



School of Nursing

Vanderbilt
University
2013/2014

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Nursing School Catalog

Containing general information
and courses of study
for the 2013/2014 session
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Contents

Calendar	4
Administration	5
Medical Center Overview	8
Life at Vanderbilt	16
School of Nursing	24
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	51
The D.N.P. Degree	60
The Academic Program	60
Degree Requirements	60
Admission	61
Academic Regulations	63
Ph.D. in Nursing Science	70
Post-Master's Certificate Program	71
Financial Information	72
Honors and Awards	75
Courses of Study	77
Faculty	94
Index	108

Archived 2013/2014
Nursing School Catalog

School of Nursing Calendar 2013/2014

FALL SEMESTER 2013

M.S.N. new student orientation for pre-specialty and RN pre-specialty students (mandatory) / Wednesday 14 August–Friday 16 August
Classes begin for pre-specialty students / Monday 19 August
M.S.N. new student orientation for direct entry and post-master's students (mandatory) / Monday 19 August–Tuesday 20 August
Returning M.S.N. student orientation (mandatory) / Tuesday 20 August (afternoon only)
Undergraduate classes begin (NURS 210A, NURS 231A) Wednesday 21 August
First block for MSN distance specialties / Wednesday 21 August
First day of class for non-block specialty students Friday 23 August (Monday schedule to make up for Labor Day Holiday)
Ph.D. and D.N.P. orientation and 1st intensive / Monday 26 August–Friday 30 August
Labor Day (no VUSN classes except N210 and N231B on undergraduate schedule) / Monday 2 September
Homecoming/Reunion Weekend / Thursday 3 October–Saturday 5 October
Thanksgiving holidays / Saturday 23 November–Sunday 1 December
Classes end for pre-specialty students / Friday 6 December
Pre-specialty examinations / Monday 9 December–Wednesday 11 December
Pinning ceremony for December 2013 graduates / Friday 13 December
Classes end for specialty students / Friday 13 December

SPRING SEMESTER 2014

First day of spring semester for specialty students (please consult block schedules for specific start date) / Monday 6 January
Classes begin for pre-specialty students / Monday 6 January
Ph.D. and D.N.P. 2nd intensive / Monday 13–Thursday 16 January
Martin Luther King Jr. Day—No classes scheduled / Monday 20 January
Spring Break / Saturday 1 March–Sunday 9 March (pre-specialty only)
Pre-specialty examinations / Monday 21 April–Wednesday 23 April
Commencement–Investiture / Friday 9 May

SUMMER SEMESTER 2014

First day of classes for specialty students (please consult block schedules for specific start date) / Monday 28 April
Classes begin for pre-specialty students / Monday 5 May
Ph.D. and D.N.P. 3rd intensive / Monday 5 May–Thursday 8 May
May pinning ceremony and alumni reception for graduates / Thursday 8 May
Commencement–Investiture / Friday 9 May
Independence Day holiday—No classes scheduled / Wednesday 4 July
Classes end for all students / Saturday 2 August
Pinning ceremony for August 2014 graduates / Sunday 3 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* for several years running, Children’s Hospital cares for the sickest patients in the region and beyond.

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

cancer treatment, trauma care, transplant, and much more. Children’s Hospital operates the region’s only Level 1 pediatric trauma unit and a neonatal intensive care unit with the highest designated level of care.

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

The Psychiatric Hospital at Vanderbilt

This facility 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 East houses 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 (VICC) is Tennessee’s only National Cancer Institute (NCI)-designated Comprehensive Cancer Center providing treatment for both adult and pediatric cancer patients. It is also a member of the National Comprehensive Cancer Network, a nonprofit alliance of twenty-three of the world’s elite cancer centers collaborating to improve cancer care for patients everywhere. The center unites nearly 300 physicians and scientists in seven research programs in key areas. VICC is ranked in the top 10 in competitively-awarded NCI grant support.

VICC clinicians offer state-of-the-art, personalized care for more than 6,000 new cancer patients and more than 65,000 outpatient visits annually. VICC is one of the few centers in the country with a comprehensive program for cancer survivors regardless of age, type of cancer, or where they received

their oncology treatment. The center's clinical trials program includes robust work in Phase I drug development and designation by the NCI for Phase I and Phase II clinical trials.

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

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 20,259-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multimedia classroom with installed networking for seventy-five students, a health-assessment/multi-purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two large and two small classrooms have installed infrastructure capable of video streaming live lectures. Godchaux Hall, the Annex, and

Frist Hall are joined by a common Atrium. Thus, the three buildings of the School of Nursing and the Atrium form a self-contained, cohesive instructional and social complex.

The Frist Nursing Informatics Center (FNIC). The FNIC student computer labs, located in Patricia Champion Frist Hall, are equipped with twenty-seven Dell Precision T1650 computers (Intel i5-3350 3.36GHz processor with 4 GB of RAM and a 500 GB hard drive loaded with Windows 7, a 48X CD-RW/DVD-RW drive, and USB access for a personal thumb drive), two scanners, and three laser printers. An additional eight units are installed in a Testing Lab to accommodate the growth of proctored Web-based testing in a quiet environment. All computers are placed on a three-year rotation cycle. For some courses, students schedule testing dates in order to suit individual needs within a range of dates allowed by course faculty.

A full range of software is available for document preparation; however, fewer tools are available on computers dedicated to testing. Instructional software is also available over the network or via CD/DVDs from the media library. Faculty and students use a Web-based course management system called OAK (Online Access to Knowledge), which is built on Blackboard, for most course communication, group activities, and the sharing of course resources. In addition, two-way synchronous audio and graphic collaboration is available using a Web conferencing system called Microsoft Lync; and two-way, multi-point IP-based video collaboration is available using a system called 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 over half a million e-books and other research resources accessible via the campus network, from 250 workstations in campus libraries, as well as authenticated access (VUNetID and e-password) from off campus. Resources may be located through Acorn, the libraries' online catalog, and through DiscoverLibrary, the libraries' new information discovery tool.

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

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 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 vanderbilt.edu/vumix for details.

ITS offers various conferencing and collaboration services for students. Vanderbilt's blog service offers Wordpress Blogs at my.vanderbilt.edu. 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 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 vanderbilthealth.com/giving/27868.

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

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

The University

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

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

Today as Vanderbilt pursues its mission, the university more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 3,500 full-time members and a diverse student body of about 12,500. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end,

the university is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

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

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

The schools of the university offer the following degrees:

College of Arts and Science. Bachelor of Arts.

Blair School of Music. Bachelor of Music.

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

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

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

Law School. Master of Laws, Doctor of Jurisprudence.

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

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

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

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

No honorary degrees are conferred.

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 (apphost1a.its.vanderbilt.edu/housing/Main/). The referral service

lists information about housing accommodations off campus. The majority of listed rental properties are close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office or consult the website by early July for suggestions and guidance. The website includes advertisements by landlords looking specifically for Vanderbilt-affiliated tenants, as well as by Vanderbilt students looking for roommates. Listings are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also post "wanted" ads seeking roommate or housemate situations. On-campus university housing for graduate or professional students is not available.

Change of Address

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

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 Vanderbilt Card Services, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, go to vanderbilt.edu/cardservices.

Eating on Campus

Vanderbilt Campus Dining operates several restaurants, cafes, and markets throughout campus that provide a variety of food. The two largest dining facilities are Rand Dining Center in Rand Hall (connected to Sarratt Student Center) and The Ingram Commons dining hall. Five 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.

Barnes & Noble at Vanderbilt

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

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 “Student Records (Family Educational Rights and Privacy Act)” in the following section of this catalog.

Services to Students

Student Records (Family Educational Rights and Privacy Act)

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

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent. These exceptions include:

- Disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the University in an administrative, supervisory, academic or research, or support-staff position (including University law enforcement personnel and health staff); contractors, consultants, and other outside service providers with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Disclosure to parents if the student is a dependent for tax purposes.
- Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Disclosure to a parent or legal guardian of a student, information regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 at the time of the disclosure to the parent/guardian.

FERPA provides the University the ability to designate certain student information as “directory information.” Directory information may be made available to any person without the student's consent unless the student gives notice as provided for, below. Vanderbilt has designated the following as directory information: the student's name, addresses, telephone number, email address, student ID photos, 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 student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except as required by statute. The request 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.

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

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

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

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

If a student believes the University has failed to comply with FERPA, he or she may file a complaint using the Student Complaint and Grievance Procedures as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920; (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 General Counsel.

Vanderbilt Directory

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

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

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

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

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to Vanderbilt students. Services include: (1) individual and group counseling and psychotherapy; (2) psychological and educational assessment; (3) programs such as assertiveness training; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; (4) outreach and consultation; (5) special programming related to diversity issues; (6) campus speakers and educational programs. We provide assessment and treatment for psychiatric medication needs, bright light therapy for seasonal affective disorder, and biofeedback.

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.

Career Development

The Graduate School dean's office also provides support and services for Graduate School students to assist them in planning strategically for career opportunities. Guidance is offered throughout the student's graduate program in the form of workshops, seminars, and individual consultations on topics such as academic and non-academic career paths, finding professional positions, job applications, and interviewing. Similar services are also available for students in biomedical sciences through the office of Biomedical Research Education and Training.

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.

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 2, 2014. 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 required to purchase the university's international student injury and sickness insurance. If you have other comparable insurance and do not wish to participate in the Student Injury and Sickness Insurance Plan offered through the university, you must complete an online waiver form (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. This insurance is required for

part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

Vanderbilt Child and Family Center

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services 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 (police.vanderbilt.edu).

The Vanderbilt University Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Vanderbilt University Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, Vanderbilt Health at One Hundred Oaks, and a variety of university-owned facilities throughout the Davidson County area.

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

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

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

Vandy Vans—The Vanderbilt University Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 5:00 p.m. to 5:00 a.m. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone, and to set up text message alerts to let them know when a van will be arriving at their stop.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. For complete information about the Vandy Vans service, including routes, stops, and times, please visit vandyvans.com or call (615) 322-2558.

As a supplement to the Vandy Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VUPD officers. The telephone number to call for a walking escort is (615) 421-8888, or 1-8888 from a campus phone, after which, a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

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

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

An emergency response can also be activated by dialing 911 from any campus phone. Cell phone users can dial (615) 421-1911 to summon an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. Callers should be prepared to state the location from which they are calling.

