
NURS 395 Advanced Practice Nursing Role within the U.S. Healthcare Delivery System (3 credit hours)
NURS 399B Conceptualization and Integration of Evidence for the Advanced Nursing Practice (3 credit hours)

Family Nurse Practitioner

PROGRAM DIRECTOR Amy W. Bull

ASSISTANT PROFESSORS Angela Anthamatten, Roberta Bradley, Amy W. Bull, Steven Busby, Geri Reeves, Courtney Young

CLINICAL/ADJUNCT ASSISTANT PROFESSORS Michael H. Gold, Sonya D. Wade

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, Molly Boring, Jason Boylan, Virginia L. Bradshaw, Albert R. Brandon, Tancy Bridges, Scott Brown, Sharon Browning, Judith M. Caldwell, G. Summers Chaffin, Amy T. Cole, Judy G. Cole, Cynthia Collins, Amy C. Costner, Catherine Crumbo, Victor Czerkasij, Gamal S. Eskander, Linda A. Foster, 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, Timothy C. Mangrum, Gita Mishra, Tanitha Moncier,

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

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

Family Nurse Practitioner

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 Primary Care of the Woman (1 credit hour)
NURS 360A Practicum in Primary Health Care of the Family (4 credit hours)
NURS 361A Family Nurse Practitioner Issues in Primary Care (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 Systems Management

PROGRAM DIRECTOR Bonita Pilon

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, Clare J. Thomson-Smith, Richard Watters

CLINICAL/ADJUNCT ASSISTANT PROFESSORS Margaret Head, Pamela
Jones

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. Feistritzer, Pamela K. Hoffner,
Karen Hughart, Heidi N. Jacobus, Tawana R. Jarquin-Valdivia, Nathan

J. Johnson, Susan M. Johnson, Treasa Leming-Lee, D. Brent Lemonds,
Wendy S. Leutgens, Shelley C. Moore, Susan M. Moseley, Susan

A. Murphy, Teresa Oates, Kathryn Payne, Cynthia S. Sandy, Mary E.

Schmidt, Lynn Slepski, Janice M. Smith, Page Staff, Robin L. Steaban,

Suzanne K. Stone-Griffith, Cynthia Waller, Elena O. 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. Graduates acquire the breadth of management knowledge and skills needed to perform effectively and assume leadership positions in health care delivery organizations.

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

Health Systems Management

The Health Systems Management Master of Science in Nursing degree program 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 any semester and complete the program in five semesters.

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

Neonatal Nurse Practitioner

PROGRAM 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.

Neonatal Nurse Practitioner

FALL I

- NURS 305C** Advanced Neonatal Health Assessment (3 credit hours)
NURS 306C Developmental/Neonatal Physiology (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 B.S.N. Certificate-Prepared Neonatal Nurse Practitioners

FALL I—6 credits mandatory; 6 credits by exam

- NURS 305C** Neonatal Health Assessment (3 credit hours)—credit by exam (written and demonstration)
NURS 306C Developmental/Neonatal Physiology (3 credit hours)
NURS 316 Theoretical Foundations of Neonatal Care (2 credit hours)
NURS 317A Neonatal Pathophysiology and Management I (3 credit hours)—credit by written exam

SPRING II—6 credits mandatory; 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 detailed checklist)
NURS 399A Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

SUMMER III—6 credits mandatory; 6 credits by validation

- NURS 319** Neonatal Preceptorship (6 credit hours)—4 credits by validation (completion of detailed checklist) and 2 credits by integration 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

PROGRAM DIRECTOR Mavis N. Schorn (through 8/14/12), Michelle R. Collins (beginning 8/15/12)

ASSOCIATE PROFESSOR Mavis N. Schorn

ASSISTANT PROFESSORS Michelle R. Collins, Elaine M. Moore, Julia C. Phillippi

INSTRUCTORS Melissa L. Allred, Sohely Asadsangabi, Margaret H. Buxton, Lori Cabbage, Melissa G. Davis, Lauren Drees, Adelia Graham, Alison Hartwell, Sharon L. Holley, Linda F. Hughlett, Tonia Moore-Davis, Erin L. Pharris, Deanna C. Pilkenton, Heather M. Robbins, Marie Sample, Lisa D. Stephens, Catherine (Kate) Virostko, Pamela Waynick-Rogers

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

CLINICAL/ADJUNCT INSTRUCTORS Jill B. Alliman, Nicki C. Baxley-Blake, JoEllen Blake-Wingate, Janet L. Brodie, Danna S. Bush, Susan Cockburn, Linda Cole, Katherine E. Eastham, Susan Fischels, Julie H. Judd, Carol Lindsay, Angela Long, Judith Martin, Wanda McClellan, Letitia C. Rainey, Roberta Ress, Candace Riehl, Sarah S. Smith, Leona C. M. Wagner

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: May 2006," which include the "Hallmarks of Midwifery Care." Students may obtain clinical experience in a variety of nurse-midwifery practices that meet the "Standards of Midwifery Practice" of the ACNM.

Graduates will be eligible to take the American Midwifery Certification Board (AMCB) exam. The Nurse-Midwifery program is accredited by the 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; Web: midwife.org.

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 I (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 Nurse-Midwifery Care (3 credit hours)
NURS 336 Intrapartum/Postpartum Nurse-Midwifery Care (4 credit hours)
NURS 337 Practicum in Neonatal Nurse-Midwifery Care (1 credit hour)
NURS 338 Neonatal Nurse-Midwifery Care (1 credit hour)
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

PROGRAM DIRECTORS Mavis N. Schorn (through 8/14/12), Michelle R. Collins (beginning 8/15/12), Amy W. Bull
 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 normal newborn infants. Following completion of the nurse-midwifery program, students enroll in select, prescribed Family Nurse Practitioner courses. Emphasis is on expansion of the

knowledge and skills required in the management of a family-centered approach to health promotion, risk reduction, and intervention in illness. Through the combination of Nurse-Midwifery and Family Nurse-Practitioner specialties, the Family Nurse-Midwife graduates are prepared as an advanced practice nurse and midwife to deliver comprehensive primary care to individuals from preconception through adulthood.

Graduates are eligible to take the American Midwifery Certification Board (AMCB) exam and the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) Family Nurse Practitioner certification examination. The Nurse-Midwifery Program is accredited by the 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; Web: midwife.org.

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 I (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 Nurse-Midwifery Care (3 credit hours)
NURS 336 Intrapartum/Postpartum Nurse-Midwifery Care (4 credit hours)
NURS 337 Practicum in Neonatal Nurse-Midwifery (1 credit hour)
NURS 338 Neonatal Nurse-Midwifery Care (1 credit hour)
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 (3 credit hours)
NURS 364 Family Nurse Practitioner Preceptorship (4 credit hours)

Nursing Informatics

PROGRAM DIRECTOR Patricia Trangenstein
 PROFESSORS Jeff Gordon, Patricia Trangenstein, Elizabeth Weiner
 CLINICAL/ADJUNCT PROFESSORS Nancy M. Lorenzi, Deborah Ariosto
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Jamie E. Hopping,
 William Nolan
 INSTRUCTOR Scott Stretch
 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 Networks and Internet Applications for Health Care Providers (2 credit hours)
NURS 381C Web Development for Health Care Applications (3 credit hours)
NURS 381D Desktop Maintenance (1 credit hour)*
NURS 383B Continuous Quality Improvement and Outcomes Measurement (2 credit hours)
NURS 385A Health Care Financial Management (3 credit hours)

SPRING II

NURS 381E Database Design for Health Care Applications (2 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 381W Project Management (3 credit hours)
NURS 392C Informatics of Evidence-Based Practice (3 credit hours)
NURS 392D Clinical Informatics Practicum II (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)

* This course is pass/fail only.

Pediatric Nurse Practitioner

Primary Care and Acute Care Tracks

PROGRAM DIRECTOR, PRIMARY CARE Terry Witherington
 PROGRAM 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, 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, Amy J. Gann, Tempie
 M. Harris, Stacy L. Hawkins, Mary Jessee, Erika L. Kreitels, Lani
 Liehr, Carol D. Moore, Brittany H. Nelson, LaTeesa Posey-Edwards,
 Catherine M. Pullin, 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 Karen T. Jenks, Jennifer Nelson, Emily Ann Pope, 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 children and their families. Clinical experiences are arranged across a variety of inpatient hospital settings and include pediatric intensive care units, emergency departments, and sub-specialty clinics. Primary Care Pediatric Nurse Practitioners working in an acute care setting who are interested in meeting the qualifications for the PNP-AC Certification exam are encouraged to apply for the post-master's curriculum in this specialty track, which can be completed in two semesters of part-time study. This track is available for 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 and Clinical Reasoning (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 (4 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

L. Pendley, Mary Phillips, April Ramage, Kenneth M. Sakauye, William David Smith, Cynthia H. Sneed, Jason Tallman, M. Melissa Towry, Staci R. Turner, Ellin Wade, Walter F. Wilson, Mary A. Woodward-Smith
 LECTURERS Jean Blackburn, Carol Groninger

PROGRAM DIRECTOR Susan M. Adams
 PROFESSOR EMERITA Joyce K. Laben
 PROFESSORS Susan M. Adams, Vaughn G. Sinclair
 ASSOCIATE PROFESSOR Vanya Hamrin
 CLINICAL/ADJUNCT ASSOCIATE PROFESSORS Mary Fern Richie, Karen L. Starr
 ASSISTANT PROFESSORS Debra J. Partee, Theresa Inott, Rene Love, Jennifer Scroggie, Sandra S. Seidel
 CLINICAL/ADJUNCT ASSISTANT PROFESSORS Shahid Ali, Mary Beth Hogan, Shagufta Jabeen, Alan Lynch, Lynn McFarland, Dawn M. Vanderhoef, Zia Wahid
 INSTRUCTORS Rodney S. Adams, Edith E. Cloyd, Virginia S. Gerdner, Lisa N. Hockersmith, Ramona G. Hoehler, Michele A. Martens
 CLINICAL/ADJUNCT INSTRUCTORS Mary Jane Allen, Alice Bernet, Leah Garrett Bowen, Allison Brown, Deborah Bradford, Kiersten Brown, Molly Butler, Katherine Crocker, Taylor C. Fife, Christina Henry, Adrienne W. Hollis, La'Wanda Jenkins, Karen T. Jenks, Donna Lynch, John J. Martens, Lynn McDonald, David W. McMillan, Carly McNeill, Darcy McPherson, Melissa Ott, Katherine Petracek, Amanda

THIS specialty focuses on the mental health care needs of individuals across the life-span within the context of their environment. Course content and clinical practica prepare students to use clinical judgment and critical thinking in the performance of comprehensive (physical and mental health) assessments, differential diagnoses, prescription of psychopharmacologic agents, and non-pharmacologic interventions, 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 Psychiatric–Mental Health Nursing (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 in 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 in 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

PROGRAM DIRECTOR Janie Daddario (through July 2012), Anne Moore (beginning August 2012)
 PROFESSOR Anne Moore
 CLINICAL/ADJUNCT PROFESSOR Frank H. Boehm
 ASSOCIATE PROFESSOR Janie Daddario
 ASSISTANT PROFESSORS Barry K. Jarnagin, Michele S. Salisbury
 CLINICAL/ADJUNCT ASSISTANT PROFESSOR Jo M. Kendrick
 INSTRUCTORS Alison B. Barlow, Lisa C. Fournace, Elizabeth Hall, Deborah A. Jones, Margaret Babb Kennedy, Tamara Keown, Lucy Koroma, Virginia A. Moore, Laurie A. Tompkins, Penny Waugh, Tracie E. Wilder

ADJOINT INSTRUCTOR Hope B. Wood
 CLINICAL/ADJUNCT INSTRUCTORS Alison B. Barlow, Julie B. Barnes, Mary E. Dabrowiak, Dana L. DeMoss, Gregory A. Gapp, Elizabeth D. Hall, Elizabeth A. Huff, Margaret (Amy) Hull, Tamara Keown, Bryan R. Kurtz, Carol H. McCulough, William D. McIntosh, 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 309E Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)
NURS 327B Women's Health for Advanced Practice Nursing II (3 credit hours)
NURS 328 Practicum in Women's Health (3 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 (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 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 (3 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 (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)

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

PROGRAM DIRECTORS Janie Daddario (through July 2012), Anne Moore (beginning August 2012); 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 (3 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 (6 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 Across the Lifespan (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 of Aging (2 credit hours)
- NURS 365B** Adult Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)

Post-Master's Certificate in Urogynecology

PROGRAM DIRECTOR Janie Daddario (through July 2012), Anne Moore
(beginning August 2012)
PROGRAM COORDINATORS Vanessa Hardy and Amy Hull

THE urogynecology certificate program focuses on the bladder, bowel, and pelvic floor problems in women including continence, pelvic organ prolapse, pelvic pain, and elimination disorders. Pelvic floor issues can impact quality of life for women of all ages, and nurse practitioners with urogynecologic training improve quality of life in their patients.

In this focus area, the student evaluates and manages female patients ages 12 and above who have pelvic floor dysfunction. The student utilizes advanced diagnostic testing, such as urodynamics, to assess continence and barriers to pelvic health. The

nurse practitioner specializing in urogynecology will provide care both independently and as part of a professional health care team across very diverse settings. Common skills for urogynecology nurse practitioners include pelvic floor muscle evaluation and therapy, pessary fitting, urodynamic testing, interstim sacral nerve stimulation programming and intravesical therapy.

Although it is preferable that applicants to this program be Women's Health Nurse Practitioners, others who are interested in the urogynecology program of study may apply. Recommendations for program length and additional coursework needed will be made on a case-by-case basis after faculty review of the applicant's portfolio.

The program requires participation in a three-hour didactic course, a two-hour skills lab, and a four-hour preceptorship. Preceptorship will include a variety of clinical situations, such as reconstructive surgery observation, pelvic floor physical therapy, sexual dysfunction clinic, urodynamics, and pelvic floor clinics. The Urogynecology Post-Masters Certificate program requires completion of the following courses:

- NURS 332A** Urogynecology for the Advanced Practice Nurse (3 semester hours—didactic)
- NURS 332B** Advanced Practice Urogynecology Skills (2 semester hours—lab)
- NURS 332C** Preceptorship in Urogynecology (4 semester hours—clinical)

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

The M.S.N./M.T.S. and M.S.N./M.Div. degrees represent the master of science in nursing, the master of theological studies, and the master of divinity. These joint degrees provide the potential to attract outstanding students to both schools and will benefit both schools, encouraging interdisciplinary work and intra-school collaboration.

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

M.S.N./M.T.S. Degrees

The M.S.N./M.T.S. program can usually be completed in three years (see below) for students with a prior B.S.N. and four years for students requiring the V.U.S.N. pre-specialty year. A student must be registered as a full-time student in the Divinity School for at least three semesters and in the School of Nursing for at least 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

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

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

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. or post-master's 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

Registration and Clinical Placement Requirements

New Student Requirements

Upon acceptance, all entering students [Ph.D., D.N.P., H.S.M., Pre-Specialty, M.S.N., and Post-Masters] 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. Students accepted to a Pre-Specialty, M.S.N. or Post-Master's Certificate program are required to complete the new student immunization/certification requirements outlined below through the *Immunization Tracker* (initiated by proper code below). Ph.D., D.N.P., or Health Systems Management program students should keep the following documentation on hand and may be asked to complete the *Immunization Tracker* depending upon the nature of their clinical situation. 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.

Please note: If the student fails to provide documentation of requirements, the student will not be allowed to begin/continue clinical course work and/or register for additional courses. This is a VUSN school requirement, not just a clinical course requirement, and must be kept current at all times during enrollment.

All student requirements and forms can be found on the Clinical Placement website at: www.nursing.vanderbilt.edu/clinicalplacement/newstudents.html

1. **Background check** and submitting requirements:
 - a. Go to *CertifiedBackground.com* and click on "Students."

b. In the Package Code box, **Pre-Specialty, M.S.N. and Post-Master's Certificate students** enter package code **VA14bgt**
Ph.D., D.N.P. and Health Systems Management students enter package code **VA14bc**

c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to Certified Background. (NOTE: *There is a processing fee for this service.*) Follow the online instructions to complete the order. *Vanderbilt School of Nursing has negotiated a special student rate which includes the student tracker.

Pre-Specialty, M.S.N. and Post-Master's Certificate students will be directed to the Student Tracker website magnushealthportal.com/ upon completion of their background check to provide required documentation (listed below).

Options are to email, scan, fax, or mail all required documentation (information provided on website). Be sure your documentation dates are clearly visible in the Tracker. All documentation should be submitted prior to orientation.

2. **Physical exam** within six months of acceptance to the program, authenticated by an M.D. or NP, documenting evidence of good physical and mental health.

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.

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 1-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 an M.D. or NP. If there is evidence of a positive chest x-ray and/or symptoms of TB, please follow up for medical evaluation.

8. **Influenza:** 1 dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination (highly recommended) **OR** sign waiver 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 also require that the student have health insurance to cover any illness or injury that the student may incur during the clinical training experience.

10. Current **CPR certification** for adult, child, and infant (Vanderbilt accepts only American Heart Association [AHA] BLS for the Healthcare Provider cards). See the Clinical Placement website for CPR Training Information. 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). 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.