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

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

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 safe-keeping, 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—The *Vanderbilt University Annual Security Report* is published each year to provide you with information on security-related services offered by the university and campus crime statistics in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act.

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

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

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.

Office of the University Chaplains and Religious Life

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

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

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, 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, radio station, TV station, Last Drop Coffee Shop, and The Pub at Overcup Oak restaurant.

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

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 Office of Active Citizenship and Service are located in Sarratt Student Center/Rand Hall.

Student Life Center

The Vanderbilt Student Life Center (vanderbilt.edu/studentlifecenter) 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 Career Center, International Student and Scholar Services, Health Professions Advisory Office, Office of Honor Scholarships, Office of International Services, and 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 two softball diamonds. The three 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. An outside sand volleyball court and an outdoor recreation facility complement the center.

Vanderbilt University broke ground on Tuesday, September 18, 2012, on a new Multipurpose Field House, additions to the Recreation Center, and renovation of recreation fields. The increase in space will greatly enhance the recreation experience for the university's students, faculty, staff, and alumni.

The Field House and Recreation Center additions will increase recreation space by 160,000 square feet. The total building (new and existing) will then be 289,000 square feet. The Field House will include a 120 yard turf field surrounded by a 300 meter track. The facility will be available for varsity teams, intramural sports, club sports, and informal recreation. Recreation Center additions will include more than 8,000 square feet of fitness room space, seven multipurpose rooms, and four-lane bowling alley. All intramural, sport club, and free exercise activities will increase dramatically. The hours of operation will expand as well.

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

School of Nursing

LINDA D. NORMAN, D.S.N., R.N., F.A.A.N., Dean
 MAVIS N. SCHORN, Ph.D., Senior Associate Dean for Academics
 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 for the Center for Advanced Practice Nursing and Allied Health, Vanderbilt University Medical Center
 MARILYN DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice
 JANA L. LAUDERDALE, Ph.D., R.N., Assistant Dean for Cultural Diversity
 TERRI CRUTCHER, M.S.N., R.N., Assistant Dean for Clinical and Community Partnerships
 PATRICIA PEERMAN, M.S., R.N.C., Assistant Dean for Enrollment Management
 SARAH RAMSEY, M.Ed., Assistant Dean for Student Affairs
 GERALD MURLEY, M.Ed., Assistant Dean for Educational Informatics
 CRAIG CARMICHAEL, M.B.A., C.P.A., Vice President, Academic and Research Enterprise
 LOGAN W. KEY, M.Ed., Registrar
 KRISTIE SMITH, M.Ed., Director of Student Financial Services

Center for Research Development and Scholarship

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

Faculty Senate VUSN Senators

Terri Donaldson, Anne Moore, Mavis Schorn

VUSN Executive Committee

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

Standing Committees

Charges of committees are summarized. For more detailed descriptions of committee charges, see School of Nursing Bylaws, Article V. Committee members serve until September of 2013. Ex officio members for 2013/2014 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, Vaughn Sinclair, Chair.
 D.N.P. Program Curriculum Subcommittee, Linda Beuscher, Chair.
 Ph.D. Program Curriculum Subcommittee, TBD, Chair.

Nominating Committee

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

Erin Rodgers, Chair.

Non-Tenure Appointment/Promotion Committee

The Non-Tenure Appointment/Promotion Committee is responsible for receiving and reviewing dossiers of persons to be promoted to assistant, associate, and full professor of the practice and makes recommendations to the dean.

Maria Overstreet, 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.

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

Student Admissions and Academic Affairs Executive Committee

The Student Admissions and Academic Affairs Executive Committee is 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, Sarah Fogel, Chair.
 D.N.P. Program SAAA Subcommittee, Geri Reeves, Chair.
 Ph.D. Program SAAA Subcommittee, Melanie Lutenbacher, Chair.
 Ex officio: Mavis Schorn, Patricia A. Peerman.

Appointment/Promotion Tenure Committee

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

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

Ph.D. Executive Committee

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

Ph.D. Subcommittees

Admissions Committee

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

Curriculum Committee

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

Funding Committee

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

Evaluation Committee

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

School of Nursing Faculty Practice Network

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

Vanderbilt School of Nursing has a history of providing preventive and primary care, health education, health promotion, and chronic care management to elementary school students and their families at three sites. The initial clinic at Fall Hamilton Elementary was set up in 1995/96. The second clinic at Stratton Elementary was established in 1997, and the third clinic at Park Avenue Elementary opened in 2001.

These schools serve neighborhoods with high rates of poverty as evidenced by the number of students qualifying for free and reduced lunch, averaging 90 percent of a total of 1,600 students. School health programs offer a practical and efficient way to positively affect the health of children and families. Schools are the center of the social structure for the student and a significant source of interaction for parents. Through contact with one child, the school health provider is positioned to influence the health behaviors of the entire family.

The Vanderbilt Midwifery Practice provides women's health and prenatal services for patients at the West End Women's Health Center 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 program leading to the M.S.N. at Vanderbilt constitutes an arena for excellence in nursing practice, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

The program is based on a variety of cognitive styles, life experiences, and professional backgrounds, and its flexibility allows all students to achieve the same goals through different options.

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

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

Code for Nurses

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

The Informatics Milieu

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

Computers are used heavily by faculty and students in their learning activities. All classes are available via the campus Blackboard system OAK (Online Access to Knowledge). Wireless access is available throughout the VUSN physical 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 Eskind 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 review the undergraduate senior-year-in-absentia information available at nursing.vanderbilt.edu, or email the School of Nursing at vusn-admissions@vanderbilt.edu for further details of the program. A handbook for pre-nursing students is available at nursing.vanderbilt.edu.

Pre-Nursing Studies in the College of Arts and Science

Students may obtain both the baccalaureate degree and the M.S.N. degree by combining three and one-half years (105 credit hours) of study in the College of Arts and Science with six semesters of study in the School of Nursing. Students will receive the baccalaureate from the College at the end of the eighth semester under the senior-in-absentia program and the M.S.N. from the School of Nursing after completing 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 the pre-nursing adviser at (615) 343-2228 or the assistant dean for enrollment management at (615) 322-3802 for advice on planning undergraduate studies to meet the program’s requirements. Participation in the student organization, Pre-Nursing Society, is strongly recommended.

Information about the Pre-Nursing Society is available at anchorlink.vanderbilt.edu/organization/prenursingsociety.

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, and Fisk University, all in Nashville, Tennessee, as well as Mary Baldwin College in Staunton, Virginia; Maryville College in Maryville, Tennessee; Randolph University in Lynchburg, Virginia; Wheaton College in Wheaton, Illinois; Birmingham-Southern College in Birmingham, Alabama; Bryan College in Dayton, Tennessee; Covenant College in Lookout Mountain, Georgia; and Converse College in Spartanburg, South Carolina.

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

The M.S.N. Degree

DEGREE OFFERED: Master of Science in Nursing

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

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

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

Degree Requirements

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 3.0 grade point average is required. 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 3.0. 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.

Certification

Graduates are encouraged to become certified in their specialty and should consult their program directors for details. Certification is offered through several professional nursing organizations, including the American Nurses' Association. Graduates of each specialty are eligible to sit for the certification exams specific to their specialty. Some exams require documented clinical work hours.

Certification examinations from American Nursing Credentialing Center include adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, psychiatric-mental health nurse practitioner, pediatric 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.

Admission

All applicants apply online at nursing.vanderbilt.edu.

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

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

Admission is based on the following factors:

1. Graduation from an NLNAC- or CCNE-accredited baccalaureate program with an upper division major in nursing (B.S.N.). Applicants from unaccredited B.S.N. programs will be considered on an individual basis.
2. *Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
3. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Exam (GRE) within five years of the application date.

Graduate Record Examination Aptitude Test. The applicant should have a satisfactory score for the verbal and quantitative portions and a 4.5 or above for the written portion. Applicants are reminded to take the test early to meet application deadlines, since it is often several weeks before scores are reported. Information on the GRE may be obtained by writing GRE-ETS, Box 6000, Princeton, New Jersey 08541-6000, by calling 1-866-473-4373, or by visiting the website at gre.org.

4. *Goal Statement.* A concise statement of your career goals as an advanced practice nurse is required.
5. *Interview.* An interview survey is required. An interview by telephone may be required in certain specialties or for applicants for whom English is a second language.
6. *Letters of Recommendation.* Three letters of professional or academic recommendation are required. Personal letters of recommendation are not acceptable.
7. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
8. *Current R.N. Licensure or Eligibility for R.N. Licensure.* Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. Students admitted contingent upon NCLEX–RN examination results are subject to immediate withdrawal from courses with a clinical component.
9. *Prerequisite Courses.* An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.
10. *M.S.N./M.T.S. and M.S.N./M.Div. Programs.* Students applying for the joint degree M.S.N./M.T.S. or M.S.N./M.Div. programs must apply and be admitted to both the School of Nursing and the Divinity School.

Admission to the M.S.N. Program 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.
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). Applicants from unaccredited programs will be considered on an individual basis.

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.

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. *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 professional or academic reference are required. Personal letters of recommendation are not acceptable.
6. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
7. *Current Licensure or Eligibility for R.N. Licensure.* Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. Students admitted contingent upon NCLEX–RN examination results are subject to immediate withdrawal from courses with a clinical component.

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. Applicants are encouraged to apply by December 1 to be considered for their intended specialty. However, applications received after December 1 are reviewed on a rolling basis until the class is full.

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

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

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

Credit by Examination

Registered nurse students in the specialist component who are certified through a professional nursing organization in the area of specialty practice may obtain credit by examination for selected specialty courses. The credit by examination procedure will verify acceptable knowledge and skill attainment received through national certification at the specialist level. Credit by examination will be limited to a maximum of two specialty courses. Verification of the certification must be sent directly to the School of Nursing by the certifying agency before the student is eligible to register for credit by examination. After successful completion of the exam, the student is charged a \$200 credit-by-exam fee. A notation of credit by exam is made on the student's transcript with a grade of P. If the student is not successful, the student must register for the course and pay full tuition.

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

Credit by Validation

A student enrolled in the M.S.N. or post-master's certificate program may request credit by validation. The written request

must identify the VUSN course(s) for which validation credit is being requested. The student should submit a portfolio containing items such as course descriptions from relevant prior courses, updated resume with relevant experiences highlighted, descriptions of continuing education hours completed, and documentation of R.N. and/or APRN license. Requests must be submitted to the program director in the student's specialty at least six (6) weeks prior to the beginning of the course(s).

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

International Students

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

English Language Proficiency. Proficiency in written and oral English is required for enrollment in the nursing program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with the application, unless they have demonstrated competence while obtaining a degree from an accredited American institution. International students transferring from unfinished degree programs of other universities in the United States must present TOEFL or IELTS scores. In addition, an interview with the 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, 570 on the paper-based test, or 230 on the computer-based test. The minimum acceptable score on the IELTS is 6.5. For more information on the IELTS test, go to ielts.org.

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.

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

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

Additional Requirements. Prior to admission, international applicants who are nurses must have passed the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination and the NCLEX–RN licensing examination. Information on the CGFNS may be obtained by writing the commission at 3600 Market Street, Suite 400, Philadelphia, Pennsylvania 19104-2651, U.S.A., or by calling (215) 222-8454 or at cgfns.org. The CGFNS exam is given in March, August, and November in forty-six locations worldwide, though not in Nashville. Information on the NCLEX–RN licensing exam may be obtained from the Tennessee Board of Nursing; 227 French Landing, Suite 300, Heritage Place, Metro Center; Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5222; website: state.tn.us/health.

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 non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the M.S.N. program.

To be considered as a special student, an applicant must submit 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 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.

Pre-Specialty Curriculum Overview

The pre-specialty component is a sequence of generalist nursing courses bridging to specialty nursing courses for the master of science in nursing (M.S.N.). The pre-specialty component consists of 43 hours of generalist nursing courses. (Registered nurse pre-specialty curriculum consists of 26 hours.) Students entering without a prior degree in nursing complete the pre-specialty courses in three semesters (or a calendar year) of full-time study. Associate degree and hospital diploma registered nurses complete the pre-specialty courses in two semesters of full-time study.

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Sample Pre-Specialty Curriculum for Non-Registered Nurse Students

FALL SEMESTER I		HOURS
NURS 215	Foundations for 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
		16
SPRING SEMESTER II		
NURS 216	Foundations for 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 and Clinical Aspects of Nursing I	3
NURS 255B	Pharmacology for Nursing Care II	2
		15
SUMMER SEMESTER III		
NURS 217	Foundations for 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
		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
		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
		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 three to four days of classes during each session, to facilitate the student's work schedule. On-line conferencing is required between sessions to keep the student in contact with the faculty. Students must have proficient computer skills and high-speed Internet access.

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

Pre-Specialty and Specialty: Part-Time Studies

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

except for R.N.s who may complete the pre-specialty year part time. Upon completion of the pre-specialty component, students have the option to complete the specialty-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 PROFESSOR 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, A. Clyde Hefflin, Jr., Rob R. Hood, Lisa H. Lancaster, Debra M. Mahan, Lee Parnley, Viona S. Rice
 INSTRUCTORS Rachel Alcorta, Melanie M. Allison, Michelle Ardesson, R. Duke Chenault, John G. Garrett, Andrea Honeycutt, Catherine Carter Johnson, Krista R. Kuhnert-Gainer, Catherine E. Lucid, Mary R. McDowell, Louise M. (Bo) Mistak, Megan Shifrin, Joshua Squiers, Kimberly S. Vernier, Brian Widmar
 ADJOINT INSTRUCTOR Michael Fischer
 CLINICAL/ADJUNCT INSTRUCTORS Amanda Bailey, Kathleen M. Burns, Margaret Callahan, Catherine M. Carter, Brenda Cole, Jonathan Cole, Paul Daugherty, Peter A. DiCorleto, Gail Ford, Julie Foss, James W. Garner, Jr., Barbara J. Grimm, Linda T. Howerton, Teresa J. Knoop, Lisa Lancaster, Scott H. Lieberman, Thomas E. Martin, Jennifer W. McWilliams, Lori Ray, William Sanders, Lee Ann Smith, Marcia Spear, Elizabeth Spittler, Todd Warren, Carolyn Watts, Allen B. Wilcox, Connie Yant
 LECTURERS Katherine Boles, Edward K. Dennis, Kalpana K. Deshpande, Sheryl L. Freeman, Cynthia M. Wasden

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

Adult-Gerontology Acute Care Nurse Practitioner

FALL I

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

SPRING II

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

SUMMER III

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

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

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

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

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 AG-ACNP 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 AG-ACNP component of education provides experiences that combine theory, research, and practice in a variety of settings: intensive care units, emergency departments, inpatient units and outpatient clinics. The clinical experiences culminate in an expert clinical preceptorship in an emergency setting.

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 current R.N. experience, at least one full year of which must be as an R.N. in the Emergency Department. This includes diploma R.N.'s, A.D.N.'s, B.S.N.'s, and post-master's students.

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

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

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

SPRING II

- NURS 340B** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours)
NURS 342B Adult-Gerontology Acute Care Nurse Practitioner Practicum (2 credit hours)
NURS 361A The Context of Primary Care: Family Nurse Practitioners Domains and Core Competencies for Practice (2 credit hours)
NURS 397A Practicum in Emergency Care I (1 credit hour)
NURS 399A Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

SUMMER III

- NURS 340C** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)
NURS 343B Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)
NURS 395 Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
NURS 396F Special Topics: Concepts of Emergency Nursing (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 Primary Health Care of the Adult for Dual Specialty (3 credit hours)

SPRING V

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

Adult-Gerontology Primary Care Nurse Practitioner

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
 ASSISTANT PROFESSORS Linda M. Beuscher, John Travis Dunlap,
 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. Naimy, 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,
 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

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

Students in this program gain an understanding of the health care delivery system. They learn to assess, diagnose, and manage common acute and chronic adult health problems and to provide education about health maintenance and disease prevention to patients. In addition, emphasis is placed on the normal changes associated with the aging process. Frail elder adult issues, including physical, psychosocial, and functional changes are also included.

Adult-Gerontology Primary Care Nurse Practitioner

FALL I

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

SPRING II

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

SUMMER III

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

Family Nurse Practitioner

PROGRAM DIRECTOR Geri Reeves

ASSISTANT PROFESSORS Angela Anthamatten, Roberta Bradley,
Steven Busby, Geri Reeves, Courtney Young

CLINICAL/ADJUNCT ASSISTANT PROFESSORS Charlotte Covington,
Michael H. Gold, Sonya D. Wade, Carol Ziegler

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 Cara Calloway, Melissa Glassford, Anna 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 Association 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 the Primary Care of the Woman (1 credit hour)
NURS 360A Practicum in Primary Health Care of the Family (4 credit hours)
NURS 361A The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (2 credit hours)
NURS 399A Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

SUMMER III

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

Health Systems Management

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

The 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 Behavior (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 308** Pathophysiologic Concepts (3 credit hours)
- NURS 316** Neonatal Nursing Birth Through 2 Years of Age (3 credit hours)
- NURS 317A** Neonatal Pathophysiology and Management I (3 credit hours)

SPRING II

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

SUMMER III

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

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

FALL I—6 credits by exam

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

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

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

SUMMER III—6 credits by validation

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

Nurse-Midwifery

PROGRAM DIRECTOR Michelle R. Collins
 ASSOCIATE PROFESSOR Mavis N. Schorn, Michelle R. Collins
 ASSISTANT PROFESSORS Sharon L. Holley, Elaine M. Moore, Julia C. Phillippi
 INSTRUCTORS Melissa L. Allred, Margaret H. Buxton, Lori Cabbage, Melissa G. Davis, Adelia Graham, Linda F. Hughlett, Tonia Moore-Davis, Erin L. Pharris, Deanna C. Pilkenton, Marie Sample, Lisa D. Stephens, Catherine (Kate) Virostko
 CLINICAL/ADJUNCT INSTRUCTORS Claire Leezer, Tanesha Reynolds, Bethany Sanders

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 will obtain clinical experience in a variety of nurse-midwifery practices that meet the "Standards of Midwifery Practice" of the ACNM.

Graduates will be eligible to take the American Midwifery Certification Board (AMCB) exam. The Nurse-Midwifery program is accredited by the Accreditation Commission for Midwifery Education (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/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 336 Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 338 Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)
NURS 395 Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
NURS 399B Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

FALL IV

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

Nurse-Midwifery/Family Nurse Practitioner

PROGRAM DIRECTORS Michelle R. Collins, Geri Reeves
For listing of faculty for Nurse-Midwifery/Family Nurse Practitioner, see both Nurse-Midwifery and Family Nurse Practitioner.

THIS program is an option of the Nurse-Midwifery Specialty. As a result of the Nurse-Midwifery specialty courses, students are prepared to manage the obstetric and primary health needs of women across the lifespan as well as those of normal newborn infants. While enrolled in and following completion of the nurse-midwifery program, students take prescribed Family Nurse Practitioner courses. Emphasis is on expansion of the knowledge and skills required in the management of

a family-centered approach to health promotion, risk reduction, and intervention in illness. Through the combination of Nurse-Midwifery and Family Nurse-Practitioner specialties, the Family Nurse-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 Association 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/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 336 Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 338 Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)
NURS 395 Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
NURS 399B Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

FALL IV

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

SPRING V

- NURS 309B** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)
NURS 309D Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
NURS 360A Practicum in Primary Health Care of the Family (2 credit hours)
NURS 361A The Context of Primary Care: FNP Domains and Core Competencies for Practice (3 credit hours)
NURS 364 Family Nurse Practitioner Preceptorship (4 credit hours)

Nursing Informatics

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

THE Nursing Informatics program at Vanderbilt prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care

and management. Nursing informatics is the specialty that integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this program are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing.

As with all nursing specialties, students are required to take the 9 hours of nursing core courses currently prescribed by the faculty. Other core courses are essential in the preparation for more in-depth study in a focus area.