12. **HIPAA and OSHA Safety Training:** This is required **annual training**. Additional training may be required for particular sites. **Instructions for accessing and completing the training will be emailed to the student's Vanderbilt account in mid-August.**

Students 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. If the student plans to use Student Health, please call to schedule an appointment at (615) 322-2427; take a copy of the completed health questionnaire 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 the placement office.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition. All students seeking the M.S.N. degree must take a minimum of 6 semester hours each semester unless enrolled in the preapproved, three-year part-time program of studies for nurses employed by the Vanderbilt University Medical Center. Post-master's certificate students continue to be allowed to take three or more hours each semester in an approved, planned program of studies. Special students are an exception; by virtue of their non-matriculated status, they are eligible to take a maximum of 7 semester hours. Other exceptions may be requested by written petition to the chair of the Student Admissions and Academic Affairs Committee.

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 Linda Norman, senior associate dean for academics, any arrest, criminal charge, or conviction occurring after his or her background check has 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 Immunization and Certification Requirements: Continuing Pre-Specialty, M.S.N., and Post-Master's Certificate students must maintain current documentation within their Student Immunization Tracker throughout enrollment. The Tracker's annual fee is \$20.00. You will be prompted when payment is to be submitted.

Students are required to update the following date dependent documentation in their Tracker when due:

1. 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 also require that the student have health insurance to cover any illness or injury that the student may incur during the clinical training experience.

2. Negative results of annual tuberculin skin test or a clear chest x-ray within past year.

a. *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 an M.D. or NP. If there is evidence of a positive chest x-ray and/or symptoms of TB, please follow up for medical evaluation.

3. Current **CPR certification** for adult, child, and infant (Vanderbilt accepts only American Heart Association [AHA] BLS for the Healthcare Provider cards.) See attached for CPR Training Information

4. **HIPAA and OSHA Safety Training:** This is required **annual training**. Additional training may be required for particular 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). 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.

6. **Influenza:** 1 dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination (highly recommended) OR sign waiver 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.

Students 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. If the student plans to use Student Health, please call to schedule an appointment at (615) 322-2427; take a copy of the health questionnaire and any required documentation to the appointment. Students will be responsible for the 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 the placement office.

Student Requirements When Returning from Leave or Deferrals

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 submit information for a new background check through CertifiedBackground.com using package code VA14bc, upon return.** Follow the "Order Now/Students" link on the Certified Background 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 *Student Handbook*. These publications are available in August of each year online through the VUSN website at vanderbilt.edu/catalogs/nursing/ and 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 — 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 serves as adviser to special students.

Program of Studies

During the first semester of study, all students must file an approved program of studies with the faculty adviser. When a change in program is desired, the student must request a change in 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 Registrar for official processing.

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

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

Course Load and 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 credits allowable per semester will be included in the course description.

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

Examinations

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

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

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

Any student more than fifteen minutes late to an in-class examination must present a satisfactory excuse. No student will be admitted after the first hour. Students who take exams off campus are required to use the Safe Secure Remote Proctor.

Grade Reports

Students receiving mid-semester deficiencies are encouraged to meet with the course instructor and their faculty adviser to identify resources available to assist in successfully completing the course.

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

Program Evaluation

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

Leave of Absence

Leaves of absence are granted for a minimum of one semester or a maximum of one year. Leave of absence forms are available from the website at nursing.vanderbilt.edu/ under “Resources for Current Students/ Academic Support Services/MSN/DNP forms.” Students must attach a change in program form to the leave of absence form. Leaves must be approved by the academic adviser and the senior associate dean. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. Students taking an LOA must update their academic planner on YES, obtain approval of their plan from their academic adviser, and notify the registrar of their anticipated date of graduation. At the end of the leave of absence, the student must notify the assistant dean for enrollment management in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the senior associate dean. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

Alcohol and Controlled Substance Policy

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

Clinical Placement, Practica, and Preceptorships

The Clinical Placement Department in association 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 in a distance program may be completing their clinical practica and preceptorships in their hometown. Students and faculty share the responsibility for locating these clinical sites. Guidelines for selecting an appropriate site are available from each Program Director. Preceptorship sites are selected based on how they fit with the specialty and the students. Clinical sites 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 Systems Management 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. 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

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

M: Missing a final examination. The designation *M* is given to a student absent from the final examination who

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

I: Incomplete. Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the 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 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 may repeat a course only with the permission of the M.S.N. Student Admissions and Academic Affairs (SAAA) Committee.

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once. Students who do not earn at least a *B-* in a course with a clinical component must repeat that course.

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

Core Courses

Students enrolled in the specialist nursing component are required to earn a minimum grade of *C-* in the core course component (395, 399A, 399B). Students who earn *C* grades in these courses, however, must have sufficient grade points to maintain a cumulative grade point average of *B*, or a 3.0 on a 4.0 scale.

Probation

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

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

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

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the 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.

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

To progress from the pre-specialty component to the specialist nursing component, students must (a) complete 43 hours of the generalist component with at least a *C-* in each

didactic course and a B- in each clinical course, and (b) earn at least a 3.0 cumulative grade point average.

Students who earn less than a C- in 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 begin a 300-level clinical course.

Student Complaint and Grievance Procedure

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. 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 Linda Norman, senior associate dean for academics. At the time of the appointment with Dean Norman, the student should bring a written statement of the problem or grievance. If still unresolved, contact Dean Conway-Welch for assistance.

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/

Additional information on complaint and grievance procedures can be found in the *Student Handbook* online at vanderbilt.edu/student_handbook/.

Withdrawal from the University

Students planning to withdraw from the university should contact the 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 grade below a C- in a didactic course, no grade below a B- in a clinical course, and no incomplete grades; and (d) satisfactory criminal background check. Students who are ineligible to take the NCLEX-RN will not be allowed to participate in a course with a clinical component.

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

Students who are not registered nurses are required to take examinations specified by the senior associate dean to prepare for the NCLEX-RN.

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 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, Patricia Trangenstein, Elizabeth Weiner
 ASSOCIATE PROFESSORS Terri Donaldson, Sarah C. Fogel, Stephen Krau, Bette Moore, Mavis Schorn, Richard Watters, Jennifer Wilbeck
 ASSISTANT PROFESSORS Angel Anthamatten, Linda Beuscher, Sharon Bryant, Amy Bull, Carol Callaway-Lane, Thomas Christenbery, Thomas H. Cook, Kathryn Lindstrom, Rene Love, Maria Overstreet, Julia Philippi, Geri Reeves, Michelle S. Salisbury, Clare Thomson-Smith, Courtney Young
 INSTRUCTORS Abby Parish, Patti A. Scott
 LECTURERS Alisa R. Haushalter, Lewis McCarver, Shea Polanchik, William B. Rogers, Jane Zielinski-Carter
 RESEARCH ASSOCIATE Mary Dietrich

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 program requires 74 credit hours of study of which 39 may be transferred from master's work, pending review and approval. The curriculum includes 35 hours of required coursework and can be completed either full time in four semesters or part time in six semesters. Full-time and part-time study options are available. 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

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

Admission

The Vanderbilt Doctor of Nursing Practice program can be entered with either a B.S.N. or M.S.N. degree and requires a total of 74 credit hours, including a minimum of 39 master-level credit hours taken at the School of Nursing or transferred from another accredited M.S.N. program and 35 doctoral-level credits taken at Vanderbilt. Direct admission to the Doctor of Nursing Practice (D.N.P.) program requires graduation from an NLNAC- or CCNE-accredited master's degree in nursing program. Applicants from unaccredited nursing programs will be considered on an individual basis.

Entry with an M.S.N. degree requires APRN certification as either an NP, CNM, CNS or CRNA. Applicants may also enter with an M.S.N. in nursing administration or nursing informatics. Vanderbilt offers post-master's entry for advanced practice nurses who hold an M.S.N. and wish to pursue additional advanced practice study for a new certification. Applicants with an M.N. degree in nursing education or other areas may apply but must pursue an advanced practice specialty as part of the D.N.P. program of study. M.S.N. applicants may pursue a new advanced practice specialty in conjunction with the D.N.P., which will extend the length of the program of studies. The program length will be based on the individual portfolio review. These applicants should address their career goals in the new specialty as part of the D.N.P. statement of professional goals.

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.

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 in nursing 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. *Professional Goal Statement.* 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.

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. In addition, applicants must have the Advanced Practice Registered Nurse designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
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 an interview.
9. *Technical 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.

Applicants with a B.S.N. degree will have the opportunity to make a seamless transition from our advanced practice nursing M.S.N. program into the D.N.P. program. Applicants applying with a B.S.N. degree should complete the online M.S.N. application and indicate their intention to progress directly into the D.N.P. program after completing M.S.N. degree requirements. Please refer to the M.S.N. program

information in the M.S.N. section of the catalog for the details regarding your advanced practice interest area.

Application Procedure

Application forms for the D.N.P. program may be secured from the School of Nursing website at nursing.vanderbilt.edu/. 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 January 15, although there is no published deadline. Applications are accepted until the class is full. Interested applicants should carefully review information provided on the website and contact the Admission Office 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.

Transfer Credit

Transfer credit is considered for courses taken elsewhere within five years of admission upon request. The program director approves transfer credit for all courses. If courses are approved, a total of 6 semester hours may be transferred. No credit is awarded toward the degree for courses designated as prerequisite for admission.

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. 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 570 on the computer-based test or 88 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.

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

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. The CGFNS exam is given in March, August, and November in forty-six locations worldwide, though not in Nashville. Information on the Tennessee licensing exam may be obtained from the Tennessee Board of Nursing; 227 French Landing, Suite 300, Heritage Place, Metro Center; Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5166; website: 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.

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 a semester. Half-time students carry a minimum of 4 but fewer than 9 credits 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 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 a completed application form with transcripts and the non-refundable application fee at least two weeks before registration. Acceptance into a course is dependent upon availability of space and facilities after full-time and part-time students have been registered.

Registration as a special student requires approval by the D.N.P. program director. 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.

Academic Regulations

The Honor System

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

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

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.

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

Registration and Clinical Placement Requirements

New Student Requirements

Upon acceptance, all entering students [Ph.D., D.N.P., H.S.M., Pre-Specialty, M.S.N., and Post-Masters] must complete a background check through Certified Background using the code provided below.

D.N.P. program students should keep the following documentation on hand and may be asked to complete the Immunization Tracker (initiated by proper code below) depending upon the nature of their clinical situation. 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. Enrollment is contingent upon satisfactory evaluation of the results of the background check.

Please note: If the student fails to provide documentation of requirements, the student will not be allowed to begin/continue clinical course work and/or register for additional courses. This is a VUSN school requirement, not just a clinical course requirement, and must be kept current at all times during enrollment.

All student requirements and forms can be found on the Clinical Placement website at: www.nursing.vanderbilt.edu/clinicalplacement/newstudents.html

1. **Background check** and submitting requirements:
 - a. Go to *CertifiedBackground.com* and click on "Students."
 - b. In the Package Code box, **Pre-Specialty, M.S.N. and Post-Master's Certificate students** enter package code **VA14bgt Ph.D., D.N.P. and Health Systems Management** students enter package code **VA14bc**
 - c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to Certified Background. (NOTE: *There is a processing fee for this service.*) Follow the online instructions to complete the order. *Vanderbilt School of Nursing has negotiated a special student rate which includes the student tracker.

Pre-Specialty, M.S.N. and Post-Master's Certificate students will be directed to the Student Tracker website magnushealthportal.com/ upon completion of their background check to provide required documentation (listed below). Options are to email, scan, fax, or mail all required documentation (information provided on website). Be sure your documentation dates are clearly visible in the Tracker. All documentation should be submitted prior to orientation.
2. **Physical exam** within six months of acceptance to the program, authenticated by an M.D. or NP, documenting evidence of good physical and mental health. Use the Health Questionnaire form.
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.
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 1-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 an M.D. or NP. If there is evidence of a positive chest x-ray and/or symptoms of TB, please follow up for medical evaluation.

8. **Influenza:** 1 dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination (highly recommended) **OR** sign waiver 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 also require that the student have health insurance to cover any illness or injury that the student may incur during the clinical training experience.

10. Current **CPR certification** for adult, child, and infant (Vanderbilt accepts only American Heart Association [AHA] BLS for the Healthcare Provider cards). See the Clinical Placement website for CPR Training Information. 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). 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.

12. **HIPAA and OSHA Safety Training:** This is required **annual training**. Additional training may be required for particular sites. **Instructions for accessing and completing the training will be emailed to the student's Vanderbilt account in mid-August.**

Students 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. If the student plans to use Student Health, please call to schedule an appointment at (615) 322-2427; take a copy of the completed health questionnaire 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 the placement office.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition. All students seeking the M.S.N. degree must take a minimum of 6 semester hours each semester unless enrolled in the preapproved, three-year part-time program of studies for nurses employed by the Vanderbilt University Medical Center. Post-master's certificate students continue to be allowed to take three or more hours each semester in an approved, planned program of studies. Special students are an exception; by virtue of their non-matriculated status, they are eligible to take a maximum of 7 semester hours. Other exceptions may be requested by written petition to the chair of the Student Admissions and Academic Affairs Committee.

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 Linda Norman, senior associate dean for academics, any arrest, criminal charge, or conviction occurring after his or her background check has 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 Immunization and Certification Requirements: Continuing Pre-Specialty, M.S.N., and Post-Master's Certificate students must maintain current documentation within their Student Immunization Tracker throughout enrollment. The Tracker's annual fee is \$20.00. You will be prompted when payment is to be submitted.

Students are required to update the following date dependent documentation in their Tracker when due:

1. 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 also require that the student have health insurance to cover any illness or injury that the student may incur during the clinical training experience.

2. Negative results of annual tuberculin skin test or a clear chest x-ray within past year.

- a. *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 an M.D. or NP. If there is evidence of a positive chest x-ray and/or symptoms of TB, please follow up for medical evaluation.

3. Current **CPR certification** for adult, child, and infant (Vanderbilt accepts only American Heart Association [AHA] BLS for the Healthcare Provider cards.) See attached for CPR Training Information

4. **HIPAA and OSHA Safety Training:** This is required **annual training**. Additional training may be required for particular 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). 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.

6. **Influenza:** 1 dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination (highly recommended) OR sign waiver 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.

Students 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. If the student plans to use Student Health, please call to schedule an

appointment at (615) 322-2427; take a copy of the health questionnaire and any required documentation to the appointment. Students will be responsible for the 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 the placement office.

Student Requirements When Returning from Leave or Deferrals

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 submit information for a new background check through *CertifiedBackground.com* using package code VA14bc, upon return.** Follow the "Order Now/Students" link on the Certified Background 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/ and 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 —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 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 Registrar for official processing.

Students who wish to alter the required program of studies or change their status from full time to part time, or vice versa, may petition to do so by giving justification for the request and proposing an alternative program of study, which must be approved by the academic adviser, program director, and senior associate dean 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. 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-masters and DNP students have the option to enroll in Vanderbilt University School of Nursing Specialty (MSN) 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.

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;
- Half time: Registered for at least 4 hours, but less than 9 hours;
- Less-than-half time: Registered for at least 1 hour, but less than 4 hours.

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/ under "Resources for Current Students/Academic Support Services." Students must attach a change in program form to the leave of absence form. Leaves must be approved by the academic adviser, the D.N.P. program director, 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. At the end of the leave of absence, the student must notify the assistant dean for enrollment management in writing of the intent to return or not to return.

A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the senior associate dean. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

Alcohol and Controlled Substance Policy

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

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.

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 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

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

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

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

A student making a grade below *B-* in another course will be dismissed. Courses taken for a letter grade may not be repeated on a Pass/Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

Probation

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

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

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, 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 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. 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 the D.N.P. program director. If the problem is not resolved with the program director, the student should make an appointment with the senior associate dean for academics. At the time of the appointment with the senior associate dean for academics, the student should bring a written statement of the problem or grievance. If 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/

Additional information on complaint and grievance procedures can be found in the *Student Handbook* online at vanderbilt.edu/student_handbook/.

Withdrawal from the University

Students planning to withdraw from the university should contact the registrar 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 (Yous 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 CO-DIRECTORS Ann F. Minnick and Linda D. Norman
DEAN Colleen Conway-Welch

PROFESSORS Susan M. Adams, Peter I. Buerhaus, Colleen Conway-Welch, Karen C. D'Apolito, Mary Jo Gilmer, Jeffrey S. Gordon, Joan E. King, Larry E. Lancaster, Donna B. McArthur, 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 PROFESSOR Nancy L. Wells

ASSOCIATE PROFESSORS Sarah C. Fogel, Rolanda L. Johnson, Jana L. Lauderdale, Melanie Lutenbacher, Elizabeth R. Moore

RESEARCH ASSOCIATE PROFESSOR Mary S. Dietrich

ASSISTANT PROFESSORS Thomas L. Christenbery, Thomas H. Cook, Shelagh A. Mulvaney, Sheila H. Ridner, Michele S. Salisbury, Michael W. Vollman

research designs and analytic techniques. Requirements for the degree include successful completion of advanced course work, a qualifying paper, an oral qualifying exam, and a dissertation (including oral defense of proposal and findings). Full-time and part-time options are available.

Further information about the 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) 322-3800, or visiting the website at 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). More specifically, faculty research interests include such areas as stress and coping, perceived control, health promotion, oncology, pediatric palliative care, impact of chronic conditions on individuals and families, family violence, health psychology/behavioral medicine, life transitions, and symptom management. Health services research topics include clinical outcomes, workforce policy, and economic aspects of health care delivery.

Admission to the Ph.D. in Nursing Science program is through the Graduate School, which oversees all doctoral programs in the university. For additional information, go to www.nursing.vanderbilt.edu/phd. Application materials are online and may also be obtained from the Graduate School located in Kirkland Hall. Successful applicants to the program are those whose previous academic performance, letters of recommendation, Graduate Record Examination scores, and written goal 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). Our course work is delivered using a combination of formats with limited on-campus visits. Students work with faculty mentors who guide and oversee their educational program from admission through completion of degree requirements. Students participate in intensive research experiences connected with faculty research projects and are exposed to a variety of

Post-Master's Certificate Program

THE 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 NLNAC- 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 (goal statement, 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 systems management, nursing informatics, neonatal nurse practitioner, nurse-midwifery, pediatric nurse practitioner (acute or primary care focus), family psychiatric and mental health nurse practitioner, women's health nurse practitioner, and urogynecology. Please refer to the specific advanced practice specialty curriculum for sample curriculum plans. For further information, visit nursing.vanderbilt.edu or call the Office of Admissions at (615) 322-3800.

Electives

Post-masters and DNP students have the option to enroll in Vanderbilt University School of Nursing Specialty (MSN) 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.

Financial Information

Tuition for 2012/2013 is \$1,126 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 Doctor of Nursing Practice program requires 74 hours of study of which 39 may be transferred from master's degree work.

The charge for students registered for zero hours of 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)	202
Summer	73
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 N305E	350
Laboratory fee for N305F	200
Laboratory fee for N315	200
Laboratory fee for N337	200
0 hours	563

Liability insurance coverage (per semester)	33
Student health insurance (per year)	\$2,382
(\$1,191, fall; \$1,191, 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 17 for the fall semester and January 5 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 2012 Withdrawal/Refund Schedule

Week 1	August 22–August 29	100%
Week 2	August 30–September 5	90%
Week 3	September 6–September 12	85%
Week 4	September 13–September 19	80%
Week 5	September 20–September 26	75%
Week 6	September 27–October 3	65%
Fall Break	October 4–October 5	65%
Week 7	October 6–October 12	60%
Week 8	October 13–October 19	50%
Week 9	October 20–October 26	45%
Week 10	October 27–November 2	40%

No refund after November 2, 2012

Spring 2013 Withdrawal/Refund Schedule

Week 1	January 7–January 14	100%
Week 2	January 15–January 21	90%
Week 3	January 22–January 28	85%
Week 4	January 29–February 4	80%
Week 5	February 5–February 11	75%
Week 6	February 12–February 18	65%
Week 7	February 19–February 25	60%
Week 8	February 26–March 1	55%
Spring Break	March 2–March 10	55%
Week 9	March 11–March 18	50%
Week 10	March 19–March 25	40%

No refund after March 25, 2013

Tuition Payment Plan (The Vandy Plan)

Information about the Vandy Plan is available on the Student Accounts website at vanderbilt.edu/stuaccts.

Late Payment of Fees

All charges not paid by the specified due dates will be assessed a late payment fee of \$1.50 on each \$100 owed.

Financial Clearance

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwarranted). However, a late payment fee will be assessed each month until the balance is paid. All amounts deferred are due no later than November 30 for the fall semester, April 30 for the spring semester, and July 31 for the 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 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. A \$10 late fee is assessed to eligible students who apply for waivers after August 20 for the fall semester and January 5 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 a 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 Federal Stafford subsidized and unsubsidized student loans and Federal Grad PLUS loans, as well as institutional funds, a current or prospective student must complete two application forms: the Vanderbilt University Graduate/Professional Financial Aid and Scholarship Application (available online only) and the

Free Application for Federal Student Aid (FAFSA) (fafsa.ed.gov). The tax information from the previous tax year, as well as other factors 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 6.8 percent (for the 2012/2013 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 7.9 percent (for the 2012/2013 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. Part-time students and students who are pursuing a post-master's certificate are not eligible for scholarships but may qualify for some loans. The School of Nursing maintains an extensive list of scholarships available for women, minorities, and graduate students.

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 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.

Amy Frances Brown Prize for Excellence in Writing

This prize is awarded each year there is a worthy candidate among the graduates of the School of Nursing. The selection is based upon papers submitted to meet course requirements in either the pre-specialty or specialist nursing component of the curriculum.

Specialty Awards

The School of Nursing Specialty Awards were initiated in August 1998 to recognize the most outstanding student in each specialty area. The awards are based on academic achievement, excellence in clinical practice, demonstrated leadership, community service and potential for future contributions to the nursing profession.

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, who passed away that year.

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 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

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. Spring. [3-4] Rollins-Smith.

NURS 210A. Human Anatomy and Physiology I. This course is an 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. Fall. [4] Cobb.

NURS 210B. Human Anatomy and Physiology II. This course is an integrative study of human anatomy and physiology. This course is a continuation of NURS 210A. 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 the sensory, endocrine, immune, cardiovascular, pulmonary, digestive, renal, and reproductive systems. Prerequisite: NURS 210A or permission of the instructor. Spring. [4] Cobb.

Generalist Nursing Courses and Electives

NURS 215. Foundations for Professional Nursing Role Development I.

This course is the first of a three-course sequence addressing professional nursing development designed to provide a foundational and conceptual context for provision of nursing care. This course serves as an introduction to professional nursing, exploring the historical beginnings, organization, and structure of the professional identity and an introduction to a process of evidence appraisal for use to improve patient care. With guidance, students will analyze and synthesize information from a variety of sources related to professional nursing. Prerequisite: None. Corequisite: 220, 225, 235, 245, 255A. Fall. [3] Kennedy and Staff.

NURS 216. Foundations for Professional Nursing Role Development II.

This course is the second of a three-course sequence addressing professional nursing development designed to further conceptual foundations and contexts for provision of nursing care with a focus on utilization of theory, question development, and advocacy. With guidance, students will analyze and synthesize information from a variety of sources related to professional nursing. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 226, 236, 246, 255B. Spring [2] Kennedy.

NURS 217. Foundations for Professional Nursing Role Development III.

This course is the third of a three-course sequence addressing professional nursing development designed to facilitate transition to practice and management of professional issues that reflect the current complexity in provision of care with respect to ethics, advocacy, accountability, and evidence-based decision making. With guidance, students

will analyze and synthesize information from a variety of sources related to professional nursing. Prerequisite: 215, 216, 220, 225, 226, 235, 236, 245, 246, 255A, 255B. Corequisite: 227, 237, 237A, 247B, 257. Spring, Summer. [2] Bess and Staff.

NURS 218A. Conceptual Basis for Nursing Practice. This course focuses on identification of the unique strengths/perceptions of each R.N. student and a development of an individualized plan for learning. The course assists R.N. students in identifying and developing strategies to foster critical thinking, lifelong learning, and nursing practice role development. Theory development and research are introduced as processes essential to the organization and development of nursing knowledge. Limited to R.N. students. Fall. [3] Bess.

NURS 218B. Foundations of Evidence-Based Practice in Nursing. This course is the second of a two-course sequence addressing professional nursing. The student in this course will identify, evaluate, and engage the various steps of scholarly inquiry in order to address research problems related to professional nursing practice. Students also will explore the theoretical and research foundations for evidence-based practice in nursing. Prerequisite: 218A. Limited to R.N. students. Spring. [3] Bess and Staff.

NURS 219. Nursing Ethics Seminar. This seminar course addresses basic ethical principles and health care issues that promote ethical reflection. Using student-selected case studies, ethical dilemmas in health care are discussed. Students are expected to reflect on their personal values and beliefs, ethical principles, clinical experiences, and literature sources while discussing the case studies. Prerequisite: 218A. Limited to R.N. students. Spring. [3] Bess.

NURS 220. Principles of Client-Centered Care. This course is designed to provide the student with the opportunity to gain the knowledge, skill, and attitudes essential to the provision of nursing care that focuses on the client's individual needs, desires, and capacities with the goal of achieving the best possible client outcome. Learners will engage in assessment of and reflection on self and system capacities in order to be competent to deliver client-centered care. Prerequisite: None. Corequisite: 215, 225, 235, 245, 255A. Fall. [1] Jessee.

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 2010 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. Prerequisite: None. Corequisite: 215, 230, 235, 245, 255A. Fall. [2] Waynick-Rogers.

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, 257. Summer. [3] Waynick-Rogers and Staff.

NURS 228. Population-Based Health Care. This course provides the student with an opportunity to explore population-based health care

principles of prevention, health maintenance, and health promotion within the context of Healthy People 2010. Notably, the course will focus on how these principles are used to increase healthy lifespan, decrease discrepancies in health status and health outcomes for different populations, and assure access to preventive services for all. It emphasizes epidemiologic principles and population-based holistic health promotion/disease prevention as an integral part of populations at risk for illness, disability, or premature death. Further, the course explores population-based care models and environments in which health care is delivered: community agencies, neighborhoods/communities, schools, the family, and the workplace. Legislation and policy implications for primary, secondary, and tertiary care will be discussed. Limited to R.N. students. Fall. [2] Fogel.

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 R.N. students. Spring. [3] S. Jones.

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 as well as apply nutrition fundamentals to personal and population dietary recommendations. Nutrition research will be integrated with the basic principles of digestion and absorption, the role of specific nutrients in health and illness, and the role of nutrition throughout the lifespan. Topics to be addressed will include nutrition and physical fitness, weight control and energy balance, nutrition and health promotion, and nutrition programs and services available throughout the U.S. public health system. Fall, Spring. [2] Pope.

NURS 231B. Nutrition and Health: Issues and Insights. This course is designed to complement NURS 231A to assist the student in building a foundation of knowledge used to evaluate nutrition information from varied sources and apply that knowledge to personal lifestyle and dietary choices. NURS 231B will expand upon nutrition topics introduced in NURS 231A, 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. NURS 231B will introduce students to the evaluation of nutrition research, interventions, and recommendations through use of an evidence-based medicine approach. Current research and topics of interest to be addressed will include nutrition concepts as related to life-style diseases (heart disease, cancer, obesity); dietary supplements; vegetarian diets; health implications of alcohol use and abuse; food allergies and intolerances; determinants of eating behavior; weight regulation and disordered eating; and nutrition/health issues unique to a college-age population. Pre/corequisite: 231A. Fall, Spring. [1] Pope.

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. Prerequisite: None. Corequisite: 215, 220, 225, 245, 255A. Fall. [4] Inott and Staff.

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. Spring. [5] Staff.

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, 257. [Prerequisites and corequisites apply to non-R.N. students only.] Fall (R.N. students only), Summer. [4] Krau and Staff.

NURS 245. Fundamentals of Clinical Practice. This course is the first of a sequence of three clinical practice courses designed to provide the student with the opportunity to acquire the knowledge, skills, and attitudes required to apply the nursing process (assessment, analysis, 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. Prerequisite: None. Corequisite: 215, 220, 225, 235, 255A. Fall. [5] Jessee.

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. Spring. [3] Jessee.

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 learn and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the lifespan (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student, with moderate faculty assistance and guidance, will be able to analyze

data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs of the complex clients, their families, and the health needs of a community. Prerequisite: 215, 217, 225, 235, 236, 245, 246, 255A, 255B. Corequisite: 216, 227, 237. Summer. [1] Jessee.

NURS 247B. Integration of Theoretical and Clinical Aspects of Nursing III. This course is the third of a sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the lifespan (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student, with minimum faculty assistance and guidance, will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs of the complex clients, their families, and the health needs of a community. Prerequisite: 215, 216, 217, 225, 227, 235, 236, 237, 245, 246, 255A, 255B, 247A. Summer. [2] Jessee.

NURS 248. Basic Health Assessment. This course is designed to provide the R.N. student the opportunity to learn and practice the skills of assessment in a classroom, in a laboratory setting, and then in a clinical area for a variety of client populations across the lifespan. The student's specialty population will be considered in the choice of health care setting utilized for practice. Limited to R.N. students. Fall. [3] Staff.

NURS 249. Integration of Theoretical and Clinical Aspects of Community Health Nursing. This course is an introduction to the scope and practice of family and community health nursing. It emphasizes, through didactic and community practice, the promotion and maintenance of the health of diverse populations across the lifespan. The epidemiological process and the nursing process serve as the organizing framework for didactic content and clinical interventions to support family and community health. Social, cultural, economic, environmental, and ethical issues related to specific populations will be explored. Limited to R.N. students. Prerequisite: 225, 248. Corequisite: 227. Spring. [3] Fogel.

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. Prerequisite: None. Corequisite: 215, 220, 225, 235, 245. Fall. [2] Krau.

NURS 255B. Pharmacology for Nursing Care. 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. Spring. [2] Krau.

NURS 257. The Nurse as a Teacher and Facilitator of Learning. This course expands on the R.N. students' current knowledge and skills in patient education. The course addresses the professional nurse's role as a facilitator of learning for patients, families, and fellow nurses. The R.N. student applies concepts and processes, such as motivation, improvement process, change, and the teaching and learning process to his or her personal and professional nurse roles. Limited to R.N. students. Fall. [2] Bess.

Specialist Nursing Courses and Electives

NURS 304. Transitions to the Advanced Practice Role. This course builds upon previously acquired knowledge and experience of the professional nurse role. The course focuses on the interaction of the advanced practice nurse with the health care system, colleagues, and client system. Students develop a personal philosophy of practice that is consistent with professional practice standards. This course gives direction in managing careers and modifying clinical practice. This course is not applicable toward the Master of Science in Nursing degree for students who entered the specialist component after the 2010-2011 academic year. Fall, Spring, Summer. [1] Crutcher.

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. The course builds on information initially discussed in 304 Transitions to the Advanced Practice Role and 303 Health Care Delivery Systems. Prerequisite: 305B, 309A, 327A, 330, 331, 333, 334, 335, 336, 337, 338 or permission of the Nurse-Midwifery program director. Corequisite: 339 or permission of the Nurse-Midwifery program director. Fall. [2] Staff.

NURS 304C. Teaching/Learning Methodology and Strategies. This course is designed to provide theoretical and practical experiences in learning and teaching strategies. Students develop fundamental knowledge of instructional design, techniques of learning, and evaluation of teaching/learning process. Spring. [1] Norman.

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. Fall. [3] Bull and Staff.

NURS 305B(A). Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the acute care practice setting. Advanced health assessment skills include obtaining appropriate health histories and performing physical examinations on adult patients with complex problems in a variety of acute and chronic health care settings, as well as participating in direct patient care. In addition, the course emphasizes proper documentation of data obtained from the history and physical exams and the development of appropriate differential diagnoses, problem lists, and therapeutic plans of care. Pre/corequisite: 305A, graduate-level standing, admission to the specialty. Fall. [1] King and Staff.

NURS 305B(B). Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the adult practice setting. Advanced health assessment techniques are emphasized. Diverse approaches are used in expanding proficiency in conducting histories and physical examinations in clinical laboratory settings with adult clients. Pre/corequisite:

305A, graduate-level standing, admission to the specialty. Fall. [1] Bradley and Staff.

NURS 305B(C). Advanced Health Assessment Applications for the Family Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Pre/corequisite: 305A, graduate-level standing, admission to the specialty. Fall [1] Bradley and Staff.

NURS 305B(D). Advanced Health Assessment Applications for Nurse-Midwifery. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Techniques, including communication skills, used in assessment of the health status of women and the fetus are developed and refined in laboratory and clinical settings. Congruence of philosophical concepts among the profession school, and the program is introduced. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the basis for clinical actions. Pre/corequisite: 305A, graduate-level standing, admission to the specialty. Fall. [1] Collins and Staff.

NURS 305B(E). Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on co-morbid physical and psychiatric conditions commonly seen in psychiatric/mental health settings, with an emphasis on expanding proficiency in conducting histories and physical examinations. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments related to identification of co-morbidity and interrelationship of physical and psychiatric conditions and treatments are explored. Experienced psychiatric mental health practitioners, psychiatrists and other related providers serve as role models in clinical practice. The course emphasizes the integration of health assessment strategies that are sensitive to the psychosocial needs of mental health clients. Pre/corequisite: 305A, graduate-level standing, admission to the Psychiatric-Mental Health Nurse Practitioner program. Fall. [1] Hoehler and Staff.

NURS 305B(F). Advanced Health Assessment Applications for the Women's Health Nurse Practitioner. Advanced techniques used in assessment of the health status of women are taught. Students in the course have the opportunity to enhance and refine their assessment and diagnostic skills in a laboratory setting. Diverse applications are used to expand proficiency in history taking and health assessment techniques specifically directed at the health care of women, to include antepartum surveillance. Pre/corequisite: 305A, graduate-level standing, admission to the specialty. Fall. [1] Daddario and Staff.

NURS 305B(G). 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. Prerequisite: Graduate-level standing, and admission to the Pediatric Nurse Practitioner program. Pre/corequisite: 300, 305D, 308, 311, 312A. Fall. [1] Witherington and Staff.

NURS 305B(H). Advanced Health Assessment Applications for the Family/Adult-Gerontology Acute Care Nurse Practitioner. This

course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Students are introduced to the dynamics of the managed health care environment. Experienced nurse practitioners serve as role models in clinical practice. Pre/corequisite: 305A, graduate-level standing, admission to the FNP/AGACNP program. Fall [1] Wilbeck.

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 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. Fall. [3] Kraft.

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. Prerequisite: None. Corequisite: 305E. Fall. [2] Witherington and Staff.

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. Prerequisite: Graduate-level standing and admission to the Pediatric Nurse Practitioner program. Prerequisite: None. Corequisite: 305D. Fall. [1] Witherington and Staff.

NURS 305F. 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 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. Fall. [3] Wilbeck.

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: 300, 305D, 308, 311, 312A. Fall. [1] Allen and Staff.

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. Fall. [4] Squiers.

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. Prerequisite: Approval of the instructor. Fall. [2] Schorn.

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. Students are required to have fulfilled requirements for registration, and documentation must be on file in the Associate Dean's Office for the following: attendance of annual OSHA training program at the School of Nursing, proof of adequate hospitalization insurance, active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; and required immunizations as listed in the School of Nursing catalog. Fall. [3] D'Apollito.