Nursing Informatics

FALL I

- NURS 381A** Introduction to Health Informatics (3 credit hours)
NURS 381B 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 Measures (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 (2 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 Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)
NURS 308 Pathophysiologic Concepts (3 credit hours)
NURS 311 Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)
NURS 312A Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)

SPRING II

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

SUMMER III

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

Pediatric Nurse Practitioner–Acute Care Focus

FALL I

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

SPRING II

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

SUMMER III

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

Psychiatric-Mental Health Nurse Practitioner–Family

Petracek, Amanda L. Pendley, Mary Phillips, April Ramage, Kenneth M. Sakauye, William David Smith, Cynthia H. Sneed, Jason Tallman, M. Melissa Towry, Staci R. Turner, Elin Wade
 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, Lynn McFarland, Dawn M. Vanderhoef, Zia Wahid
 INSTRUCTORS Rodney S. Adams, Edith E. Cloyd, 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, Virginia S. Gerdner, 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

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 the Psychiatric–Mental Health Nurse Practitioner (1 credit hour)
NURS 307 Advanced Pharmacotherapeutics (3 credit hours)
NURS 308 Pathophysiologic Concepts (3 credit hours)
NURS 350 Models and Theories of Psychiatric Mental Health Nursing (2 credit hours)
NURS 351 Theoretical Foundations and Practicum for Psychiatric–Mental Health Nursing Across the Lifespan (3 credit hours)

SPRING II

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

SUMMER III

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

Women's Health Nurse Practitioner

PROGRAM DIRECTOR Anne Moore
 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 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 Anne Moore and Leslie W. Hopkins

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

THE Women's Health Nurse Practitioner (WHNP)/Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Dual Focus Program is an exciting opportunity for individuals to gain dual certification in both specialties so they can meet the unique health care needs of women as well as primary health care needs of all adults as they pass from adolescence through the advanced years.

This program addresses a range of women's health issues, including normal pregnancy, prenatal management, well-woman health care and menopause. In addition, it provides a broad foundation in adult primary care with a significant emphasis on disease prevention and health promotion.

Students gain an understanding of health care delivery systems in this country. They gain the knowledge and skills necessary to assess, diagnose and manage common acute and chronic health problems of adults, including the unique aspects related to women's health. In addition, they will be prepared to educate and counsel patients on health maintenance and disease prevention.

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

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

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

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

FALL I

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

SPRING II

- NURS 308** Pathophysiologic Concepts (3 credit hours)
- NURS 309C** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
- NURS 327B** Women's Health for Advanced Practice Nursing II (3 credit hours)
- NURS 328** Practicum in Women's Health (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 for Adults (1 credit hour)
- NURS 365A** Adult Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)

SPRING V

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

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

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

Students will apply to 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 may also be elected to serve in the absence of representatives.

Nursing Student Conduct Council

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

Core Performance Standards

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

1. *Intellectual*: Ability to learn, think critically, analyze, assess, solve problems, and attain clinical and academic judgment.
2. *Interpersonal*: Interpersonal ability sufficient to appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. *Communication*: Ability to speak and write with accuracy, clarity and efficiency in English and in computer-assisted formats.
4. *Mobility*: Physical abilities sufficient to move from room to room and maneuver in small spaces.
5. *Motor skills*: Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards.

6. *Hearing*: Auditory ability sufficient to monitor, assess and respond to health needs.
7. *Visual*: Visual ability sufficient to distinguish colors, monitor, assess, and respond to health needs.
8. *Tactile*: Tactile ability sufficient to monitor, assess, and respond to health needs.
9. *Olfactory*: Olfactory ability to monitor, assess, and respond to health needs.
10. *Judgmental*: Mental and physical ability to demonstrate good judgment in decision-making in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, supervisors and faculty.
11. *Affective*: Emotional stability and the capacity to be accountable and to accept responsibility.

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

Orientation

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

Orientation for new students is provided in the semester in which the student is first enrolled. For more information, visit www.nursing.vanderbilt.edu/newstudents/newstudents.html

Registration

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition. 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.

New Student Requirements

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

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

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

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

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

Upon completion of the background check, the student will be directed to complete the “student requirements,” which requires submission of the following documentation prior to orientation. Options are to email, scan, fax, or mail all required documentation (information provided on website). Dates must be clearly visible on the student's documentation. Forms indicated below are available in your Certified Background account.
2. **Physical exam** within six months of acceptance to the program, authenticated by an M.D., N.P., or P.A., documenting evidence of good physical and mental health. Use the Health Questionnaire form. (Forms available at *Certified Background.com*.)
3. **Measles, Mumps, Rubella:** Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubella), Mumps, and Rubella
4. **Varicella:** Two varicella vaccines given 28 days apart OR lab evidence of varicella immunity (positive titer)
5. **Hepatitis B:** Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the three-part series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.
6. **Tetanus–Diphtheria–Pertussis (Tdap):** Documentation of vaccination within last ten years
7. Initial two-step **tuberculin skin test** (injections placed 1–3 weeks apart)

–If both readings are negative, repeat one-step TB annually.

–If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form confirming the absence of symptoms by an M.D., N.P., or P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.

8. **Influenza:** One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.
9. Current **health insurance** coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit: *vanderbilt.edu/student_health/student-health-insurance*. Health insurance is required of all students by Vanderbilt University. Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience.
10. **Current CPR certification** for adult, child, and infant. Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards
11. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable)
12. **HIPAA and OSHA safety training** is required annually. Additional training may be required for particular clinical sites. Instructions for accessing and completing the training will be emailed to the student's Vanderbilt account in mid-August.

The student should be aware that some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. The immunizations and titers can be done at Student Health (*vanderbilt.edu/student_health/*) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, **VUSN is not able to accommodate clinical placements in all locations.** Please check with the placement office.

Current Student Requirements

Disclosure of Offenses Post-background Check Completion

Current VUSN students (includes full- and part-time students) are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes but is not limited to allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide

Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

Maintaining Health Insurance, Immunization, and Certification Requirements

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

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

The student should be aware that some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. The immunizations and titers can be done at Student Health-vanderbilt.edu/student_health/ once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, VUSN is **not able to accommodate clinical placements in all locations**. Please check with the placement office.

Student Requirements When Returning from Leave of Absence

Any VUSN student (includes full- and part-time students) who completed a background check through Certified Background but had a break in enrollment, including a deferral

or leave of absence, must complete a new background check upon return. Enter package code VA14bc in the "Place Order" box on the [Certified Background.com](http://CertifiedBackground.com) homepage.

Accidents/Injury/Illnesses

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

Calendar

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

Class Attendance

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

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

Inclement Weather Policy

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

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.

Ratio of Credit Hours to Clock Hours

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

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

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

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

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

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

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

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

Seminar. A small group of students engaged in original problem solving under the guidance of a faculty member who interacts with them on a regular basis for reports, discussion, and planning (one credit hour for two hours' activity per week—1:2).

Examinations

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

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

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

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

Grade Reports

Students receiving 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." Leaves must be approved by the academic adviser and the senior associate dean. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. Students taking an LOA must update their academic planner on YES, obtain approval of their plan from their academic adviser, and notify the School of Nursing Registrar of their anticipated date of graduation. At the end of the leave of absence, the student must notify the School of Nursing registrar in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the M.S.N. SAAA Committee. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

Alcohol and Controlled Substance Policy

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

Grading System

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

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 last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least one day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the M.S.N. program or post-master's certificate program are required to earn a grade of C- or higher in didactic courses and a grade of B- or higher in courses with a clinical component.

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once.
3. A student may only register for the same course twice. If the course is not successfully completed after the second registration, a third registration is not permitted. Course withdrawals count in the number of times a student may register for a course.
4. Courses taken for a letter grade may not be repeated on a pass/fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade.
5. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

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.

Academic Probation/Dismissal

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

A student may be placed on probation only once during the entire program of study (pre-specialty and specialty). If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be dismissed from the School of Nursing or may be advised to go on leave of absence or withdraw.

When a student is placed on 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 Mavis Schorn, senior associate dean for academics. At the time of the appointment with Dean Schorn, the student should bring a written statement of the problem or grievance. If still unresolved, contact Dean Norman for assistance.

Students enrolled in distance education programs offered by Vanderbilt University in other states should seek resolution for complaints through Vanderbilt's complaint procedure. Distance education students may also contact the appropriate authority in their 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 Nursing registrar or the assistant dean for enrollment management in the School of Nursing to initiate proper procedures.

Eligibility for Registered Nurse (R.N.) Licensure

Students are eligible to apply to the National Council on Licensure Examination to become a registered nurse (NCLEX-RN) upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean, when the following requirements have been met: (a) completion of the pre-specialty portion of the curriculum; (b) good academic standing (semester and cumulative grade point average of 3.0 or above); (c) no 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 for academics to prepare for the NCLEX-RN.

Change of Address and Telephone Number

Candidates for degrees who are not in residence should keep the School of Nursing registrar 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.

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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 Michelle Collins, Jana Lauderdale, 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, Steve Busby, Carol Callaway-Lane, Thomas Christenbery, Thomas H. Cook, Catherine Ivory, Treasa Leming-Lee, Kathryn Lindstrom, Rene Love, Maria Overstreet, Abby Parish, Julia Philippi, Geri Reeves, Clare Thomson-Smith, Kelly Wolgast, Courtney Young, Carol Ziegler
 INSTRUCTORS Sharon Fleming, Sharon Holley, Patti A. Scott
 LECTURERS Shea Polancich, William B. Rogers

DEGREE OFFERED: Doctor of Nursing Practice

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

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

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

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

Degree Requirements

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

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

D.N.P. Program Objectives

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

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

Required Courses

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 Care 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)
	Elective (4 credit hours)

*NURS 399A and 399B taken as an M.S.N. student substitutes for this course.

Admission

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 which will extend the length of the program of studies. The program length will be based on the individual portfolio review. Applicants pursuing a new specialty 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.

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

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

Admission is based on the following factors:

1. *Grade Point Average.* Applicants must have completed a master's degree 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. Applicants pursuing a new advanced practice specialty must address their career goals in the new specialty.

3. *Curriculum Vitae or Resume.* A curriculum vitae or resume is required.
4. *Letters of Recommendation.* The applicant must provide three strong professional references from doctorally prepared individuals addressing academic skills, including oral and written communication, as well as clinical competence. One reference should be from a faculty member who is familiar with the applicant's academic work.
5. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
6. *R.N. License.* An unencumbered Registered Nurse's license must be presented.
7. *Advanced Practice Certification.* Applicants must have the APRN (Advanced Practice Registered Nurse) designation in their home states and national board certification as a CNS, NP, CNM, or CRNA in their areas of specialty as appropriate. National certification for nursing administration or nursing informatics applicants is desirable but not required. Applicants without national certification will be evaluated individually and may be required to pursue a post-master's certificate in an advanced practice specialty.
8. *Interview.* After initial reviews of the application, applicants may be contacted for a phone interview.