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. Fall, Spring. [3] Busby.

NURS 307A. Advanced Pharmacotherapeutics. This course is designed to provide psychiatric-mental health nurse practitioner students with the knowledge of pharmacokinetics and pharmacodynamics of pharmacologic agents used to manage 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. Special emphasis is placed on significant interactions between psychopharmacologic agents and common pharmacologic agents. Pre/corequisite: Graduate or post-graduate standing; 305, 308, 353. Fall. [2] Anathamatten.

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 Adult Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 306A. Fall. [3] Gooch.

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. Spring. [3] Scott.

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 Practitioners program; 305D, 305E, 312A. Corequisite: 312B. Spring. [3] Witherington.

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. Fall, Spring. [3] Dunlap and Busby.

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. Corequisite: 305A. Spring. [2] Bradley.

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. Corequisite: 305A. Fall. [1] Bradley.

NURS 309D. Advanced Practice Nursing in Primary Care of the Elderly. In this didactic course, knowledge is presented that is necessary for the practice of primary health care nursing of the elderly. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse elderly populations. Emphasis is placed on

developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 305A. Spring. [1] Kim.

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. Fall, Spring. [1] Moore.

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. Fall. [3] Hopkins and Staff.

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. Spring [3] Hopkins and Staff.

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. Spring. [2] Kim.

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. Summer. [1] Hopkins and Staff.

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. Fall. [3] Witherington.

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/E, 308, 311. Fall. [3] Anderson.

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. Spring. [3] Witherington and Anderson.

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/E, 308, 312A. Corequisite: 307E, 314C. Spring. [3] Allen.

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: 305C/D, 308, 312A/C. Summer. [3] Allen.

NURS 313. Current Issues in the Delivery of Pediatric Care. The focus of this course is on the pediatric nurse practitioner role in developing, implementing, and evaluating comprehensive care with pediatric clients. Applications of effective strategies with selected families and populations are emphasized. The course provides an opportunity for synthesis of knowledge and skills, including management and communication strategies, health policies and trends, appropriate theories, and ethical principles. Pre/corequisite: None. Summer. [3] Witherington.

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. R.N. licensure required. Spring. [4] Nelson and Staff.

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. Summer. [5] Kajihara-Liehr and Staff.

NURS 314C. Practicum in Acute Health Care of Children. This course is a precepted clinical practicum focusing on child health care with two foci: 1) an emphasis on management of pediatric acute conditions, and client education; and 2) an emphasis on the management of special health needs in children. A developmental approach is used in assessing the child and formulating the treatment plan. Learners will participate in a precepted clinical rotation in a pediatric health care setting that provides the opportunity for health assessment of the child and the formulation of a comprehensive plan of care. Clinical experiences will also provide students with the opportunity for health assessment and formulation of a comprehensive plan of care for children with special health needs. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners will also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as an acute health care provider in a variety of acute pediatric settings will be examined. Learners will explore relevant resources/research related to child health care and apply findings to the care of clients. Prerequisite: 305D/E, 307E, 311, 312A/C, 314A, R.N. licensure. Spring. [4] Allen and Staff.

NURS 314D. Advanced Pediatric Acute Care Preceptorship. This course is a continuation of the precepted clinical practicum focusing on child health care with two foci: 1) an emphasis on management of pediatric acute conditions, and client education; and 2) an emphasis on the management of special health needs in children. A developmental approach is used in assessing the child and formulating the treatment plan. Learners will participate in a precepted clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and the formulation of a comprehensive plan of care. Clinical experiences will also provide students with the opportunity for health assessment and formulation of a comprehensive plan of care for children with special health needs. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners will also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as an acute health care provider in a variety of acute pediatric settings will be examined. Learners will explore relevant resources/research related to child health care and apply findings to the care of clients. Prerequisite: 305D/E, 307E, 311, 312A/C, 314A, R.N. licensure. Summer. [5] Allen and Staff.

NURS 315. Essential Components of Neonatal Intensive Care Nursing and Introduction to Advanced Practice Neonatal Nursing Skills. This course provides students with an introduction to the advanced practice skills commonly performed by neonatal nurse practitioners. A step-by-step practical approach is taken to describe the procedures. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Students have the opportunity to practice the skills presented in the course under the supervision of experienced Advanced Practice Neonatal Nurses. 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. Corequisite: 307D, 317A/B. Students are required to have fulfilled requirements for registration and documentation must be on file in the Associate Dean's Office for the following: attendance of annual OSHA training program at the School of Nursing; proof of adequate hospitalization insurance; active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PALS) course completion; and required immunizations as listed in the School of Nursing catalog. Spring. [3] Scott.

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 addressed 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. Pre/corequisite: 306C. Students are required to have fulfilled requirements for registration and documentation must be on file in the Associate Dean's Office for the following: attendance of annual OSHA training program at the School of Nursing; proof of adequate hospitalization insurance; active R.N. licensure if the student is a Registered Nurse; current CPR certification for both adult and child; and required immunizations as listed in the School of Nursing catalog. Fall. [2] D'Apolito.

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 and trends in neonatal care as well as pathophysiology principles that can be applied across the life span are discussed. Issues, trends and legal issues of the NNP role are addressed. Prerequisite: Graduate-level standing and admission to the Neonatal Nurse Practitioner specialty-level courses. Corequisite: 305C, 306C, 316. Fall. [3] Scott.

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: Graduate-level standing and admission to the Neonatal Nurse Practitioner specialty; 305C, 306C, 316, 317A. Corequisite: 307D, 315. Spring. [3] D'Apolito.

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. R.N. 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, 315, 316, 317A/B; successful completion of Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PALS) is required prior to clinical. Students are required to have fulfilled requirements for registration and documentation must be on file in the Associate Dean's Office for the following: attendance of annual OSHA training program at the School of Nursing; proof of adequate hospitalization insurance; active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; and required immunizations as listed in the School of Nursing catalog. Spring. [3] D'Apolito and Scott.

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; R.N. licensure. Students are required to have fulfilled requirements for registration and documentation must be on file in the Associate Dean's Office for the following: attendance of annual OSHA training program at the School of Nursing; proof of adequate hospitalization insurance; active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; current NRP, and required immunizations as listed in the School of Nursing catalog. Summer. [6] D'Apolito.

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. Summer. [1] Salisbury.

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. Fall. [3] A. Moore.

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. Spring. [3] Daddario.

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/B, 307A, 309A, 327A/B. Spring. [3] A. Moore and Daddario.

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, R.N. licensure. Summer. [6] Daddario and Staff.

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. Pre/corequisite: 306B, 327A. Spring. [3] Staff.

NURS 331. Nurse-Midwifery Practicum I. Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of women from peri-menarche through post-menopause. Students apply specific components of the American College of Nurse-Midwives (ACNM) Philosophy, Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics to women from peri-menarche through post-menopause including primary care, preconception, antepartal, and 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. Pre/corequisite: 305A/B, 307A, 327A. Corequisite: 330. Spring. [2] Collins and Staff.

NURS 332A. Urogynecology for Advanced Practice Nursing. Building on prior knowledge of an experience with women's health, students will begin to critically examine and evaluate ideas and research related to urogynecology. This course focuses on advanced practice through the comprehensive assessment and management of the lower urinary tract, bowel, pelvic organs, and pelvic floor. Concepts include prevention, pathophysiology, assessment, management, and patient education. Fall. [3] Hull.

NURS 332B. Advanced Practice Urogynecology Skills. The lab course will provide the urogynecologic student the opportunity to learn urogynecology examination skills for the advanced practice nurse. The course is divided into three sections: The surrogate lab, the cadaver lab, and the pessary model lab. Fall. [2] Hull.

NURS 332C. Preceptorship in Urogynecology. In the urogynecology preceptorship, students are given the opportunity to integrate knowledge and refine advanced practice skills by functioning in the urogynecology nurse practitioner role. The focus is on the synthesis of clinical skills. Fall. [4] Hull.

NURS 333. The Evolution of Midwifery in America. This course surveys the historical and social literature of midwifery nursing and medicine in the context of the care of women and infants. Development of midwifery and the professional organization are analyzed and interpreted. Development of the midwife and nurse-midwife are examined in relation to societal, economic, and political issues involved in health care systems from the 18th century to present. Dynamics that affect the medical and midwifery models of care will be discussed to provide critical understanding of women's health care in America. Prerequisite: None. Fall. [2] Staff.

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. Summer. [1] Schorn.

NURS 335. Practicum in Intrapartum/Postpartum Nurse-Midwifery Care. Students will integrate theories and research findings into the management of the care of women during the intrapartum and postpartum periods. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics in the management of labor, birth, and the puerperium. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives and physicians. Prerequisite: 305A/B, 306B, 307A, R.N. licensure. Pre/corequisite: 336. Summer. [3] Schorn and Staff.

NURS 336. Intrapartum/Postpartum Care for Nurse-Midwifery. This course examines the theoretical basis of intrapartum and postpartum nurse-midwifery management. Multidisciplinary theories, concepts, and research are synthesized to develop safe management plans that are culturally and ethically appropriate and applicable to the physical, emotional, and educational needs of the childbearing woman and her family. Nurse-midwifery management 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 and postpartum 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/B, 306B, 307A, 327A, 330, 331. Summer. [4] Staff.

NURS 337. Practicum in Neonatal Nurse-Midwifery Care. This course is designed to apply the nurse-midwifery management process, analyzing and incorporating evidence-based research findings into care. Newborn assessment, methods of screening for abnormalities, supporting healthy adaptation to extrauterine life, and facilitating the healthy parental-newborn family relationships are applied. Under the guidance of experienced nurse-midwife and physician preceptors, students may have the opportunity to collaboratively manage newborns with common deviations from normal. Clinical objectives are achieved in a variety of settings, under the preceptorship of certified nurse-midwives, advanced practice nurses and physicians. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the basis for clinical action. Prerequisite: 305A/B, 307A, R.N. licensure. Corequisite: 338. Summer. [1] Schorn.

NURS 338. Neonatal Nurse-Midwifery Care. This course examines theory and research related to nurse-midwifery management of the normal newborn and strategies for facilitating healthy physiological adaptation and parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the framework for the course. Prerequisite: 305A, 306B, 307A, 331. Corequisite: 327A, 330, 335, 336. Summer. [1] Staff.

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 postmenopausal 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. Fall. [5] Staff.

NURS 340A. Pathophysiology and Collaborative Management in Acute Care I for the Adult-Gerontology ACNP. 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. Fall. [3] King.

NURS 340B. Pathophysiology and Collaborative Management in Acute Care II for the Adult-Gerontology ACNP. 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. Spring. [3] King.

NURS 340C. Pathophysiology and Collaborative Management in Acute Care III for the Adult-Gerontology ACNP. 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. Summer. [3] King.

NURS 341. Theoretical Foundation of Oncology Nursing. This course consists of didactic content related to the care of adult patients with neoplastic disorders. The course focuses on primary and secondary prevention, pathophysiologic processes underlying carcinogenesis, treatment modalities, symptom management, and home care for terminal patients. This course enables the student to explore the roles of an Advanced Practice Nurse caring for patients who have cancer or are at high risk for developing cancer. Pre/corequisite: None. Spring. [3] Staff.

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/F, 306A, 307C, 340A. Corequisite: 340B. Spring. [4] King and Staff.

NURS 342B. Adult-Gerontology ACNP 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. Fall. [2] Wilbeck.

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, 396E. Spring. [3] Squiers.

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: 300, 301, 305B/F, 306A, 307C, 340A/B, 342, R.N. licensure. Pre/corequisite: 340C. Summer. [4] King and Staff.

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. Pre/corequisite: 301, 305B/F, 306A, 340A/B/C, 342, all core courses. Spring. [4] King and Staff.

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: 300, 301, 305B/F, 306A, 307C, 340A/B, 342C, 396D. Pre/corequisite: 340C. Summer. [3] Squiers.

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: 300, 301, 305B/F, 306A, 307C, 340A/B, 342C, 396D. Pre/corequisite: 340C, 343C. Summer. [2] Squiers

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. Spring. [2] Donaldson.

NURS 348. Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner. This course builds on the foundational knowledge received in NURS 305F, NURS 306M, NURS 307, and the NURS 340 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, 306, 307 and 340A; concurrent enrollment in 340B and 342. R.N. licensure is required. Spring. [2] Bryant.

NURS 349. Directed Study in Critical Care Nursing. This course explores principles of critical care nursing, examining specific critical care assessment parameters and skills. The scientific rationale or physiologic basis for each assessment parameter or skill will be examined. In addition, the identification of the need for each assessment parameter or skill based on pathophysiology, implementation of the assessment parameter or skill and the relevant criteria will be discussed. Possible complications and research related to each assessment parameter and skills will then be integrated into advanced nursing practice. Pre/corequisite: None. Spring. [Variable credit 1-2] King.

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. Pre/corequisite: 300. Fall. [2] Sinclair.

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 life span. The DSM-IV-TR will be discussed across the life span. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health disorders. Laboratory time concentrates on role play and simulation of initial diagnostic interviews and formulation of differential diagnoses and initial treatment plans. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. Pre/corequisite: 305A, 350, 352, 353. Fall. [3] Hoehler.

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, neurophysiology and neuropathophysiology, neuropsychiatry, psychiatry, psychology, and social sciences are examined for their applications to advanced practice. Pre/corequisite: 353. Spring. [2] Gardner.

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 NURS 352 to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications. Pre/corequisite: Completion of or concurrent enrollment in NURS 352 or permission of faculty. Students are required to have fulfilled requirements of registration, and documentation must be on file in the Associate Dean's Office. Spring. [2] Seidel.

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. Spring. [2] Love and Hamrin.

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 CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP program director to be eligible to take this course. Fall. [2] Hamrin.

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. In addition, the student gains skill in implementing planned interventions and analyzing process dynamics with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Caseload management skills are further developed. 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. Spring. [4] Hoehler.

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, co-morbidities 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. Summer. [2] Seidel and Hamrin.

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. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. Collaboration with other health care providers is emphasized. Pre/corequisite: 356, all core courses, RN Licensure. Summer. [4] Adams.

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 program 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. Spring, Summer. [3] Adams and Staff.

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 program

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. Spring, Summer. [3] Adams and Staff.

NURS 359. 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. Prerequisite/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 CCNE accredited program documented by official transcripts; holds a nursing license in an eligible state; and receives approval from the PMHNP program director to be eligible to take this course. Fall. [2] Hamrin.

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. Spring [Variable credit—4 for FNP, 2 for NMW/FNP] Bradley.

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/B. Corequisite: 307, 308, 309A/C. Summer. [1] Bradley.

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/B, 307, 308, 309A/B/C/D/E, 360A, 361A. Corequisite: 360B, 364. Summer. [1] Staff.

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/corequisite: 305A/B. Spring. [2] Staff.

NURS 361B. Family and Relationship Issues in Primary Care. This course is designed to provide the Family Nurse Practitioner (FNP) student with knowledge of relationship issues that affect health, illness, and health care. Specific content includes parenting, family development, gender, power, and conflict. Summer. [1] Staff.

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. Spring. [2] Bradley.

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. Summer. [3] Staff.

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/B. Corequisite: 307, 308, 309A/D. Spring. [2] Staff.

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: 305A/B, 307, 308, 309A/B/C/D, 360A, 361A. Additional prerequisite for NMW/FNP students: 363C. Pre/corequisite: 360B, 361B, 395, 399A, 399B; R.N. licensure. Spring, Summer. [4] Staff.

NURS 364A. Family Nurse Practitioner Preceptorship for 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. Pre/corequisite: 309A/B/C/D, 360A/B, 362, 373A; R.N. licensure and all core courses. Summer. [3] Wilbeck.

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. Fall, Spring, Summer. [4] Hopkins and Staff.

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 patients 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/B, 307, 308, 309C/E, 310A/B/C/D, 365A, 395, 399A/B. Summer, Fall. [4] Hopkins and Staff.

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, 309A. Summer. [2] Dunlap.

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 program director, and the student's record. Fall, Spring, Summer. [Variable credit 1-6] Staff.

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 program director, and the student's record. Fall, Spring, Summer. [Variable credit 1-6] Staff.

NURS 372. Joint Studies Med School.

NURS 373. Strategies for Administrative/Clinical Decision Making. Synthesis of principles, theories and concepts for effective clinical leadership in today's health care systems. Models of managerial and clinical decision making and communication provide the framework for analyzing complex clinical operational issues. Essential concepts of strategic planning and marketing are discussed. Analytical, integrative and decisional skills are developed. Legal, ethical and regulatory dimensions of administrative decisions are examined. Strategic financial planning and application of decision models to evaluate financial and clinical benefits and risks are also examined. Summer. [2] Watters.

NURS 374. Population Care Management. Students develop the beginning skills in the epidemiologic approach to population-based health care. Analysis and application of theory and skills needed to assess, plan, and evaluate the care of populations within integrated health systems is a focus. Cultures, ethical, economic, and organizational challenges in health settings with populations at risk are explored. Strategies used to provide continuum of care for selected populations at risk will be examined. Rational and critical synthesis of available information is emphasized. Prerequisite: 300, 305, 308, 373 or permission of the instructor. Spring. [3] Pilon.

NURS 379. Thesis.

NURS 380. Organizational Dynamics. Integral to management practice is the acquisition of theoretical frameworks that explain organizational theories, management models, and decision-making strategies

related to health care systems and care delivery. In addition to providing a conceptual understanding of management practice, this course focuses on the development of interpersonal skills and effective leadership styles through role preparation, communication theories and the application of change strategies. Pre/corequisite: Specialty-level status. Fall. [3] Staff.

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 will be required to apply them to carry out course assignments. Fall. [3] Staff.