Students enrolled in Vanderbilt's Master of Science in Nursing (M.S.N.) program have the opportunity to seamlessly progress to the D.N.P. program contingent upon (1) submission of online application with at least one letter of recommendation from a member of the VUSN faculty, (2) satisfactory goal statement, (3) a satisfactory interview, and (4) completion of the M.S.N. with a GPA of 3.5 or higher..

Application Procedure

The D.N.P. application is online at the School of Nursing website 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. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university. To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins, submit a letter of request to the School of Nursing Registrar's Office with the course syllabus enclosed, and provide an official transcript showing the final grade for the course.

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

International Students

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

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

The International TOEFL is administered at test centers throughout the world at different times during the year. You may access information regarding the TOEFL exam, including registration and sample tests, at toefl.org. 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 paper-based test, 230 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.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.

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

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 non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the D.N.P. program.

To be considered as a special student, an applicant must submit 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

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition.

New Student Requirements

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

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

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

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

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

1. Student **background check** and submitting requirements:
 - a. Go to *CertifiedBackground.com* (should not be completed more than 3 months prior to student orientation).
 - b. DNP students enter package code: VA14bc
 - c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to Certified Background (NOTE: There is a processing fee for this service). The student should follow online instructions to complete the order.

2. **Physical exam** within six months of acceptance to the program, authenticated by an M.D., N.P., or P.A., documenting evidence of good physical and mental health. Use the Health Questionnaire form. (Forms available at *Certified Background.com*.)
3. **Measles, Mumps, Rubella:** Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubeola), Mumps, and Rubella.
4. **Varicella:** Two varicella vaccines given 28 days apart OR lab evidence of varicella immunity (positive titer).
5. **Hepatitis B:** Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the 3-part series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.
6. **Tetanus–Diphtheria–Pertussis (Tdap):** Documentation of vaccination within last ten years.
7. **TB skin test or Quantiferon TB result:** *If positive*, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form confirming the absence of symptoms by an M.D., N.P., or P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.
8. **Influenza:** One dose of TIV (trivalent) or LAIV (live attenuated) annual vaccination is highly recommended OR sign Seasonal Flu Waiver form to decline seasonal flu vaccine. PLEASE NOTE: Many clinical agencies are requiring evidence of annual vaccination or the wearing of a mask during flu season.
9. **Current CPR certification** for adult, child, and infant. Vanderbilt accepts only American Heart Association (AHA) BLS for the Healthcare Provider cards. Additional CPR certifications may be required by specialty.
10. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable). In addition, D.N.P. students must have Advance Practice Registered Nurse (APRN) designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
11. **HIPAA and OSHA safety training** may be required for particular sites. If required, instruction for accessing and completing the training will be provided to the student.

The student should be aware that some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. The immunizations and titers can be done at Student Health (vanderbilt.edu/student_health/) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, **VUSN is not able to accommodate clinical placements in all locations.** Please check with the placement office.

Current Student Requirements

Disclosure of Offenses Post-background Check Completion

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

Health Insurance

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

Maintaining Immunization and Certification Requirements

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

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

The student should be aware that some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. The immunizations and titers can be done at Student Health (vanderbilt.edu/student_health/) once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the Health Questionnaire form and any required documentation to the appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Due to certain restrictions, **VUSN is not able to accommodate clinical placements in all locations.** Please check with the placement office.

Student Requirements When Returning from Leave of Absence

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

Accidents/Injury/Illnesses

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

Calendar

The official calendar of the School of Nursing is printed at the front of this catalog and in the VUSN *D.N.P. Student Handbook*. These publications are available in August of each year online through the VUSN website at vanderbilt.edu/catalogs/nursing/ 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 Nursing Registrar for official processing.

Students who wish to alter the required program of studies may petition the D.N.P. SAAA Committee. Students must provide justification for the request and proposing an alternative program of study, which must be approved by the academic adviser, program director, and senior associate dean for academics. Forms for this purpose are online at the VUSN website.

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

Change of Course

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

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

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

Audit Courses

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

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

Electives

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

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

No-Credit Courses

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

Class Attendance

At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process. It is expected that students will attend all synchronous and asynchronous D.N.P. classes and practice experiences. Attendance is mandatory for on-campus intensives each semester.

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.

Practicum Hours

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

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

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

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." 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 School of Nursing Registrar in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the D.N.P. SAAA Committee. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

Alcohol and Controlled Substance Policy

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

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

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once.
3. A student may only register for the same course twice. If the course is not successfully completed after the second registration, a third registration is not permitted. Course withdrawals count in the number of times a student may register for a course.
4. Courses taken for a letter grade may not be repeated on a pass/fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade.
5. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

Academic Probation/Dismissal

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

A student may be placed on probation only once during the entire program of study. A student making a grade less than a B– in two courses will be dismissed.

A student who is not making satisfactory progress toward the degree may be dismissed from the School of Nursing or may be advised to go on leave of absence or withdraw. When a student is placed on or removed from probation, letters are sent to the student, the student's adviser, and the program director.

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

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the D.N.P. Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, 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 until the course has been successfully repeated. A student seeking a waiver of this policy must submit a written request to the D.N.P. Student Admissions and Academic Affairs Committee for an exception to the rule.

Student Complaint and Grievance Procedure

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. Each course syllabus includes the grievance policy. Each student should become familiar with the process and follow it should the need arise. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem still persists, the student should make an appointment with 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 School of Nursing 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 (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.

Archived 2013/2014
Nursing School Catalog

Ph.D. in Nursing Science

PROGRAM DIRECTOR Ann F. Minnick

PROFESSORS Susan M. Adams, Peter I. Buerhaus, Colleen Conway-Welch, Karen C. D'Apolito, Mary Jo Gilmer, Jeffrey S. Gordon, Joan E. King, 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

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. 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 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

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, and women's health nurse practitioner. Please refer to the specific advanced practice specialty curriculum for sample curriculum plans. For further information, visit nursing.vanderbilt.edu or call the Office of Admissions at (615) 322-3800.

Archived 2013/2014
Nursing School Catalog

Financial Information

Tuition for 2013/2014 is \$1,160 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 a minimum of 35 credit hours of study.

The charge for students registered for zero hours of Clinical Continuation (N3000), Thesis (N379), or Master's Project (N377) or D.N.P. Project (N450) is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

Students taking an incomplete or having a missing grade in a course register for zero hours until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

There will be a one-time fee of \$30 for processing transcripts.

Other Fees

Application	\$50
Matriculation (nonrefundable)	200
Student activities and Recreation Center fee	
Fall and spring (per semester)	207
Summer	74
Technology fee (per semester: fall, spring, summer)	175
Laboratory fee for N210A	35
Laboratory fee for N210B	50
Laboratory fee for N235	60
Laboratory fee for N236	60
Laboratory fee for N237	60
Laboratory fee for N245	400
Laboratory fee for N246	350
Laboratory fee for N247A	150
Laboratory fee for N247B	150
Laboratory fee for N305A	350
Laboratory fee for N305B	300
Laboratory fee for N305C	250
Laboratory fee for N305D	350
Laboratory fee for N305E	350
Laboratory fee for N305F	200
Laboratory fee for N305G	250
Laboratory fee for N315A	200
Laboratory fee for N337	200

Zero hours	\$580
Liability insurance coverage (per semester)	33
Student health insurance (per year)	2,239
(\$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 14 for the fall semester and January 2 for the spring semester. All charges incurred after classes begin are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access for campus residents may result and additional charges to campus dining or flexible-spending accounts may be prohibited.

Students/guarantors will be responsible for payment of all costs, including reasonable attorney fees and collection agency fees, incurred by the university in collecting monies owed to the university. The university will assess a \$20 fee for any check returned by the bank and reserves the right to invoke the laws of the State of Tennessee governing bad checks.

Refunds of Tuition and Dormitory Charges

University policy for the refund of tuition and dormitory charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the university for any reason may be entitled to a partial refund in accordance with the established schedule shown below. **Fees are not refundable.**

Fall 2013 Withdrawal/Refund Schedule

Week 1	August 21–August 28	100%
Week 2	August 29–September 4	90%
Week 3	September 5–September 11	85%
Week 4	September 12–September 18	80%
Week 5	September 19–September 25	75%
Week 6	September 26–October 2	65%
Fall Break	October 3–October 4	65%
Week 7	October 5–October 11	60%
Week 8	October 12–October 18	50%
Week 9	October 19–October 25	45%
Week 10	October 26–November 1	40%

No refund after November 1, 2013

Spring 2014 Withdrawal/Refund Schedule

Week 1	January 6–January 13	100%
Week 2	January 14–January 20	90%
Week 3	January 21–January 27	85%
Week 4	January 28–February 3	80%
Week 5	February 4–February 10	75%
Week 6	February 11–February 17	65%
Week 7	February 18–February 24	60%
Week 8	February 25–February 28	55%
Spring Break	March 1–March 9	55%
Week 9	March 10–March 17	50%
Week 10	March 18–March 24	40%

No refund after March 24, 2014

Tuition Payment Plan (The Vandy Plan)

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

Late Payment of Fees

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

Financial Clearance

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwarranted). However, a late payment fee will be assessed each month until the balance is paid. All amounts deferred are due no later than November 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 2013/2014 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 2013/2014 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 pre-specialty M.S.N. students with the highest GPA's entering their second year of study.

External Scholarships

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

Disbursement of Financial Aid Funds

All financial aid (nursing scholarships and loans) is credited directly to the student's account. The financial aid file must be complete in order for available funds to credit the student's account. All loans are disbursed in equal installments to the student's account at the beginning of each semester. Any loan promissory notes and paperwork must be completed and signed before loan funds disburse to the student's account. Typically, scholarship funds are disbursed in the same manner.

Honors and Awards

Sigma Theta Tau

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Sigma Theta Tau is professional rather than social, and its purpose and functions may be compared to other honor societies. Sigma Theta Tau is a member of the Association of College Honor Societies.

Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing and who have maintained a high scholastic average. Students in the direct entry M.S.N. program are eligible for membership after having completed 10 semester hours of the required curriculum. Students in the pre-specialty program are eligible for membership after having completed 22 hours of the required pre-specialty curriculum.

Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. The Founder's Medal is conferred annually upon the graduating student in the School of Nursing who, in the judgment of the faculty, has achieved the strongest record in the areas of professional and academic performance in meeting the requirements for the master of science in nursing.

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.

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

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

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

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

THE BURRUS MEDICAL SCHOLARSHIP FOR NURSES was established in 1987 by George R. Burrus, M.D., in honor of his daughters, Lisa, Kate, and Nan, who are Vanderbilt School of Nursing graduates.

THE JAMES AND JANET CARELL SCHOLARSHIP was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE LILLIAN CARY SCHOLARSHIP is awarded to an M.S.N. student in the Family Nurse Practitioner specialty. Selection is based on academic merit and financial need.

THE THOMAS CONE SCHOLARSHIP was endowed through a gift from Thomas and Charlotte Cone to be awarded annually to a worthy and needy student who is a single parent.

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

THE ALICE THOMPSON FISCHER SCHOLARSHIP FUND was established with a gift in 2006 and will be awarded annually to a student demonstrating merit and financial need.

THE CHARLES B. FUNK AND CAROL S. FUNK SCHOLARSHIP was established with a gift in 2006 and will be awarded annually to a student who is a U.S. citizen demonstrating merit and financial need.

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

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

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

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

THE HALEY AWARD was endowed through a bequest from James H. Haley, Jr., to help support a worthy student of the School of Nursing.

THE HASSENPLUG SCHOLARSHIP was generated by the memorial initiated by the Class of '42 in memory of their creative teacher/mentor, Lulu K. Wolf Hassenplug. After ten dynamic and productive years at Vanderbilt, Hassenplug was the national leader who propelled nursing education to achieve true university stature. Endowment of the fund was reached in 2003 in honor of Hassenplug's 100th birthday. This award goes to an outstanding student whose career goal is directed toward academic nursing education.

THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP FUND was established for minority students. It is awarded to minority students on the basis of merit and need.

THE FRANCES M. HOUSTON SCHOLARSHIP FUND is endowed for the benefit of the School of Nursing. Preference shall be given to students from Cannon County, Tennessee, and then to the surrounding counties of Coffee, Dekalb, Rutherford, Wilson, and Warren.

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

THE SAMMIE S. SHAPIRO-RACHEL S. KELLY SCHOLARSHIP was established by bequests from the estates of these two sisters, both Vanderbilt alumnae, and is supported by contributions from members of their family. It is awarded annually to a worthy and needy student.

THE ELIJAH NEVINS KIRKPATRICK SCHOLARSHIP is supported by the Frank Godchaux III family in memory of Mr. Kirkpatrick, a Vanderbilt alumnus and father of Mrs. Godchaux. It is awarded annually to a student demonstrating both exceptional merit and financial need.

THE JOYCE KEMP LABEN SCHOLARSHIP was established in 1998 and will be awarded annually to a student in the Psychiatric Mental Health Nurse Practitioner Specialty.

THE MILAH P. LYNN SCHOLARSHIP FUND was established in 1996 by a gift from Milah and Stephen Lynn. This scholarship is to be awarded to worthy, needy students.

THE MARKS FAMILY SCHOLARSHIP FUND was established with a gift in 2011 and will provide financial support annually to deserving students in the School of Nursing.

THE KATHLEEN SUZANNE NELSON SCHOLARSHIP FUND was endowed through a bequest from Dr. Robert A. Nelson, Jr., in memory of his daughter, a 1975 graduate of the school.

THE SALLY BAUM NORDLUND AND D. CRAIG NORDLUND SCHOLARSHIP IN NURSING was established with a gift in 2005 and will be awarded annually to a student demonstrating merit and financial need.

THE COLEMAN D. OLDHAM HONOR SCHOLARSHIP was endowed in 1997 by Coleman and Emma Oldham to be awarded annually to a male student from Madison County, Kentucky, first, and then consideration to a male student from Kentucky demonstrating merit and financial need.

THE PASS IT ON SCHOLARSHIP was established in 2004. The scholarship is awarded with the recipient's full understanding that, given the time and opportunity, the recipient will, after graduation, provide financial, emotional, and/or moral support to other nursing students seeking to further their education.

THE VALERE POTTER SCHOLARSHIP FUND was established originally by a gift from the late Valere Blair Potter. This scholarship is awarded annually to second year pre-specialty students demonstrating exceptional merit and financial need.

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

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

THE PAMELA RICHARDSON MEMORIAL SCHOLARSHIP was established in 1995 by her family and friends in her memory. Pamela Richardson was a VUSN student at the time she died. The scholarship will be awarded annually to a second year student demonstrating financial need and exceptional merit.

THE SCHOOL OF NURSING ALUMNI SCHOLARSHIP is awarded annually to a student who can demonstrate a high level of participation in volunteer activities in the community and/or the School of Nursing.

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

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

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

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

THE JEANETTE AND LEON TRAVIS SCHOLARSHIP FOR NURSING AT ST. THOMAS HOSPITAL was established by Mrs. Jeanette Travis and the late Mr. Travis for nurses employed at St. Thomas Hospital who wish to pursue the M.S.N. degree at Vanderbilt University School of Nursing. Inquiries regarding this opportunity should be directed to the St. Thomas Career Center, (615) 222-2361.

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

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

THE LETTIE PATE WHITEHEAD SCHOLARSHIP FUND is supported by the Lettie Pate Whitehead Foundation. The awards are given to first-year, female pre-specialty students from southern states.

THE ZELLE SCHOLARSHIP was established in 1995. This scholarship is awarded annually to nursing students specializing in chronic care with a focus on rehabilitation nursing.

Courses of Study

Explanation of Symbols

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

NURS 300-level: Specialist nursing courses

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

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

The university reserves the right to change the arrangement or content of courses, to change the texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.

Pre-Nursing Courses

NURS 150. Introduction to Microbiology. This course presents a basic introduction to microbiology with particular emphasis on the diversity of bacteria and viruses. Biological and chemical principles necessary to understand the genetics and metabolism of microorganisms will be presented. Pathogenesis, host immune defense mechanisms, and the rationale for the use of antimicrobial drugs will be described. Bacterial genetics and recombinant DNA technologies will be introduced. [3-4]

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

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

NURS 231A. Introduction to Nutrition. This course is designed to assist the student in building a foundation of knowledge which may be used to evaluate nutrition information from varied sources 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. [2]

NURS 231B. Nutrition and Health: Issues and Insights. This course is designed to complement N231A to assist the student in building a foundation of knowledge used to evaluate nutrition information from varied sources and apply that knowledge to personal lifestyle and dietary choices. N231B will expand upon nutrition topics introduced in N231A, explore new nutrition related topics, and examine contemporary nutrition controversies. Students will have the opportunity to apply nutrition fundamentals to health promotion and disease prevention for themselves and others. N231B will introduce students to the evaluation of nutrition research, interventions, and recommendations through use of an evidence-based medicine approach. Current research and topics of interest to be addressed will include nutrition concepts as related to life-style diseases (heart disease, cancer, obesity); dietary supplements; vegetarian diets; health implications of alcohol use and abuse; food allergies and intolerances; determinants of eating behavior; weight regulation and disordered eating; and nutrition/health issues unique to a college age population. Pre/corequisite: 231A. [1]

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 providing both foundational and conceptual evidence based context for the provision of nursing care. This course serves as an introduction to professional nursing, exploring the historical beginnings, organization and structure of the profession, and professional role identity, as well as an introduction to a process of research appraisal for use in evidence based practice. With guidance, students will analyze and synthesize information from a variety of sources related to professional nursing. Corequisite: 220, 225,235, 245, 255A. [2]

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 evidence based nursing care. The course focuses on evidence based practice question development, project design and implementation strategies, as well as professional leadership 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. [2]

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, and accountability. Building upon previous courses in the series, students will continue with evidence based practice development, evaluation and dissemination. 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, 247A, 247B, 256. [2]

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. [3]

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. [3]

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. [3]

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. Corequisite: 215, 225, 235, 245, 255A. [1]

NURS 225. Enhancement of Community and Population Health I.

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

NURS 226. Enhancement of Community and Population Health II.

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

NURS 227. Enhancement of Community and Population Health III.

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

NURS 228. 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. [2]

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. [3]

NURS 235. Human Experience of Health and Illness Across the Lifespan I. Nursing 235 is the first of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence. The framework incorporates the following

concepts and their influence on health and response to illness: growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving the sensory, hematological, endocrine, renal/urinary, cardiovascular, and respiratory systems will be presented; the epidemiology, pathophysiology, medical management (select pharmacologic, non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Corequisite: 215, 220, 225, 245, 255A. [4]

NURS 236. Human Experience of Health and Illness Across the Lifespan II.

Nursing 236 is the second of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence, including the childbearing cycle. The framework incorporates the following concepts and their influence on health and response to illness: growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving mental health disorders with appropriate treatment modalities and settings, gastrointestinal, reproductive (including maternity focus) systems, and care of the client with cancer will be presented. The epidemiology, pathophysiology, medical management (non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Prerequisite: 215, 220, 225, 235, 245, 255A. Corequisite: 216, 226, 246, 255B. [5]

NURS 237. Human Experience of Health and Illness Across the Lifespan III.

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

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

NURS 246. Integration of Theoretical and Clinical Aspects of Nursing I.