NURS 381B. Networks and Internet Applications for Health Care Providers. This course explores the structure and function of networks and Internet applications as they relate to their use within health care. Topics covered include basic concepts of network architecture, standard protocols, information services available, and issues of network security. Fall. [2] Gordon.

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. Fall. [3] Gordon.

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. Fall. [1] Gordon.

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. Spring. [2] Gordon.

NURS 381F. Seminar in Nursing Informatics. The student will have the opportunity to explore the dimensions and responsibilities of the Informatics nurse specialist's role by applying legal/ethical concepts and critical thinking skills to selected case studies in a variety of settings. Students will use the Scope and Standards of Nursing Informatics Practice (ANA) and seminal articles from the literature to analyze case studies. Spring. [1] Trangenstein.

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. Spring. [2] Trangenstein.

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. Summer. [3] Staff.

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. Spring. [3] Pilon.

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. Spring. [3] Crutcher.

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. Fall. [2] Crutcher.

NURS 384. Directed Reading. This is a directed reading course which introduces contemporary works from leaders who are influencing society and health care. Spring. [Variable 2-3] Staff.

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. Prerequisite: None. Fall. [3] Watters.

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: R.N. licensure; 382, 385, all core courses. Fall, Spring. [3] Wolgast.

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 NURS 386, Management Practicum I, of the HSM program. Students are assigned to a more senior leader in NURS 387, and complexity of course deliverables is enhanced. Pre/corequisite: 386. Spring, Summer. [3-4] Crutcher.

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. Summer. [3] Staff.

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, and resource efficiency and explore principles of multidisciplinary collaboration. Fall, Summer. [3] Pilon.

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. Spring. [3] Staff.

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. Spring. [2] Trangenstein.

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. Summer. [Variable credit 2-3] Trangenstein.

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. Summer. [2] Trangenstein.

NURS 393. Managed Care: Theory, Practice, and Future Options. Managed care is rapidly dominating the health care financing and delivery system in the U.S. Students in this course will be able to distinguish between the techniques of managed care and the organizations that perform the various functions. Six modules will cover the underpinnings, definitions, and origins of managed care, the health care delivery system and the network of health care providers, management of cost, quality and access, operational functions, Medicare and Medicaid, and the regulatory and legal aspects of managed health care. Pre/corequisite: None. Summer. [2] Staff.

NURS 393A. Curriculum Strategies for Health Professional Education. This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Design a learning program that integrates learning styles, technology use and a course management system. Fall, Summer. [3] Krau.

NURS 393C. Educational Evaluation for Learning in the Health Professions. This course explores issues related to evaluating educational offerings that employ technology. The advantages and disadvantages of both traditional and more novel approaches to evaluation are discussed. Students will learn how to create online surveys along with principles of test and survey management. Issues surrounding online

testing including access, privacy, and data input accuracy are emphasized. Overall program benchmarks are explored. Summer. [3] Krau.

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. Fall, Summer. [3] Staff.

NURS 396C. Special Topics: HIV/AIDS. This course consists of didactic content related to the care of persons with HIV/AIDS. It will enable the student to explore the roles of the nurse in advanced practice HIV/AIDS arenas, understand the pathophysiologic processes underlying HIV/AIDS infection, evaluate the rationale for and the effects of current treatment modalities, and analyze the interrelationships between the physical, psychosocial, spiritual, and political realms associated with the disease. Students taking the course for 3 hours will participate in developing a project pertaining to an area of interest in HIV/AIDS nursing. Prerequisite/corequisite: None. Summer. [Variable credit 1-3] Staff.

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 course work, including the Acute Care Nurse Practitioner core courses. Prerequisite: 306A/C, 340A, and Fundamental Critical Care Support Provider Certification through the Society of Critical Care Medicine's course. Spring. [3] Squiers.

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/F, 306, 307C, 340A, 342C, 396D. Pre/corequisite: 340C, 343B. Summer. [1] Squiers.

NURS 396F. Special Topics: Concepts of Emergency Nursing. This course provides students with the knowledge base and skills necessary to render emergency and trauma care. This will provide a foundation for future ACNP role development. The essential evaluation, stabilization and critical time management techniques will be discussed. It is essential that the ACNP functioning in the ER be experienced in the assessment of non-urgent, urgent, and emergent conditions. In this course, the ACNP student will learn the techniques, physiology, and clinical skills necessary to care for adult patients in an emergency setting. Prerequisite: 340A/B, 342, 346. Spring. [Variable 2-3] Wilbeck.

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. Spring. [2] King.

NURS 396W. Spanish for Primary Care Providers. This course introduces the nurse practitioner student to Spanish words and phrases that will be useful to them in a nurse practitioner setting. Emphasis is on the ability to communicate with the non-English-speaking Hispanic client

in primary care settings such as pediatric, family planning, and adult health situations. Pre/corequisite: Must be a student in the specialty year and fulfilled requirements for registration and documentation must be on file in the Associate Dean's Office for the following: attendance at annual OSHA training program at the School of Nursing; proof of adequate hospitalization insurance coverage; active Tennessee licensure if the student is a Registered Nurse; current CPR certification for both adult and child; and required immunizations as listed in the School of Nursing catalog. (Students must have an active Tennessee license before beginning the final clinical practicum in the specialty component.) Summer. [1] Salisbury.

NURS 397. Practicum in Emergency Care. This course is designed to provide clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care. Spring. [2] Wilbeck.

NURS 399A. Scientific 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. Spring. [3] Staff.

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: 399A. Summer. [3] Staff.

NURS 3000. Clinical Continuation. MSN, post-master's certificate, or D.N.P. 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] Staff.

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 (D.N.P.). 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. Fall. [2] Donaldson and Christenbery.

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 D.N.P. program or permission of instructors. Fall. [2] Trangenstein and Weiner.

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 non-parametric 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 D.N.P. program or permission of instructors. Fall. [3] Gordon and Parish.

NURS 420. Integrative Application of Evidence-Based Practice I.

This is the first of a four-course series that provides the D.N.P. 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. Spring. [1] McArthur.

NURS 422. Evidence-Based Practice II: Evaluating and Applying Evidence.

This course will build on Evidence-Based Practice I by preparing D.N.P. 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, 414. Pre/corequisite: 422, 442. Spring. [3] Moore and Donaldson.

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. Prerequisite: 414. Spring. [3] Rogers.

NURS 430. Integrative Application of Evidence-Based Practice II.

In this second course of a three-course series, the D.N.P. 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. Summer. [1] Staff.

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 D.N.P. within the contemporary health care environment. Students take either 432 or 434. Prerequisite: 410, 412, 414, 422. Pre/corequisite: 420. Summer. [3] Watters and Harris.

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 D.N.P. role in large and complex health care organizations. Prerequisite: 410, 412, 414, 422. Pre/corequisite: 420. Summer. [3] Staff.

NURS 436. Program Development, Implementation, and Evaluation.

This course focuses on analysis and application of theory and expertise needed to assess, plan, implement, and evaluate the clinical care of a population within integrated health systems. This course builds on behavioral, social, and organizational sciences. Topics include: needs assessment stages and methodologies, development of mission statements and program designs, data management, allocation of resources, evaluation strategies, and use of business plans. Spring. [3] Gilmer.

NURS 440. Integrative Application of Evidence-Based Practice III.

In this final course of a three-course series, the D.N.P. 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. Fall. [2] Staff.

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: 420, 422. Fall. [3] Polancich and Watters.

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 D.N.P.'s role in complex health care organizations. Prerequisite: 410, 412, 414, 420, 424, 442. Pre/corequisite: 430, 432. Fall. [3] Pilon and Zielinski-Carter.

NURS 445. Evidence-Based Management in Health Care Organizations and Systems.

This course is designed for D.N.P. 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 D.N.P. 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. Fall. [3] Pilon and Zielinski-Carter.

NURS 450. Integrative Application of Evidence-Based Practice IV.

In this capstone course, the D.N.P. student evaluates the evidence-based scholarly project and the impact of health care outcomes. Students will disseminate their findings through an oral presentation and a manuscript suitable for a peer-reviewed publication. Students will apply knowledge and skills obtained in the didactic and integrative courses in order to address the ethical, legal, financial, and organizational aspects of the scholarly project. The D.N.P. student will discuss his/her topic of interest, the development of the project, and how it addressed the needs of a selected population, and evaluate the implementation and outcomes of the project. In order to successfully complete the objectives of this course, the student is expected to practice a minimum of 200 hours in a clinical area related to the topic of interest. Each student will be required to submit individual objectives at the beginning of the semester. Spring. [2] Staff.

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 D.N.P. contribution to health policy development is explored. Prerequisite: 410, 412, 414, 420, 442. Pre/corequisite: 430, 440, 444. Spring. [3] Haushalter.

NURS 454. Legal and Ethical Environment.

This course provides a comprehensive analysis of the legal, regulatory, and ethical environments that impact D.N.P. practice. Prerequisite: 410, 412, 414, 420, 422, 424, 430, 432, 442, 444. Pre/corequisite: 440, 452. Spring. [3] Thomson-Smith.

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. Spring. [2] Silver.

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. Pre/corequisite: 460A. Summer. [2] Silver.

NURS 461. Exploration of Men's Health: Evidence and Practice. This course explores health issues with regard to biological, sociocultural, political, ethical, and environmental influences on men's health. Emphasis will be placed on analyzing and developing evidence-based health promotion and disease prevention initiatives for men related to advanced clinical and population-based practices. Summer. [2] Busby.

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 evidence-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, and biochemistry within a cultural context. Pre-requisite: Specialization in a Non-Psychiatric-Mental Health Advanced Practice Nurse role. Summer. [2] Love.

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, program director, and student's academic record. With the adviser's guidance, the student is responsible for identifying study objectives and D.N.P. competencies that are addressed within the course and for specifying the primary D.N.P. 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. Fall, Spring, Summer. [Variable credit 1-4] Staff.

NURS 466. Curriculum Strategies for Health Professional 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 are 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: Admission to the D.N.P. program or consent of faculty. Spring, Summer [3] Krau.

NURS 467. Educational Evaluation for Learning in the Health Professions. (Required course for students who have received a Nurse Faculty

Loan) This course explores issues related to evaluating educational offerings that employ technology. The advantages and disadvantages of both traditional and more novel approaches to evaluation are discussed. Students will learn how to create online surveys along with principles of test and survey management. Issues surrounding online testing, including access, privacy, and data input accuracy are emphasized. Overall program benchmarks are explored. Prerequisite: Admission to the D.N.P. program or consent of faculty. Summer, Fall. [3] Krau.

Ph.D. Nursing Courses

NRSC 302. Advanced Doctoral Seminar I. This course consists of a series of seminars focusing on issues relative to the dissertation, development of a program of research, and the role of the nurse scientist. The topics are selected by course faculty and the students who may be at various points of doctoral study in nursing. Topics and experiences may include proposal development, grant applications, mock proposal reviews, and dissemination of research findings. The seminar is required for two semesters, one-credit hour each semester. Prerequisite: Completion or concurrent enrollment in NRSC 380. [1]

NRSC 303. Advanced Doctoral Seminar II. This is the second seminar course in this series and focuses on the refinement and expansion of the student's ability to clearly articulate his/her phenomenon of interest. This course is designed to prepare students for the written qualifying examination and in developing his/her program of research. Prerequisite: Completion of Advanced Doctoral Seminar I. [1]

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]

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]

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.

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 relationships 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]

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]

NRSC 309. Special Topics in Quantitative Methods. This course focuses on the skills needed to implement common quantitative data collection methods. The major focus of this course will be on survey methods—how to construct, administer, analyze, and interpret surveys and questionnaires, whether administered in written or verbal form (e.g., interviews), in person or via the mail or online. A portion of the course will cover the development of scales and indexes to incorporate in surveys. Sampling and observational methods to assess behavior and personal characteristics will be included. Prerequisite: Completion of Research Design and Statistics I or consent of faculty. Fall. [2]

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]

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]

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.

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]

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]

NRSC 352. Measurement In Clinical Research. This course examines the principles of measurement, procedures used for critical evaluation of clinical measures, and specific techniques for assessing validity, reliability, and the structure of measures for use in diverse populations. A variety of behavioral and physiologic measures are included. Development of new and modification of existing instruments are included. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

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]

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]

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 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] Spring.

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 ethnocultural 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.

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]

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]

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]

NRSC 383. Advanced Topics in Organizational Quality and Safety Research. The student will develop expertise in the measurements commonly used in nursing health services research related to organizational quality and safety. Emphasis will be placed on the challenges to measuring administratively mediated variables (e.g., capital, labor, and process inputs) as well as the design and analytic challenges attendant to multilevel organizational studies. Prerequisite: Completion of or concurrent registration in Measuring Outcomes. [3]

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. Special Topics in Qualitative Design. This course explores qualitative approaches to research, including their theoretical foundations and practical applications. A variety of qualitative methods are presented and discussed. Class participants have the opportunity to study one or two selected methods in depth. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

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]

Archived 2012/2013
Nursing School Catalog

Faculty

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- JOHN (CHRIS) C. TAYLOR, Adjunct Instructor in Nursing
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- PATRICIA C. TEMPLE, Research Professor of Nursing (Medicine)
B.A. (Mills 1964); M.S., M.D. (Oregon State 1969, 1969); M.P.H. (Harvard 1974) [2007]
- CYNTHIA S. TERRY, Adjunct Instructor in Nursing
B.S. (Austin Peay State 1985); M.S.N. (Vanderbilt 2004) [2006]
- ANDREW H. THATCHER, Adjunct Associate Professor of Nursing
M.S. (Georgia Institute of Technology 1997) [2004]
- JANE J. THAYER, Adjunct Instructor in Nursing
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- TRACIE R. THIBAUT, Adjunct Instructor in Nursing
B.S.N. (Austin Peay State 1988); M.S.N. (Vanderbilt 2003) [2006]
- AMY L. THIEN, Assistant in Clinical Nursing (Physician Assistant)
B.A. (Vanderbilt 2002); M.S.M. (Trevecca Nazarene 2008) [2010]
- JEROME W. THOMPSON, Adjunct Instructor in Nursing
M.D., M.B.A. (California, Los Angeles 1976, 1994) [2004]
- JOHN RICHARDSON THOMPSON, Adjunct Associate Professor of Nursing
B.A. (Lipscomb 1977); B.Sc., Pharm.D. (Tennessee, Memphis 1980, 1982) [2008]
- CLARE J. THOMSON-SMITH, Assistant Dean for Faculty Practice;
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- SHARON TIBBITS, Adjunct Instructor in Nursing
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Diploma in Nursing (London [U.K.] 1981); M.S. (Surrey [U.K.] 1989);
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- JANE L. TODD, Adjunct Instructor in Nursing
B.S.N. (Richmond 1992); M.S.N. (Vanderbilt 1994) [2003]
- JOHN TOWNSEND, Adjunct Assistant Professor of Nursing
B.A. (Memphis State 1967); M.B.A. (Columbia 1969) [2011]
- NANCY S. TOWNSEND, Adjunct Instructor in Nursing
B.S.N. (DePauw 1987); M.S.N. (Vanderbilt 1992) [2000]
- MELISSA M. TOWRY, Adjunct Instructor in Nursing
B.S.N. (Belmont 1987); M.S.N. (Tennessee, Memphis 1990) [2004]
- PATRICIA A. TRANGENSTEIN, Professor of Nursing
B.S.N. (Vanderbilt 1975); M.S.N. (Saint Louis 1979); Ph.D. (New York 1988) [2002]
- PATSY C. TRIMBLE, Instructor in Clinical Nursing
B.S.N. (Vanderbilt 1975); M.S.N. (Tennessee 1988) [2004]
- HOLLY A. TUCKER, Adjunct Instructor in Nursing
B.S.N. (Austin Peay State 1998); M.S.N. (Vanderbilt 1999) [2005]
- A. LEE TUCKER, JR., Adjunct Instructor in Nursing
B.S. (Southwestern at Memphis 1971); M.D. (Vanderbilt 1975) [2004]
- DONNA TUDOR, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville 2000, 2001) [2004]
- STACI TURNER, Adjunct Instructor in Nursing
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- ANN M. VANDER WOUDE, Instructor in Clinical Nursing
B.S.N. (Iowa 1982); M.S.N. (Vanderbilt 1990) [1993]
- GINA D. VAUGHN, Instructor in Clinical Nursing
B.S. (Tennessee, Martin 2002); M.S.N. (Vanderbilt 2006) [2008]
- CLARE D. SULLIVAN, Instructor in Clinical Nursing
B.S. (Dayton 1972); M.S. (Harvard 1979); M.S.N. (Vanderbilt 1995) [1996]
- DANIELA P. VAVRA, Adjunct Instructor in Nursing
B.A., B.A., M.Pharm. (Montana 1996, 1997, 1999); M.S.N. (Vanderbilt 2001) [2003]
- CRYSTAL N. VERNON, Assistant Clinical Professor of Pediatrics; Adjunct Instructor in Nursing
B.S. (Lipscomb 1997); M.D. (Tennessee, Memphis 2003) [2007]
- NOLA H. VEST, Lecturer in Nursing (Training and Education)
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- CATHERINE E. VIROSTKO, Instructor in Clinical Nursing
B.A. (Georgia 1998); M.S.N. (Yale 2005) [2009]
- MICHAEL W. VOLLMAN, Assistant Professor of Nursing; Assistant Professor of Psychiatry; Assistant Professor of Medicine
B.S. (Trevecca Nazarene 1981); M.S.N., Ph.D. (Vanderbilt 1994, 2003) [1995]
- SONYA D. WADE, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Tennessee State 1996, 2001); D.N.Sc. (Tennessee, Memphis 2005) [2007]
- BETHANY R. WAGNER, Instructor in Clinical Nursing
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B.Sc. (Punjab [Pakistan] 1980); M.B.B.S. (King Edward Memorial [India] 1984); M.D. (Meharry Medical 1992) [2002]
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B.S.N. (Bethel [Tennessee] 1984); M.S.N. (Vanderbilt 1997) [2005]
- KENNETH WALLSTON, Professor of Nursing; Professor of Psychology
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- JOHN J. WALSH, JR., Assistant Professor of Nursing (Disaster Management)
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- WILLIAM F. WALSH, Professor of Pediatrics; Adjunct Professor of Nursing
B.S. (U.S. Air Force Academy 1972); M.D. (Texas, San Antonio 1976) [1992]
- TARA Y. WARD, Instructor in Clinical Nursing
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Ph.D. (Western Australia 1995) [2006]
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B.S., M.S., M.D. (East Tennessee State 1975, 1982, 1989) [2004]
- KATHRYN E. WHITE, Instructor in Clinical Nursing
B.S.N. (South Carolina 2004) [2011]
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M.D. (Medical University of South Carolina 1977) [2010]
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- HOPE B. WOOD, Adjunct Instructor in Nursing
[2002]
- MARGARET T. WOOD, Instructor in Clinical Nursing
B.S.N. (D'Youville 2005); M.S.N. (Vanderbilt 2008) [2010]
- MARY ANN WOODWARD-SMITH, Adjunct Instructor in Nursing
B.S. (Athens State 1978); M.S.N. (Vanderbilt 1980) [1981]
- SARAH E. WRAY, Instructor in Clinical Nursing
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Class of 2011/2012

Doctor of Philosophy

- Carrie Marie Carrett
B.S.N., Rutgers
M.S.N., Rutgers
Ph.D. Dissertation: *Rape Trauma: A Study of Preferred Rape Disclosure Methods and Factors Influencing Psychological Outcomes in Rape Victims*
Ocean, N.J.
- Catherine Huck Ivory
B.S.N., Georgia Baptist College of Nursing of Mercer University
M.S.N., Georgia College and State University
Ph.D. Dissertation: *Standardizing Failure to Rescue Elements in Perinatal Nursing Documentation*
Johnson City, Tenn.
- Cathy Ann Maxwell
B.S.N., Troy
M.S.N., Troy
Ph.D. Dissertation: *Administratively-Mediated Variables and Outcomes of Hospitalized Injured Older Adults*
Hamilton, Ga.
- Liz McDowell
B.S.N., South Carolina
M.Div., Vanderbilt
Ph.D. Dissertation: *Analysis of Written Emotional Disclosure and Control Group Essay Organization in Breast Cancer Survivors with Stage II Lymphedema*
Greenville, S.C.
- Steve Brian Widmar
B.S.N., Alabama
M.S.N., Alabama
Ph.D. Dissertation: *Satisfaction with Patient-Centered Care and Self-Care Education in Left Ventricular Assist Device Patients*
Nashville, Tenn.

Doctor of Nursing Practice

- Wendy Anne Araya
B.S.N., Tennessee
M.S.N., Tennessee
D.N.P. Scholarly Project: *The Use of Pre-medications Prior to the Non-Emergent Intubation in the NICU*
Clarksville, Tenn.
- Karen Michelle Ardisson
B.A., Kentucky
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Education of a Pre-Operative Group Education Class for Patients Undergoing Radical Prostatectomy for Treatment of Prostate Cancer*
Nashville, Tenn.
- Colleen Clarke-Ariola
B.S.N., College of Staten Island (New York)
M.S.N., Loyola (New Orleans)
D.N.P. Scholarly Project: *A Needs Assessment of Long-term Care Nursing Assistants' Empowerment and Their Role in Care Planning*
Malverne, N.Y.
- Tisha Christine Barzyk
B.S.N., Tennessee State
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Wound Management Guidelines for the Orthopaedic Trauma Patient Population*
Mount Juliet, Tenn.
- Tamatha Michelle Brown Bednar
B.S.N., North Carolina-Greensboro
M.S.N., North Carolina-Greensboro
D.N.P. Scholarly Project: *Assessing Quality of Life in Heart Failure Patients Using Previously Established Self-Questionnaires: A Pilot Study*
Whitsett, N.C.
- Mark William Burns
B.S.N., Phoenix
M.S.N., Phoenix
D.N.P. Scholarly Project: *Development of a Clinical Practice Guideline for Subcutaneous Measurement of the Nonisotopic (Cold) Iothalamate by Capillary Electrophoresis in Urine of the Pre-Diabetic Navajo Native American to Determine Creatinine Clearance*
Gilbert, Ariz.

- Angela Carol Ewing Carter
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Infant Developmental Education for Adolescent Moms Survey (IDEAS)*
Nashville, Tenn.
- Shawana Michelle Crawford
B.S., Jackson State [Mississippi]
M.S., Jackson State [Mississippi]
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Adherence Rates to Hepatocellular Carcinoma Surveillance at a Hepatology Practice*
DeSoto, Texas
- Debbie J. Drake-Davis
B.S.N., Western Kentucky
M.S.N., Vanderbilt
M.B.A., David Lipscomb
D.N.P. Scholarly Project: *Screening African-American Women to Increase Cardiovascular Risk Factor Awareness*
Franklin, Ky.
- Mary Kate FitzPatrick
B.S.N., Delaware
M.S.N., Widener
D.N.P. Scholarly Project: *Advancing Nurse Practice Through Implementation of a Nursing Peer Review Education and Competency Program: A Pilot Project*
Paoli, Pa.
- Diane Lea Owens Fletcher
B.S.N., Valdosta State
M.S.N., Southern Illinois [Edwardsville]
D.N.P. Scholarly Project: *Comparison of Air Force Flight Nurse Core Competencies with Selected Nurse Core Competencies and Wounded Warriors Patient Care Requirements*
Beavercreek, Ohio
- Andrea Johnson Fuller
B.S.N., East Carolina
M.S.N., South Carolina [Aiken]
D.N.P. Scholarly Project: *Implementation of Obesity Clinical Practice Guideline with the Army MOVE! Weight Management Program*
Clarksville, Ga.
- Carol Ann Ferguson Gray
A.D.N., Louisiana State [Alexandria]
M.S.N., Emory
D.N.P. Scholarly Project: *Evaluation of Outpatient Hemodialysis Clinic Staff Knowledge of Patient Adherence*
Marietta, Ga.
- Eileen Marie McHugh Griffin
B.S.N., Bowling Green State
M.S.N., Kent State
D.N.P. Scholarly Project: *Intraoperative Respiratory Care of Premature Infants: Evidence-Based Practice Guidelines for Anesthesia Providers*
Brentwood, Tenn.
- Jennifer Marie May Guay
B.S.N., Ohio State [Columbus]
M.S.N., New York [Stony Brook]
D.N.P. Scholarly Project: *The Effectiveness of the Dedicated Education Unit*
North Tonawanda, N.Y.
- Heather Caia Hodges
B.S.N., Baylor
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Health Education for Premenopausal Women Following Breast or Gynecologic Cancer Treatment*
Lubbock, Texas
- Brenda Kaye Wanke Jenkins
B.S.N., Boise State
M.S.N., Idaho State
D.N.P. Scholarly Project: *Caregiver's Informational Website: How To Use Non-Pharmacologic Interventions To Treat Agitation in Persons with Dementia Who Are Living at Home*
Meridian, Idaho
- LaVonne Lynn Funk Johnson
B.S.N., Gonzaga [Spokane]
M.S.N., Gonzaga [Spokane]
D.N.P. Scholarly Project: *Development of a Clinical Protocol to Access the Need for Early Palliative Care Interventions in Veterans Classified as Polytrauma or Seriously Injured or Ill*
Grand Island, Nebr.
- Tracey Lynne Kiesau
B.S.N., Oklahoma
M.S.N., Vanderbilt
D.N.P. Scholarly Project: *Family Centered Care Initiative: NICU Open Visitation. One Unit's Journey to Update Practice*
Tulsa, Okla.

- Elizabeth Ann Loika
 B.A., Colorado [Boulder]
 B.S.N., Mary Hardin—Baylor [Temple]
 M.A., Troy State [St. Louis]
 M.S.N., George Washington [D.C.]
 D.N.P. Scholarly Project: *Breast Cancer Related Lymphedema (BCRL) Protocol for use in Primary Care*
 Satellite Beach, Fla.
- Kim Ilya McKinley
 B.S.N., California State [Dominquez Hills]
 M.S.N., California [Los Angeles]
 D.N.P. Scholarly Project: *A Pain Scale Crosswalk Tool to Aid in Management of Acute Pain*
 Bernalillo, N. Mex.
- Imelda Reyes
 B.S., Western Michigan
 M.P.H., Michigan
 M.S.N., Emory
 D.N.P. Scholarly Project: *An Evaluation of the Identification and Management of Overweight and Obesity in a Pediatric Primary Care Setting*
 Roswell, Ga.
- James Clifton Roberson III
 B.A., Virginia
 B.S.N., Virginia
 M.A., Virginia
 M.S., Columbia
 D.N.P. Scholarly Project: *An Obstetric Anesthesia Crisis Resource Management Curriculum*
 Portland, Maine
- Allison Leigh Rosenberg
 B.S.P.H., Indiana [Bloomington]
 M.S.N., Vanderbilt
 D.N.P. Scholarly Project: *Examining the Use of Palliative Care in Patients with Acute Leukemia: An Integrative Review*
 Hilliard, Ohio
- Melissa Jayne Rumble
 B.S.N., Iowa
 M.S.N., Iowa
 D.N.P. Scholarly Project: *Screening for Developmental Delays and Autism Spectrum Disorders in a Rural Arizona Primary Care Pediatric Clinic*
 Casey, Iowa
- John Abner Savage, Jr.
 B.S.N., Mississippi [Jackson]
 M.S.N., Case Western Reserve [Cleveland]
 D.N.P. Scholarly Project: *A Current State Assessment of Anesthesia Controlled Medication Security in Ambulatory Surgery Centers*
 Franklin, Tenn.
- Laura Nicole Jennings Sidlinger
 B.S.N., Kansas [Washburn]
 M.S.N., Kansas [Washburn]
 D.N.P. Scholarly Project: *Addressing Barriers Associated with Adherence to Diabetic Plans of Care at the Marian Clinic*
 Topeka, Kans.
- Lisa Scarborough Tallet
 B.S., Maryland
 M.S.N., Emory
 D.N.P. Scholarly Project: *An Integrative Review of the Effect of Behavioral Interventions in Primary Prevention on Global Cardiovascular Disease Risk*
 Weston, Fla.
- Jose Ray Tumulak
 B.S.M.T., Velez [Philippines]
 M.S.N., DePaul
 D.N.P. Scholarly Project: *An Educational Module to Improve Nurses' Knowledge About Inadvertent Perioperative Hypothermia*
 Lindenhurst, Ill.
- Chizoba N. Ugbaja
 B.S.N., Union
 M.S.N., Memphis
 D.N.P. Scholarly Project: *Assessment of Perceptions and Preferences Influencing Eating Behaviors of Patients with Type 2 Diabetes Mellitus Attending a Rural Community Clinic*
 Jackson, Tenn.
- John Joseph Weatherwax
 B.S.N., Barry
 M.S.N., Florida
 D.N.P. Scholarly Project: *Primary Care Providers' Perceptions of Parental Coping with Asthma*
 Great Falls, Mont.
- Christopher Ty Williams
 B.S., Northwestern
 M.S.N., Vanderbilt
 D.N.P. Scholarly Project: *Evaluation of a Mentoring Pilot Program for Advanced Practice Providers in an Academic Medical Center*
 Los Angeles, Calif.

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 M.S., Tennessee [Knoxville]
 M.S.N., Vanderbilt
 D.N.P. Scholarly Project: *Nandi Traditional Healers: Sentinels in an Underserved Health Care Environment*

Master of Science in Nursing

Acute Care Nurse Practitioner

Casey Elizabeth Albritton Nashville, Tenn.
 B.S.N., Alabama [Tuscaloosa]
 William Aaron Andrews Spring Hill, Tenn.
 B.A., Trevecca Nazarene
 Cary Ann Bailey Du Quoin, Ill.
 B.S.N., McKendree
 Karen Evelyn Booth Nashville, Tenn.
 Lauren Ashley Breeding Brentwood, Tenn.
 B.S.N., Tennessee [Knoxville]
 Theresa Cressman Clarksville, Tenn.
 B.S.N., Austin Peay State
 Barbara Crutcher Hendersonville, Tenn.
 Matthew Wahrendorff Deweese Meridian, Miss.
 B.S., Millsaps
 Rachel Ashley Draper Jonesborough, Tenn.
 B.S.N., East Tennessee State
 Hector Escajeda Brownsville, Texas
 B.S.N., Chamberlain College of Nursing
 Amanda Ruth Flyckt Yakima, Wa.
 B.S., Washington State
 Desirae Alyssa Forte Palm Harbor, Fla.
 B.A., Bates
 B.S.N., Pace [New York]
 Mark Andrew Gerdesmeier Brentwood, Tenn.
 B.S., Belmont
 Margaret McNairy Goidel Nashville, Tenn.
 B.S.N., Georgia
 Reagan Hall Nashville, Tenn.
 B.S., Valdosta State
 M.A., Belmont
 Aaron Michael Holderman Goshen, Ind.
 B.S.N., Bethel [Indiana]
 Lauren Nell Houghton Atlanta, Ga.
 B.S., Vanderbilt
 Michelle Marie Irwin Brentwood, Tenn.
 B.S., Harding
 James L. Jones Jr. Preston, Idaho
 B.S.N., Oklahoma Wesleyan
 Kaitlyn Gloria Kiley Nashville, Tenn.
 B.S., Bentley
 Joanna Loyd Titusville, Fla.
 B.S.N., Florida
 Jessica D. Lucas Orlando, Fla.
 B.S.N., Central Florida
 Sarah Elizabeth McCloy Somerset, Ky.
 B.S., Queens [Canada]
 Sarah Katherine McKinley Ringgold, Ga.
 B.S., Tennessee [Chattanooga]
 M.Ed., Arkansas [Little Rock]
 Susan M. Mogan Nashville, Tenn.
 B.A., Tennessee [Knoxville]
 Meredith Anne Morgan Little Rock, Ark.
 B.S., Georgia
 Erin Kay Parks Farmington, Mo.
 B.S.N., Southeast Missouri State
 Lisa Perkins Nashville, Tenn.
 B.S.N., Jefferson College of Health Sciences
 Caroline Elizabeth Pierce Louisville, Ky.
 B.S., Vanderbilt

Angela Rayleen Pitman B.S., Sam Houston State	Clarksville, Tenn.
Leslie Ann Puckett	Chattanooga, Tenn.
Mary Caroline Reed B.A., Tulane	Cedar Grove, Tenn.
Shelley Rio B.S.N., Harding	Spring Hill, Tenn.
Victoria Claire Rolin B.S.N., Middle Tennessee State	Nashville, Tenn.
Emily Rae Samples B.S.N., University of Virginia's College at Wise	Bowling Green, Ky.
Brittni Lynn Sesler B.S., Montana State [Bozeman]	Alta Loma, Calif.
Katherine Elizabeth Shifrin B.S.N., Cedarville	Arvada, Colo.
Leland Douglas Smith, Jr. B.S.N., Belmont	Hermitage, Tenn.
Mary Rogers Sorey B.S., Millsaps	Jackson, Miss.
Meredith Holden Spruill B.S.N., Western Kentucky	Hendersonville, Tenn.
Patrick L. Stieve B.S.N., Iowa	Nashville, Tenn.
Elizabeth Michelle Stokley B.S.N., East Tennessee State	Kingsport, Tenn.
Katelyn Michelle Tipps B.S.N., Samford	Signal Mountain, Tenn.
Maria del Mar Troche B.S.N., Samford	Asuncion, Paraguay
Julie Lorene Vanderpool B.S., Purdue [West Lafayette] M.P.H., Massachusetts [Amherst]	Nashville, Tenn.
Briana Wickard Witherspoon B.S.N., Texas [Tyler]	Gallatin, Tenn.

Adult Nurse Practitioner

Amanda Caree Almond B.A., Tennessee [Knoxville]	Nashville, Tenn..
Leanne Stuard Balmer B.S., Middle Tennessee State B.S.N., Tennessee State	Mount Juliet, Tenn.
Meghan Bergeron B.S.N., New Hampshire [Durham]	Lebanon, N.H.
Erica Renee Bourbon B.A., Missouri [Kansas City] B.S.N., Rockhurst College	Lees Summit, Mo.
Florence Brenda Wallis Bryant B.S.N., Baptist Memorial College of Health Sciences	Jonesboro, Ark.
Michelle Rene Bulla B.S., Middle Tennessee State M.S., Virginia Commonwealth	Franklin, Tenn.
Marisa Leigh Burns B.S.N., East Tennessee State	Cleveland, Tenn.
Amanda M. Cecil B.S.N., Indiana [Bloomington]	Nashville, Tenn.
Taylor Ann Drew	Tallahassee, Fla.
Terri Joan Drew B.A., Bard M.A., San Francisco State B.S.N., Simmons	Yountville, Calif.
Corinne R. Ingle	Hendersonville, N.C.
Susan Johnston	Alcoa, Tenn.
Marlo Dianna Kemp B.S., Tennessee State M.S., Tennessee State Ph.D., Meharry Medical	Chicago, Ill.
Elyse Michel Kleidon B.S.N., Seattle	Bellingham, Wash.
Kristen A. Koller	Chesterfield, Mo.