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

NURS 247A. Integration of Theoretical and Clinical Aspects of Nursing II. This course is the final rotation of the second in the sequence of

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

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

NURS 248. 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, laboratory setting, and then in a clinical area for a variety of client populations across the life span. The student's specialty population will be considered in the choice of health care setting utilized for practice. Limited to R.N. students. [3]

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. [3]

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

NURS 255A. Pharmacology for Nursing Care I. This course presents an introduction to pharmacologic knowledge, the clinical indications for drug use as a treatment modality, and the role of the nurse in drug therapy. The course will present content on the prototype drug from major drug classifications that serves as a framework for continued self-study of new drug information. Emphasis will be placed on major drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy. Corequisite: 215, 220, 225, 235, 245. [2]

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

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

NURS 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. [2]

Specialist Nursing Courses and Electives

NURS 304B. Nurse-Midwifery Role Synthesis, Exploration, and Analysis. Nurse midwives, as advanced practice nurses, are viewed as potential national and international leaders in health care and managers of clinical practices. Successful practice is based on understanding management principles and interpersonal, interdisciplinary and organizational relationships. This course provides opportunity to analyze and interpret organizational structures and the dynamics of NMW practice. Study of the "work" and financial management of NMW practices is provided through case study discussion. Students will complete a project to analyze management principles and interpersonal, interdisciplinary and organizational relationships identified in a business structure for practice, extrapolate components organizational behavior, and develop strategies to address practice realities, needs and/or dilemmas. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the base to analyze issues inherent in clinical practice. Prerequisite: 305B, 309A, 327A, 330, 331, 333, 334, 335, 336, 337, 338 or permission of the Nurse-Midwifery program director. Corequisite: 339 or permission of the Nurse-Midwifery program director. [2]

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. [1]

NURS 305A. Advanced Health Assessment and Clinical Reasoning. This course is the foundational didactic course for NP and nurse midwifery practice. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to formulate diagnoses for culturally diverse individuals. Students interpret data and problem solve utilizing case studies and surrogate patients. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate-level standing. [3]

NURS 305B(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, F, graduate-level standing, admission to the specialty. Fall. [1]

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. [1]

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. [1]

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. [1]

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. [1]

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. [1]

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: 305D, 308, 311, 312A. [1]

NURS 305B(H). Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Students are introduced to the dynamics of the managed health care environment. Experienced nurse practitioners serve as role models in

clinical practice. Pre/corequisite: 305A, graduate-level standing, admission to the FNP/AGACNP program. [1]

NURS 305C. Advanced Neonatal Health Assessment. This course provides opportunities for students to develop the knowledge and skills needed to perform a comprehensive health and gestational age assessment. Data to collect when eliciting a health history, principles of performing a physical and gestational age assessment, diagnostic study interpretations, and examination techniques are stressed in the didactic portion of the course. Critical thinking is emphasized as the basis for synthesis of knowledge regarding the performance of a health histories, physical assessments, and identification of potential diagnostic tests for alterations in clinical findings. Emphasis is placed on the recognition of assessment findings that deviate from normal. A seven-week supervised clinical experience in the regular newborn nursery and/or a Level II Neonatal Intensive Care Unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal and preterm infants. [3]

NURS 305D. Advanced Health Assessment and Clinical Reasoning. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse pediatric patients. Synthesizing a systematic, organized, family-centered health assessment that is sensitive to growth and development needs is emphasized. Health promotion and disease prevention strategies are discussed. Prerequisite: None. Corequisite: 305E or 305G, 308. [2]

NURS 305E. Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner. This course builds on knowledge of advanced health assessment with focus on clients commonly seen in the pediatric practice setting. Techniques, including communication skills, used to assess the health status of children and adolescents are enhanced and refined. Diverse clinical experiences are used to develop proficiency in history taking and health assessment techniques with infants, children, and adolescents within the context of family-centered care. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and which will provide the most pertinent data with the least risk to the infant and child-adolescent is emphasized. Corequisite: 305D. [1]

NURS 305F. 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. [3]

NURS 305G. Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner. This course builds on knowledge of advanced health assessment with focus on clients commonly seen in pediatric practice settings. Techniques, including communication skills, used to assess the health status of children and adolescents are enhanced and refined. Diverse clinical experiences are used to develop proficiency in history taking and health assessment techniques with infants, children, and adolescents within the context of family-centered care. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and will provide the most pertinent data with the least risk to the infant and child/adolescent is emphasized. Pre/corequisite: 305D, 308, 311, 312A. [1]

NURS 306A. Advanced Physiology and Pathophysiology. This course provides in-depth discussion of complex physiologic and pathophysiologic concepts essential for advanced clinical nursing courses in acute care of adults and older adults. Physiologic and pathophysiologic processes related to the central, peripheral, and autonomic nervous systems; cardiovascular, respiratory, and renal systems; hematopoiesis, inflammation, immunity, microcirculation, neuromuscular synapse, skeletal and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and human organism levels. Hormonal regulation is integrated with various physiologic and pathophysiologic processes.

Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes. Prerequisite: Courses in undergraduate-level human anatomy and physiology. [4]

NURS 306B. Reproductive Anatomy and Physiology. Normal anatomy and physiologic processes of reproduction, including changes during the maternity cycle, are studied. Selected physiologic processes associated with healthy women across the lifespan, human genetics, development of the products of conception, the maternity cycle and the implications for client adaptations are examined. [2]

NURS 306C. Developmental/Neonatal Physiology. This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns are addressed. The structural and functional development of fetal systems, during critical periods, is emphasized. Abnormalities and alterations in fetal development are explored. Environmental factors that influence the structural and functional development of fetal systems are discussed. Long-term clinical implications of alterations in structure and physiologic functioning are also addressed. The legal, ethical and financial implications of genetic therapy, in-vitro fertilization and long-term care of infants with genetic abnormalities are discussed. Prerequisite: Graduate-level standing and admission to the Neonatal Nurse Practitioner specialty-level courses. Can be taken as a special student with permission of the instructor. [3]

NURS 307. Advanced Pharmacotherapeutics. This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents for the management of common acute and chronic health problems of diverse populations. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. [3]

NURS 307C. Advanced Pharmacotherapeutics. This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for clinical judgments in the pharmacologic management and evaluation of adults and older adults as related to the role of Acute Care Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 306A. [3]

NURS 307D. Advanced Neonatal Pharmacotherapeutics. This course provides students preparing for roles within the Neonatal Nurse Practitioner specialty with knowledge of the pharmacotherapeutics for common classifications of drugs used to care for neonates and infants. The physiologic action of selected prescription drugs, unexpected client responses and major untoward effects encountered in diseases of the neonates are discussed. Pharmacokinetic and pharmacodynamic principles, their clinical application and the use of pharmacologic agents in the prevention of illness and the restoration and maintenance of health are emphasized. Emphasis is placed on indications for correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included. Discussions of clinical judgments in the management and evaluation of pharmacologic therapeutic agents for neonatal use are emphasized. Prerequisite: Graduate-level standing and admission to the NNP specialty. Can be taken as a special student with permission of the instructor. [3]

NURS 307E. Advanced Pharmacotherapeutics. This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents (prescription and over the counter) for the management of common acute and chronic health problems of pediatric clients. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. Prerequisite: Graduate-level standing; admission to the Pediatric Nurse Practitioner program. Corequisite: 305D, 305E, 308. [3]

NURS 308. Pathophysiologic Concepts. This course builds on pre-acquired knowledge of normal human anatomy and physiology. Classic and current research findings form the basis for analysis of pathophysiologic processes and their effect on individual and multiple body systems. Students analyze the effect and progression of selected disease entities in diverse populations across the lifespan. The course provides a foundation for clinical assessment, diagnosis and management of clients experiencing alterations or risks of alterations in their health status. Pre/corequisite: Courses in normal human anatomy and physiology. [3]

NURS 309A. Advanced Practice Nursing in Primary Care of the Adult. This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive; health promoting). Pre/corequisite: 305A. [3]

NURS 309B. Advanced Practice Nursing in Primary Care of the Child. This course presents knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse pediatric populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 305A. [2]

NURS 309C. Advanced Practice Nursing in Primary Care of the Adolescent. This didactic course presents knowledge that is necessary for the practice of primary health care nursing of adolescents. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse adolescent populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adolescent is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 305A. [1]

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. [1]

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

NURS 310A. Adult Gerontology Primary Care I. This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive, health promoting). Pre/corequisite: 305A. [3]

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

NURS 310C. Advanced Concepts in the Care of the Elderly. This didactic course presents the advanced concepts in the care of the elderly patient. Students examine selected age-related changes, disease

processes and co-morbidities. Pathophysiology, clinical presentations, interventions, and outcomes are identified. This course integrates the principles of health promotion, disease prevention and rehabilitation. Emphasis is placed on developmental needs and the pathophysiology processed underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 305A, 310A; pre/corequisite: 307. [2]

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

NURS 311. Health Promotion of Behavior Development: Birth through Adolescence. This course focuses on the theoretical basis for pediatric advanced nursing practice emphasizing the development of the child and adolescent as an individual within the context of family and society. Using a family-centered approach, this course considers factors, techniques and research which facilitate or interfere with healthy development. Emphasis is placed on developing strategies for providing appropriate anticipatory guidance, health promotion, and disease prevention interventions within the life course. Pre/corequisite: None. [3]

NURS 312A. Advanced Practice Nursing in Pediatric Primary Care-Part I. This is the first course in a two-part pediatric primary care didactic course sequence. Information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content includes information related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents by pediatric nurse practitioners. Content is presented within a family-centered and developmental perspective and includes content related to advanced pathophysiology, research, psychosocial factors, and ethical considerations. Prerequisite: Graduate-level standing, admission to the Pediatric Nurse Practitioner program. Corequisite: 305D, 305E or 305G, 308, 311. [3]

NURS 312B. Advanced Practice Nursing in Pediatric Primary Care-Part II. In this second part of the pediatric primary care didactic course sequence, information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content builds upon the information presented in Part I related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305D/E, 308, 311, 312A; pre/corequisite: 307E. [3]

NURS 312C. Advanced Practice Nursing in Pediatric Acute Care-Part I. In this first part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill children and adolescents. Course content relates to the principles of assessment and management of common health care problems in children and adolescents. A portion of the course includes information necessary for PNP's to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305D, 305G, 308, 312A. Corequisite: 307E, 314C. [3]

NURS 312D. Advanced Practice Nursing in Pediatric Acute Care-Part II. In this second part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice of illness management of children and adolescents. Course content builds upon the information presented in Part I related to the principles of assessment and management of common health care problems in

acutely ill, critically ill, and chronically ill children and adolescents. A portion of the course includes information necessary for PNP's to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 305D, 305G, 308, 312A/C. [3]

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

NURS 314A. Practicum in Primary Health Care of Children. This course is a precepted clinical practicum focusing on pediatric health care in the primary care setting with an emphasis on health promotion, management of common health problems, and client education. A developmental approach is used in assessing the child and adolescent and formulating the treatment plan. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Learners explore relevant resources/research related to pediatric health care and apply findings to the care of clients. Prerequisite: 305D/E, 308, 311, 312A; pre/corequisite: 307E, 312B. [4]

NURS 314B. Advanced Pediatric Primary Care Preceptorship. The focus of this clinical practicum is on implementation of the pediatric nurse practitioner role in delivering primary care to pediatric clients. The preceptorship provides a broad practice experience which allows for synthesis of knowledge and skills acquired in prerequisite and corequisite course work. Emphasis is on providing comprehensive care to pediatric clients and families across a variety of practice settings in collaboration with other health professionals. At least 240 of the total clinical hours will be in primary care settings. Clinical seminars will focus on professional role issues for pediatric nurse practitioners and case presentations. Prerequisite: 305D/E, 307E, 308, 311, 312A/B, 314A. [5]