Cenchrea Priscilla Knech Lanier B.S., North Alabama	Nashville, Tenn.
Kimberly Shawn Laskey B.S., Oklahoma State [Stillwater] B.S.N., Oklahoma City	Tulsa, Okla.
Jamie Lowe B.S.N., Western Kentucky	Hendersonville, Tenn.
Bobbi Lynn Mangrum B.S.N., Oklahoma Wesleyan	Wagoner, Okla.
Katharine M. McReynolds B.S.N., Oxford Brookes [United Kingdom]	Nashville, Tenn.
Noriko Morgan B.S.N., Virginia [Charlottesville]	Fort Campbell, Ky.
Tara Underwood Mudd B.S.N., Louisville	Louisville, Ky.
Scott David Murray B.S.N., Milligan	Bluff City, Tenn.
Lauren Myrick B.A., Transylvania	Bowling Green, Ky.
Nydia E. Parks B.S.N., Auburn [Auburn]	Nashville, Tenn.
Jennifer Pendergrast B.S.N., Austin Peay State	Clarksville, Tenn.
Brandi Nicole Quinn B.S.N., Tennessee [Chattanooga]	Nashville, Tenn.
Malinda Rivas B.S., Brigham Young [Utah]	Murfreesboro, Tenn.
Hope Rene Sellars B.S.N., Tennessee [Knoxville]	Knoxville, Tenn.
Jennifer Shetters B.S.N., Tennessee Technological	Decherd, Tenn.
Jocelyn Stauffer B.S., Santa Clara	Hershey, Pa.
Mitzi Bironas Stevens. B.S., Miami [Ohio] M.S., Kentucky	Brentwood, Tenn.
Rebecca Joy Terhune B.A., Wheaton [Illinois]	Nashville, Tenn.
Bonnie Kathleen Wallace B.S.N., Western Kentucky	Nashville, Tenn.
Cheryl Lynn Wathen B.S., Findlay	Nashville, Tenn.
Heather Brooke Whaley B.A., Vanderbilt	Nashville, Tenn.
Ted Allan White B.S., East Tennessee State B.S.N., Milligan	Jonesborough, Tenn.
Julia Anne Willhite B.S.N., Tulsa	Oologah, Okla.
Jonathan Wyndham Wilson B.S., Miami [Ohio] M.A., Belmont	Brentwood, Tenn.

Clinical Nurse Specialist

Tiffany S. Atkinson B.S.N., Auburn [Auburn]	Nashville, Tenn.
Jennifer Kay Beasock B.S., United States Air Force Academy	Nashville, Tenn.
Julie Monica Clements Healey B.S., Berry M.A., Connecticut [Stamford]	Nashville, Tenn.
Abigail E. Hillard B.S.N., La Salle	Nashville, Tenn.
Kelly Amanda Madigan B.S., Vanderbilt	New York, N.Y.

Family Nurse Practitioner

Hallie Paige Arrigon B.A., Vanderbilt	Hamilton, Ohio
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Summer Leigh Bartz B.S.N., Cox College of Nursing and Health Sciences	Nashville, Tenn.
Bettina K. Bolton B.S.N., Memphis	Spring Hill, Tenn.
Lisa Bolton B.S., Kansas [Lawrence]	Nashville, Tenn.
Brandi Bowlds B.S.N., Purdue [West Lafayette]	Prospect, Ky.
Rebecca Caroline Burnette B.S.N., Lipscomb	Lebanon, Tenn.
Annie Collins Cole-Bradley B.A., Western Kentucky B.S.N., Belmont	Bowling Green, Ky.
Mary Kathleen Coleman B.A., Vanderbilt	Wauwatosa, Wis.
Nina Marie Connell B.E., Vanderbilt	Nashville, Tenn.
Cara Ellen Costner B.S.N., Texas Tech	Nashville, Tenn.
Jennifer Lynn Lusty Crichton	Fairview, Tenn.
Janet Lynn Daily B.S.N., Memphis	Lebanon, Tenn.
Kelly W. Darrow B.A., Colgate	Superior, Colo.
Nicole Marie Delimont B.S.H.N., Kansas State	North Bend, Oreg.
Erik Anthony Dygulski B.S., Wisconsin [Milwaukee]	Nashville, Tenn.
Susan Vance Eastman B.S.N., Tennessee [Knoxville]	Nashville, Tenn.
Catherine Nicole Evans B.S., Tennessee [Knoxville]	Nashville, Tenn.
Natalie Phelps Finnie B.S.N., Southern Indiana	Elizabethtown, Ill.
Amanda Kathleen Fitch B.A., Appalachian State	Nashville, Tenn.
Tracy Cauthen Fluty B.S.N., Tennessee State	Goodlettsville, Tenn.
Kara Fur B.S., Kennesaw State	Marietta, Ga.
Sarah Elizabeth Goodman B.S.N., Belmont	Old Hickory, Tenn.
Mark Allen Graves	Santa Fe, Tenn.
Kirkley Ann Griffeth	Gainesville, Ga.
Amaya Guenechea B.S.N., Florida	Miami, Fla.
Benjamin Wade Harmon B.S., Tennessee Technological M.S., Tennessee Technological	Columbia, Tenn.
Misty Diane Hartley	Nashville, Tenn.
Sarah Hoover B.S., Tennessee [Knoxville]	McMinnville, Tenn.
Sheena Shunta Jordan B.S.N., Fisk	Milan, Tenn.
Erin Christine Keckley B.S.N., Belmont	Nashville, Tenn.
Joelle Latt Koplin B.S., Vanderbilt	Cherry Hill, N.J.
Lauren Elizabeth Lakvold B.S.N., Texas Christian	Allen, Texas
Amy Elizabeth Ledvina B.S.N., Purdue [West Lafayette]	Zionsville, Ind.
Letasha Yvette Lewis B.A., Chicago State M.S., Delta State B.S.N., Union	Collierville, Tenn.
Jessica Diane Lomheim B.S.N., Upper Iowa	Pleasant Hill, Iowa
Mallary Ruth Malwick B.S.N., Central State [Oklahoma]	Oklahoma City, Okla.

Kristin Lusby Miller B.S.N., Tennessee [Knoxville]	Knoxville, Tenn.
Ashley Loretta Mirmak	Nashville, Tenn.
Teri Ashley Moore B.S.N., Tennessee [Knoxville]	Knoxville, Tenn.
Jade Maria Morales B.A., Vanderbilt	Mary Esther, Fla.
Elizabeth Banks Morse B.A., Montana M.Sc., London School of Hygiene and Tropical Medicine, University of London [United Kingdom]	Anderson, S.C.
Annammah Baby Ninan B.A., Kerala [India] M.A., Kerala [India]	Franklin, Tenn.
Amanda Kathleen Noblett B.S.N., Tennessee [Knoxville]	Signal Mountain, Tenn.
Yetunde Elizabeth Ogunnaike B.S.N., Fisk	League City, Texas
Christy Lea Page B.S.N., Northwestern Oklahoma State	Broken Arrow, Okla.
Adrienne Nicole Pennington	Brentwood, Tenn.
Lauren Katherine Powers B.S.N., Bethel [Minnesota]	Green Bay, Wis.
Jennifer Prager B.S., Wheaton [Illinois]	Kailua, Hawaii
Stephanie Lyons Prothro B.S.N., Clemson	Nashville, Tenn.
Brook C. Raye B.A., Missouri Baptist	Arnold, Mo.
Allison Elizabeth Read-Williams B.S.N., Lipscomb	Nashville, Tenn.
Heather K. Reed B.A., Washington [Seattle]	Richmond, Va.
Tyroma Denise Rigsby D.C., Life B.S.N., Cumberland University [Tennessee]	Lebanon, Tenn.
Kimberly E. Rodgers B.S.F.S., Georgetown University M.S., Michigan [Ann Arbor]	Nashville, Tenn.
Jayne A. Rosenberger B.S.N., Southern Adventist	Brentwood, Tenn.
Michelle Lindsay Sanders B.S.N., Southern Adventist	Apison, Tenn.
Valerie Yvonne Sauve B.A., Tennessee [Knoxville] B.S.N., Tennessee State	Brentwood, Tenn.
Jennifer Legg Smith B.S., Belmont	Nashville, Tenn.
Savannah Marie Spearman B.S.Psy., Clemson	Summerville, S.C.
Heather Anne Stone B.E., Vanderbilt	Niceville, Fla.
Danielle Renee Stuart B.S.N., Washington [Seattle]	Centralia, Wash.
Tracy Thomas B.S.N., Southern Adventist	Nashville, Tenn.
Temeka R. Tunstall B.S., Tennessee State B.S.N., Belmont	Nashville, Tenn.
Margaret Ellen Turner B.S.N., Tennessee [Knoxville]	Germantown, Tenn.
Christopher Franklin Webb B.S.N., Bellarmine	Nashville, Tenn.
Brandi Dawn Weber B.S.N., Tennessee State	Greenbrier, Tenn.
Jenny Werth B.A., Spring Arbor B.S.N., Michigan [Flint]	DeWitt, Mich.
Ellen Davis West B.S.N., Virginia [Charlottesville]	Nashville, Tenn.

Mary Lauren Whitehead B.S.N., Tennessee [Knoxville]	Brentwood, Tenn.
Emily Lauren Williard B.S., Georgia	Nashville, Tenn.
Carriedelle Holmes Wilson B.A., Peace	Asheville, N.C.
Lindsey Shay Wilson B.S., Memphis B.S.N., Memphis	Columbia, Tenn.
Ronald Winton B.S.N., Middle Tennessee State	Murfreesboro, Tenn.
Katherine Lee Wood B.S.N., Tennessee [Martin]	Brentwood, Tenn.
Michael Woods B.B.A., Freed-Hardeman	Nashville, Tenn.

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

Terri Michelle Bright B.S.N., Bob Jones	Boiling Springs, S.C.
Enid Marijean Barr Collie B.S.N., Tennessee [Martin]	Somerville, Tenn.
Veronica Dawn Crawley B.S.N., Memphis	White House, Tenn.
Kara Elizabeth Hicks B.S.N., Texas [Austin]	Temple, Texas
Helen Elizabeth Mancus Sandford B.S.N., Indianapolis	Carmel, Ind.
Lucy Elaine Davis Tucker B.S.N., Liberty	Cane Ridge, Tenn.
Katherine E. Waldrop B.S.N., New York	Nashville, Tenn.
Mallory Brooke Whaley B.S.N., Medical College of Georgia	Chattanooga, Tenn.
Samantha Pell Ziglar B.S.N., North Carolina [Greensboro]	Clemmons, N.C.

Health Systems Management

Carol Louise Hoover Balabushka B.S.N., Medical University of South Carolina	Mount Pleasant, S.C.
Heather Elesha Campbell Tyronica Moore Divine B.S.N., Florida	Spring Hill, Tenn. Lithonia, Ga.
Jamie Flickinger B.S.N., College of Notre Dame of Maryland	Baltimore, Md.
Jaclyn Michelle Flinchum B.S.N., Saint Mary's College [Indiana]	Indianapolis, Ind.
Stephanie Ann Hunt B.S.N., Walsh	Atlanta, Ga.
Vicki Jones B.S.N., Harding	Murfreesboro, Tenn.
Angela Marie Kelly B.S.N., Saint Mary's College [Indiana]	Great Lakes, Ill.
Carin Suzanne Lewis B.S.N., Tennessee [Knoxville]	Chattanooga, Tenn.
Roberta Ellen Loufek B.S.N., Northern Arizona	Flagstaff, Ariz.
John Mac Mahon B.S.N., Loyola [Louisiana]	River Ridge, La.
Jacqueline Jean Mossakowski B.S.N., Medical College of Georgia M.A., Alaska Pacific	Anchorage, Ark.
Kenneth Eugene Nelson III B.S.N., Aurora	Oconomowoc, Wis.
Lynn Elizabeth Reisman B.A., Boston College B.S.N., Boston College	Whitman, Mass.
Helen Shannon Robinson B.S.N., South [Georgia]	Lithia, Fla.
Dorothy Rose Routt B.S.N., Seattle	Seattle, Wash.

Julie Scott B.S.N., Middle Tennessee State	Thompson's Station, Tenn.
Wendy Whitford Smith B.S.N., Austin Peay State	Clarksville, Tenn.
Angela Yvette Texada Sterling B.S., Lamar M.L.A., Southern Methodist B.S.N., Prairie View A & M	Houston, Texas

Neonatal Nurse Practitioner

Kathryn Lisa Bennett B.S., Georgia State	Smoke Rise, Ga.
Katie Marie Dugger B.S.N., Tennessee Technological	Mt. Pleasant, Tenn.
Rachel Fischer-Tripodi A.B., Georgia B.S.N., Medical College of Georgia	Washington, D.C.
Jaclyn Nicole Hall B.S.N., North Georgia College and State University	Dawsonville, Ga.
Emily Ann Liles Huamani B.S.N., Lipscomb	Franklin, Tenn.
Elizabeth Lee Hutcheson B.S.N., Samford	Nashville, Tenn.
Helen Tierney Klein B.S.N., Tulsa	Houston, Texas
Kristel Wendorf Lassiter B.S.N., North Carolina [Wilmington]	Willmington, N.C.
Molly Colleen McCadden B.S.N., Tulsa	Saint Louis, Mo.
Sarah McCullar B.S.N., Tennessee [Knoxville]	Nashville, Tenn.
Richard WM Newby B.S.N., Excelsior College	El Paso, Texas
Tina Gail Northup B.S.N., Louisiana College	Deville, La.
Christina Marguerite Poston	Gordonsville, Tenn.
Melanie Jean Reynolds B.S.N., Oklahoma Health Sciences Center	Oklahoma City, Okla.
Christine Rogers B.S.N., South Dakota State	Rapid City, S.D.
Carrie Elizabeth Rohling B.S.N., Saint Louis	Nashville, Tenn.
Chad Daniel Sikora B.S.N., Wisconsin [Green Bay]	Comstock Park, Mich.
Elizabeth Kyle Smith B.S.N., Tennessee Wesleyan	Powell, Tenn.
Dorothy Elizabeth Walker	Amarillo, Texas
Lisa Estella White-Green B.S.N., Phoenix	Lawrenceville, Ga.
Tiffany Lois Wright B.S.N., West Texas State	Wichita, Kans.

Nurse-Midwifery

Alexis Lauren Gee B.S., Michigan [Ann Arbor]	Traverse City, Mich.
Lisa Ann Godwin B.S.N., South [Georgia]	Tampa, Fla.
Emily Margaret Hoger B.S., Truman State	Clarksville, Tenn.
Meagann M. Little B.A., Texas [Austin]	Fayetteville, Ark.
Sarah Elizabeth Murton B.A., Drake	Park Forest, Ill.
Samantha Cori Stearns B.A., Asbury	Chattanooga, Tenn.
Andrea Marie Thorne B.S., Rhodes [Tennessee]	Sheridan, Wyo.
Melissa Rose Troncale B.S., Southern Illinois [Edwardsville]	Nashville, Tenn.

Samantha Dawn Twyman
B.S.N., Bellarmine
Nashville, Tenn.

Katie Elizabeth Wright
B.A., Oregon
Bloomington, Minn.

Nurse-Midwifery/Family Nurse Practitioner

Panayiota Michael Agamemnonos
B.A., Transylvania
M.P.H., Kentucky
Taylorsville, Ky.

Elissa Marie Barfoot
B.S., Phoenix
M.B.A., Phoenix
Dickson, Tenn.

Rebecca Jean Beardsley
B.S.N., Pensacola Christian
Warner Robins, Ga.

Abby Elizabeth Brown
B.S.N., Hope
Saint Johns, Mich.

Sharon Renee Foley
B.S.N., Cedarville
Marion, Ohio

Mary Anne Green
B.S.N., Belmont
Galatia, Ill.

Brittany Rose Hay
B.A., Vanderbilt
Milwaukie, Oreg.

Charmaine Marie Jackson
B.A., George Washington
M.P.H., Emory
Nashville, Tenn.

Mary Joy Nienhuis Love
B.S.N., Tennessee State
Cornersville, Tenn.

Courtney Cathleen Massaro
B.A., Virginia [Charlottesville]
M.P.H., Tulane
Charlottesville, VA.

Sarah Lindsey McCullough
B.S., Vanderbilt
Evanston, Ill.

Lacie Dawn Schultz
B.S., Texas [Austin]
Boerne, Texas

Danielle Melissa Smith
B.S.N., Liberty
Nashua, N.H.

Stefanie Lauren Stafford
B.S.N., Middle Tennessee State
Nolensville, Tenn.

Courtney Suzanne West
B.S.N., Liberty
Brandon, Fla.

Nursing Informatics

Kimberly Maria Bodine
B.S.N., Middle Tennessee State
Lebanon, Tenn.

Ebonie Mathilda Hardman
B.S., Alabama Agricultural and Mechanical
M.B.A., Kennesaw State
Smyrna, Ga.

Brooke Nicole Sykes Villarreal
B.S.N., Tennessee [Martin]
Erin, Tenn.

Vanessa Lynn Baker Wilson
B.S.N., Chamberlain College of Nursing
Stone Mountain, Ga.

Pediatric Nurse Practitioner/Acute Care Focus

Kimberly Fox Allen
B.A., Marlboro
B.S.N., Hawaii Pacific
Orford, N.H.

Kelly Butler
B.S.N., Villanova
Trumbull, Conn.

Jodi Gayle Koenig
B.S.N., Texas Medical Branch at Galveston
Sequin, Texas

Mary N. Laffey
B.S.N., Saint Louis
Saint Louis, Mo.

Jennifer L. Lakeberg
B.S., Old Dominion
Cincinnati, Ohio

Shannon Leigh Ligon
B.S.N., Phoenix
Nashville, Tenn.

Curry N. Long
B.S., Lipscomb
B.S.N., Lipscomb
Nashville, Tenn.

Jennifer Lea Luquette B.S.N., Phoenix	Abbeville, La.
Jayna Erin Reyes B.S.N., Middle Tennessee State	Smyrna, Tenn.
Amanda Lee Richardson B.S.N., Arizona State	Scottsville, Ariz.
Kristin Rosenberg B.S.N., Northeastern	Bradenton, Fla.
Soraida Maria Valencia	Ventura, Calif.
Nicole Jean Weihrauch B.S.N., Saint Cloud State	Saint Stephen, Minn.
Alexandra Kate Yockey B.S.N., University of the Incarnate Word	Katy, Texas

Pediatric Nurse Practitioner/Primary Care Focus

Whitney Morgan Block B.S., Stetson B.S.N., Johns Hopkins	Annapolis, Md.
Amanda Morain Brantley B.S., Georgia	Atlanta, Ga.
Hannah Beth Browning B.S., East Tennessee State	Cabot, Ark.
Cristina Maria Cacciatore B.S., Vanderbilt	Winnetka, Ill.
Carolyn Crane B.S.N., Illinois State	Nashville, Tenn.
Tanya Ezell Crockett B.S.N., Abilene Christian	Wilmore, Ky.
Rhys Smith David B.S.N., Medical College of Georgia	San Diego, Calif.
Robyn Jones DeVore B.S.N., Texas Christian	Lufkin, Texas
Lauren Blair Doppelheuer B.A., Vanderbilt	Snellville, Ga.
April Lynn Fortenberry	Cedartown, Ga.
Melissa Ashley Gaa B.S., Florida B.S.N., South Florida [Tampa]	Lakeland, Fla.
Lauren Leigh Gathany B.S., Vanderbilt	Riverwoods, Ill.
Lauren Legray Gingles B.S., Lipscomb B.S.N., Belmont	Nashville, Tenn.
Alison Margaret Hartog B.S., Vanderbilt	Georgetown, Ind.
Allison Marie Hush A.B., Georgia	Marietta, Ga.
Maria Catherine Johnson B.S.N., Ohio State [Columbus]	Cincinnati, Ohio
Rachel Beth Kaplan B.S., Vanderbilt M.Ed., Vanderbilt	Brewster, N.Y.
Natasha Jane McClure B.A., Louisville M.A., Louisville	Jamestown, Ky.
Emily Anne McCullough B.S., Colorado State [Fort Collins]	Carlsbad, Calif.
Megan Merrigan B.S.N., Truman State	Lee's Summit, Mo.
Jane Leathers Miller B.S., Vanderbilt	Murfreesboro, Tenn.
Caroline Sue Murphy B.S., Georgia	Atlanta, Ga.
Krista Rae Niemeyer B.S.N., University of Arkansas for Medical Sciences	Rosston, Ark.
Sarah Danhauer Osborne B.S.N., Kentucky	Nashville, Tenn.
Rachel Michelle Pasto-Crosby B.S., Rhodes [Tennessee]	Nashville, Tenn.

KarlaAnne Rella B.S.N., Liberty	Clarksville, Tenn.
Emily Suzanne Rhea B.S.N., Tennessee [Knoxville]	Knoxville, Tenn.
Micah Ashley Smith B.A., Transylvania	Utika, Ky.
Virginia Kathleen Spicker-Elams B.S.N., Evansville	Madison, Tenn.
Cameron Mark Stephenson B.S., Brigham Young [Utah] M.P.H., Loma Linda	Antioch, Tenn.
Carmen Timbes B.S.N., Tennessee Health Science Center	Memphis, Tenn.
Cari Elizabeth Trappe B.S., Clemson	Panama City, Fla.
Ashley Kirkpatrick Williams B.S., Pennsylvania State	Jefferson City, Tenn.

Psychiatric-Mental Health Nurse Practitioner

Chynwe Celestine Ahumaraeze M.Div., New Orleans Baptist Theological Seminary B.S.N., William Jewell	Kansas City, Mo.
Shelley Marie Chamberlain B.S., Southern Adventist	Cottontown, Tenn.
Bethany Dawson B.S., Evangel	Nashville, Tenn.
Lori Dickson B.S., Austin Peay State M.A., Argosy [Tennessee]	Springfield, Tenn.
Amy Jean Downs	Rock Hill, S.C.
Luis Wesley Dulin B.A., Kansas [Lawrence]	Nashville Tenn.
Chelsa Dawn Everley	Hillsboro, Ill.
Meghan A. Farrell B.A., Trinity [Texas]	Nashville, Tenn.
Benjamin K. Ferrell B.A., New Mexico [Albuquerque]	Columbia, S.C.
Erin N. Gregory B.S., Middle Tennessee State	Murfreesboro, Tenn.
Carolyn Ann Davila Hebel B.S., Regent [Virginia]	Columbia, Tenn.
Julie Marie Johnson B.S., Birmingham-Southern	Madison, Ala.
Nneka Chinelo Jon-Ubabuco B.S., Vanderbilt	Cedar Hill, Texas
Jennifer Marie Kemmer B.A., Toledo B.S., Toledo	Nashville, Tenn.
Lawrence Lauterbach B.B.A., Belmont	Franklin, Tenn.
Coralie Anne LeCoguic B.S., Middle Tennessee State	Nashville, Tenn.
Celeste Lewis B.A., New Orleans	New Orleans, La.
Diane Elizabeth Maynard B.S.N., Belmont	Brentwood, Tenn.
Racquel Fernandez O'Riley B.S.N., Visayas [Philippines] M.B.A., Dallas	Franklin, Tenn.
Verna Denise O'Rourke B.S.N., Blessing-Rieman College of Nursing	Hendersonville, Tenn.
Leah Rebecca Pickett B.A., Southern Methodist B.S.N., Mississippi College	Jackson, Miss.
Rickman Groger Powers B.A., Colorado College	Brentwood, Tenn.
Juliet Alice Roche	Nashville, Tenn.
Quentin Carmichael Shambley B.S., Vanderbilt	Antioch, Tenn.

Francis Stodolink B.S.N., Texas Christian	Fort Worth, Texas
Chris Wall B.A., Tennessee [Knoxville] M.A., Argosy [Tennessee]	Tellico Plains, Tenn.
Dena R. Wampler B.A., University of the Pacific	Hendersonville, Tenn.
Jennifer Yuchnitz B.S.N., Tennessee [Knoxville]	Nashville, Tenn.

Women's Health Nurse Practitioner

Pryor Vester Baird B.S.N., Clemson	Knoxville, Tenn.
Sara Mason Bovender B.A., Rhodes [Tennessee]	Nashville, Tenn.
Sarah Anne Crawford B.S.N., Tennessee Technological	Sparta, Tenn.
Cheri Beth Cross B.S.N., North Dakota State	Nashville, Tenn.
Erin Danielle DeBruyn B.S.N., Michigan State	Brentwood, Tenn.
Monique Lee Deterville B.S., California Polytechnic State [San Luis Obispo]	Riverside Calif.
Michaela Buchanan French B.S., Middle Tennessee State	Clinton, Tenn.
Dianne Lynn Harrop B.A., Iowa	Boulder, Colo.
Jodi Lynn Johnson	LaVergne, Tenn.
Kasey Elizabeth Kohring B.A., Lipscomb	Nashville, Tenn.
Alicia Marie Krawczak B.S., Elon College	Waynesboro, Penn.
Kristen Layne McGriff B.S.N., Samford	Hendersonville, Tenn.
Annie Waldrum Moore B.A., Alabama [Tuscaloosa]	Birmingham, Ala.
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Index

- Academic partnerships 29
 Academic program 33, 60
 Academic regulations 52, 63
 Academic standards 57, 67, 70
 Academic standing, good 57, 67
 Accidents, injury, illnesses 54, 65
 Accreditation 26, 43, 44
 Accreditation, university 14
 Activities and recreation fees 72
 Acute Care Nurse Practitioner 36, 37
 Administration, School of Nursing 24
 Administration, Medical Center 7
 Administration, university 6
 Admission 30, 61, 69, 70
 Admission requirements, post-master's certificate program 70
 Adult-Gerontology Acute Care Nurse Practitioner 36
 Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner: Emergency Care Focus 37
 Adult-Gerontology Primary Care Nurse Practitioner 39
 Advanced practice roles 70
 Advisers 54, 65
 Affiliated facilities 13
 Alcohol and Controlled Substance Policy 56, 67
 Application procedure 32, 62
 Athletic facilities 22
 Audit courses 55, 66
 Awards 74
- Background check 52, 64
 Bicycles 20
 Black Cultural Center, Bishop Joseph Johnson 21
 Board of Trust, University 5
 Brown, Amy Frances, Prize for Excellence in Writing 74
 Buckley Amendment 17
- Calendar 4, 54, 65
 Campus Security Report 17, 20
 Career Center 18
 Center for Better Health, Vanderbilt 10
 Center for Research Development and Scholarship (CRDS) 24
 Center for Student Professional Development (formerly Vanderbilt Career Center) 18
 Certification 30
 Change of address 16, 59, 68
 Change of course 54, 66
 Child and Family Center 19
 Child Care Center 19
 Children's Hospital at Vanderbilt, Monroe Carell Jr. 8
 Class attendance 55, 66
 Classification, student 33, 62
 Class of 2011/12 108
 Clinical placement and practica (D.N.P.) 67
 Clinical placement, practica, and preceptorships (M.S.N.) 56
 Code for nurses 27
 College of Arts and Science, pre-nursing studies in 28
 Commencement 59, 68
 Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 33, 62
 Committees, standing 24
 Complaints 17, 59, 68
 Completion of program 57, 67
 Computer resources 10
 Conduct Council, Nursing Student 52, 63
 Confidentiality of student records 17
 Core courses, specialist nursing curriculum 36, 58
- Core performance standards 52, 63
 Counseling services 18
 Course load 55, 66
 Courses of study 76
 Credit by examination 32
 Credit hours 55
 Crime alerts 20
 Criminal background check 52, 64
 Curriculum planning, joint degrees 51
 Curriculum, pre-specialty 35
- Dayani Center for Health and Wellness, Vanderbilt 10
 Degree requirements, D.N.P. 60
 Degree requirements, M.S.N. 30
 Degree requirements, Ph.D. 69
 Degrees offered, university 14
 Diabetes Center, Vanderbilt 9
 Digital resources 11
 Directory listings 18
 Disabilities, services for students with 19
 D.N.P. courses 90
 Doctor of Nursing Practice (D.N.P.) degree 60
 Dress code, student 57
 Dropping a course 55, 66
 Dual-degree programs 51
- Eating on campus 16
 EBL research 12
 Electives 36, 66, 70
 Emergency care focus 37
 Emergency phones 20
 English instruction 32, 62
 English language proficiency 32, 62
 Escort service (Vandy Vans) 20
 Evidence-based practice support 12
 Examinations 55, 66
 Executive committee, VUSN 24
 Extracurricular activities 22
- Facilities of the Medical Center 8
 Faculty 24, 95
 Faculty advisers 54, 65
 Faculty Practice Network 25
 Faculty Senate VUSN senators 24
 Family Nurse Practitioner 37, 40
 Fees 71
 Financial aid 17, 72
 Financial clearance 72
 Financial information 71
 Financial resources, international student 33, 62
 Founder's Medal 74
 Frist Nursing Informatics Center 10, 27
 Frist, Patricia Champion, Hall 10
- Generalist nursing courses and electives 76
 Godchaux, Mary Ragland, Hall 10
 Grades 55, 57, 67
 Graduate Council, School of Nursing 16
 Graduate Development Network (GDN) 20
 Graduate Student Council 16
 Graduation requirements 59, 68
 Grievances, student 17, 59, 68
- Health center, student 18
 Health systems management 41

- Heart and Vascular Institute, Vanderbilt 11
 History, School of Nursing 25, 26
 History, university 14
 Honor council, nursing 52, 63
 Honor scholarships 74
 Honor system 52, 63
 Honors 74
 Hospitalization insurance 19, 72
 Housing, university 16
- Identification card (Commodore Card) 16
 Immunizations, required 18, 53, 54, 64, 65
 Inclement weather policy 55
 Informatics milieu 27
 Information Technology Services 13
 Insurance, family coverage 19
 Insurance, hospitalization 19, 72
 Insurance, liability 72
 International English Language Testing System (IELTS) 32, 62
 International student and scholar services 21, 33, 62
 International student insurance 19, 33, 62
 International students 21, 32, 62
- Johnson, Bishop Joseph, Black Cultural Center 21
 Joint programs 51
 Julia Hereford Society 14
 Just-in-Time learning support 12
- Kennedy Center 9
 Knowledge management 12
- Late payment of fees 72
 Late work 58, 67
 Leave of absence 54, 56, 65, 66
 LGBTQI Life, Office of 21
 Liability insurance for students 72
 Library, Annette and Irwin Eskind Biomedical 11
 Library, Jean and Alexander Heard 11
 Library programs and services 12
 Library staff, EBL 13
 Licensure 31, 32, 56, 59
 Light, Rudolph A., Hall 9
 Loans 17, 73
- Master of Science in Nursing 30
 Medical Center Affairs Committee, Board of Trust 7
 Medical Center North 10
 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 13
 M.S.N. degree 30
 M.S.N./M.Div. joint degree 51
 M.S.N./M.T.S. joint degree 51
 M.S.N. Program for B.S.N. Certificate-Prepared Neonatal Nurse Practitioners 42
 M.S.N. Program for B.S.N. Certificate-Prepared Women's Health Nurse Practitioners Who Live at a Distance 48
- Neonatal Nurse Practitioner 42
 New Student Requirements 52, 63
 No-credit courses 66
 Nurse-Midwifery 43
 Nurse-Midwifery/Family Nurse Practitioner 44
 Nursing Honor Council 52, 63
 Nursing Informatics 10, 27, 45
 Nursing Student Conduct Council 52, 63
- Organizing framework 33
 Orientation 52, 63
- Parking and vehicle registration 20
 Part-time studies 35
 Pass/Fail courses 55, 67
 Peabody College, pre-nursing studies at 28
 Pediatric Nurse Practitioner 46
 Performance standards, core 52, 63
 Ph.D. in Nursing Science 69
 Ph.D. nursing courses 92
 Philosophy of the school 26
 Police Department, Vanderbilt University 19
 Police department educational programs 20
 Post-master's certificate in urogynecology 50
 Post-master's certificate program 70
 Practica and preceptorships 56
 Pre-nursing courses 76
 Pre-nursing studies 28
 Pre-specialty component 31, 33, 34
 Pre-specialty curriculum overview 34
 Preston, Frances, Medical Research Building 9
 Print resources 13
 Probation 58, 67
 Professional liability insurance 72
 Program evaluation 56, 66
 Program goals/outcomes (M.S.N.) 34
 Program objectives (D.N.P.) 60
 Program of studies 54, 65
 Programs and services, EBL 12
 Progression 58, 68
 Psychiatric Hospital at Vanderbilt 8
 Psychiatric-Mental Health Nurse Practitioner-Family 47
 Psychological and Counseling Center 18
- Rand Hall 22
 Readmission 58, 68
 Recreation and sports 22
 Refunds 71
 Registration 52, 63
 Regulations, academic 52, 63
 Religious life 22
 Repeat courses 58, 67
 Required courses, D.N.P. 61
 Requirements for M.S.N. degree 30
 Research Development and Scholarship, Center for 24
 Robinson, Ann and Roscoe, Medical Research Building 9
- Sarratt Student Center 22
 Scholarships 74
 School of Nursing Graduate Council 16
 Schulman Center for Jewish Life 21
 Security, campus (Police Department) 19
 Security report, annual 17, 20
 Senior-in-absentia programs 28
 Shuttle service 20
 Sigma Theta Tau 74
 Specialist component 33
 Specialist nursing courses and electives 78
 Specialist nursing curriculum overview 35
 Specialty awards 74
 Specialty courses 36
 Sports and recreation 22
 Stallworth Rehabilitation Hospital 8
 Standing committees 24
 Student classification 33, 62
 Student Health Center 18
 Student Life Center 22
 Student loans 17, 73

Student records, confidentiality of 17
Student services 17

Tennessee Board of Nursing eligibility requirements for licensure 56
Test of English as a Foreign Language (TOEFL) 32, 62
Transfer credit 32, 62
Transcripts 72
Transitional objectives/outcomes (M.S.N.) 34
Transplant Center 11
Transportation and lodging 56, 67
Tuition and fees 71
Tuition payment programs 72

Uniform 57
University, general information 14, 16
Urogynecology, post-master's certificate in 50

Vanderbilt Bill Wilkerson Center for Otolaryngology
and Communication Sciences 11
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 Heart and Vascular Institute 11
Vanderbilt-Ingram Cancer Center 8
Vanderbilt Kennedy Center for Research on Human Development 9
Vanderbilt Medical Group Williamson County 10
Vanderbilt, Monroe Carell Jr. Children's Hospital at 8
Vanderbilt Stallworth Rehabilitation Hospital 8
Vanderbilt Transplant Center 11
Vanderbilt University Hospital 8
Vandy Vans (escort service) 20
Vine Hill Community Clinic 25

Wilkerson, Bill, Center 11
Withdrawal from a course 55, 66
Withdrawal from the university 59, 68
Women's Center, Margaret Cuninggim 21
Women's Health Nurse Practitioner 48
Women's Health Nurse Practitioner/Adult-Gerontology Primary Care
Nurse Practitioner 49

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