NURS 314C. 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. [4]

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, 305G, 307E, 311, 312A, 312C, 314A. [5]

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 nursing concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Students have the opportunity to practice the skills presented in the course under the supervision of experienced Advanced Practice Neonatal Nurses. NRP and PALS resuscitation techniques will be evaluated as a part of this course. The differentiation between normal and abnormal lab values is also emphasized. Prerequisite: 305C, 306C, 316. Corequisite: 307D, 317A/B. [3]

NURS 316. Neonatal Nursing Birth through 2 Years of Age. This course focuses on the health status and care of the neonates and infants through 2 years of age. Emphasis is placed on theories of attachment, growth, and development through 2 years of age. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness, and management of common older infant medical conditions. Physical, social, cognitive, and emotional growth will be 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 is discussed. Corequisite: 306C. [3]

NURS 317A. Neonatal Pathophysiology and Management I. This is the first of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course emphasizes the role of the advanced practice nurse in the care of high-risk neonates/infants. Perinatal risk factors associated with variations in neonatal health and functioning are also examined. Issues, trends, and legal issues of the NNP role are addressed. Corequisite: 305C, 306C, 316. [3]

NURS 317B. Neonatal Pathophysiology and Management II. This is the second of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course continues to emphasize the role of the advanced practice nurse in the care of high-risk neonates/infants. Integration of previous knowledge of embryology, physiology, pathophysiology, interpretation of lab data, radiologic findings, and collaboration with other health professionals are emphasized. Prerequisite: 305C, 306C, 316, 317A. Corequisite: 307D, 315. [3]

NURS 318. Neonatal Practicum. Clinical practicum and seminars provide opportunities for developing advanced skills in the nursing care of critically ill and recovering neonatal clients. Experiences in facilitating and evaluating continuity of care across several settings are a major thrust. Students work collaboratively with NNPs on unit-based research projects as part of the practicum. Advanced practice nursing

roles and expert skills are critically examined in clinical and individual conferences. 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. [3]

NURS 319. Neonatal Preceptorship. Students synthesize theory, knowledge, and skills from previous courses within the neonatal nurse practitioner scope of practice. Clinical preceptorships provide students with opportunities to further develop expertise relevant to the assessment and management of groups of neonates and infants through 2 years of age. Prerequisite: 305C, 306C, 315, 316, 317A/B, 318; all core courses. [6]

NURS 326. Women's Health Issues. In this course, students examine major historical, political and cultural influences on the health and health care of women in the United States. Students develop a woman-centered holistic approach to care, which is the central concept in their women's health nursing practice. [1]

NURS 327A. Women's Health for Advanced Practice Nursing I. Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women. Women's health specialization includes prevention, the societal and political determinants of health, patient education, and reconceptualization of women's relationships with health care providers. Health assessment and maintenance as well as disease identification and treatment will be presented on a wellness to illness continuum. Students utilize current research in women's health and identify potential research opportunities. Pre/corequisite: 305A. [3]

NURS 327B. Women's Health for Advanced Practice Nursing II. Building on prior knowledge of women's health, students begin to critically examine and evaluate concepts and research related to pregnancy and childbearing. This course focuses on advanced practice nursing knowledge necessary for the comprehensive assessment and case management of the childbearing family. Concepts include prevention, the societal and political determinants of health, patient education and reconceptualization of women's relationships with health care providers. Pre/corequisite: 308, 327A. [3]

NURS 328. Practicum in Women's Health. In this practicum, students apply advanced knowledge of normal physiology, pathophysiology, and psychosocial concepts to nursing care of women across the lifespan. This practicum includes specific components of advanced nursing practice from self-directed clinical experience with expert professional nurse/physician preceptors in a variety of settings. Pre/corequisite: 305A, 305B, 307, 327A, 327B. [3]

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. [6]

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. [3]

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

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

NURS 334. Skills for Nurse-Midwifery. This course provides nurse-midwifery students with clinical experiences needed to develop skills necessary during uncomplicated birth and specific complicated or emergency situations in the intrapartum and postpartum periods. Prerequisite: 330. [1]

NURS 335. Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care. Students will integrate theory and research findings into the management of the care of women during the intrapartum period, and the care of the mother/baby dyad in the postpartum period. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics in the management of labor, birth, and the puerperium. Newborn assessment, methods of screening for abnormalities, supporting healthy adaptation to extrauterine life, and facilitating the healthy parental-newborn family relationships are applied. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives, advanced practice nurses, and physicians. Prerequisite: 305A, 305B, 306B, 307; pre/corequisite: 336, 338. [4]

NURS 336. Intrapartum Care for Nurse-Midwifery. This course examines the theoretical basis of intrapartum nurse-midwifery management. Multidisciplinary theories, concepts, and research are synthesized to develop safe management plans that are culturally and ethically appropriate and applicable to the physical, emotional, and educational needs of the childbearing woman and her family. Nurse-midwifery management recognizes pregnancy and birth as a normal physiologic and developmental process. Management includes non-intervention in the absence of complications as well as selected intrapartum complications and emergencies. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 305A, 305B, 306B, 307, 327A, 330, 331. [3]

NURS 338. Nurse-Midwifery Care of the Mother-Baby Dyad. This course examines theory and research related to nurse-midwifery management of the maternal/newborn dyad during the postpartum period, and strategies for facilitating healthy physiological adaptation and

parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. Management includes non-intervention in the absence of complications as well as selected postpartum complications and emergencies. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the framework for the course. Prerequisite: 305A, 306B, 307, 331. Corequisite: 327A, 330, 335, 336. [2]

NURS 339. Advanced Clinical Integration Experience for Nurse-Midwifery. The final nurse-midwifery practicum allows the student to practice full scope nurse-midwifery under the supervision of experienced Certified Nurse-Midwife preceptors, managing women's health care from perimenarche through the postmenopausal periods and newborn health care from birth through the first month of life. Full scope nurse-midwifery care includes the areas of gynecology, family planning, preconception, antepartum, intrapartum, postpartum, newborn, breast-feeding support, common health problems in the pregnant and non-pregnant woman, and the peri- and 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. [5]

NURS 340A. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I. This course explores, at an advanced level, pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including pulmonary and cardiovascular disorders. Each student demonstrates the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. Pre/corequisite: 305B/F, 306A. [3]

NURS 340B. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II. This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including oncology and renal and fluid and electrolyte disorders. Each student demonstrates his/her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Pre/corequisite: 399A. Prerequisite: 306A, 307C, 340A. [3]

NURS 340C. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III. This course is third in a sequence of courses that explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including hematologic, hepatic, endocrine, and gastrointestinal disorders as well as psychosocial needs. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 340A, 340B. [3]

NURS 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. [3]

NURS 342A. Adult-Gerontology Acute Care Nurse Practitioner Practicum. This course is designed to provide clinical experience in development and application of the roles of the acute care nurse practitioner. The students apply and evaluate nursing theory and pathophysiologic and psychosocial concepts in planning and delivery of care in clinical settings. The student practices in clinical settings for a total of 280 hours. Clinical conferences are held weekly and focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 305B/F, 306A, 307C, 340A. Corequisite: 340B. [4]

NURS 342B. Adult-Gerontology Acute Care Nurse Practitioner Practicum. This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner. The clinical setting will be used for application and evaluation of nursing theory and pathophysiologic and psychosocial concepts in planning and developing care for culturally diverse adults and older adults in the clinical setting. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Pre/corequisite: 305A or F, 305B, 306A, 307C, 340A. [2]

NURS 342C. Adult-Gerontology Acute Care Nurse Practitioner Practicum in Intensive Care. This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner with an intensivist focus. The clinical setting will be used for application and evaluation of pathophysiologic and psychosocial concepts in planning and developing care in the clinical setting. Student will be assigned to multidisciplinary critical care teams and will rotate through these teams during the course. The student will practice in clinical settings for a total of 210 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in critical care in the adult population. Prerequisite: 305B, 305F, 306A, 307C, 340A; pre/corequisite: 340B, 396E. [3]

NURS 343. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship. This course is the final clinical preceptorship, and it is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The students practice in clinical settings for a total of 280 hours, and will focus on working with complex adult and older adult patients. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 305B, 305F, 306A, 307C, 340A, 340B, 342A, R.N. licensure; pre/corequisite: 340C. [4]

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

NURS 343C. Advanced Adult-Gerontology Acute Care Nurse Practitioner Intensivist Practicum. This course is designed to provide clinical experience in and application and integration of the roles of the

acute care nurse practitioner as an intensivist. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The student will practice in clinical settings for a total of 210 hours and will focus on working with patients in a variety of intensive care units. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to critical care and acute care problems for the adult population in an intensive care setting or step down unit. Prerequisite: 305B, 305F, 306A, 307C, 340A, 340B, 342C, 396D. Pre/corequisite: 340C. [3]

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

NURS 345. Introduction to Transplantation. This elective course consists of didactic content related to the care of adults undergoing transplantation with emphasis on immunology, immunosuppression, and criteria for transplantation, as well as complications related to transplantation and immunosuppression. An overview of transplantation of the heart, lung, liver, kidney, pancreas, and bone marrow is presented. Ethical, psychosocial, and donor selection/management issues are discussed. [2]

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

NURS 348. Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner. This course builds on the foundational knowledge received in N305F, N306A, N307C and the N340 series. The course introduces basic concepts of hospital practice used by acute care nurse practitioners. The hospitalist manages care from the time of patient hospital admission to discharge. A variety of hospital topics will be covered in this course to include lab and diagnostic testing during all phases of the hospitalization process, consultation practice, working with ancillary services, including physical occupation and speech therapists and case management issues. Students will gain basic knowledge of procedures but will not be performing procedural care during this course. Pre/corequisite: 305B, 305F, 306A, 307C and 340A; concurrent enrollment in N340B and N342. [2]

NURS 350. Models and Theories of Psychiatric Mental Health Nursing. This course introduces a variety of conceptual models and theories related to the practice of psychotherapy. Models of personality development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of appropriate therapeutic strategies. Students apply selected theories to case study material and evaluate the utility of theory-based research findings to specific client populations. [2]

NURS 351. Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan. This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the 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, 305B, 350. [3]

NURS 352. Neuroscience for Mental Health Practitioners. This course presents the theoretical basis for anatomical, biological, and psychological aspects of advanced practice in psychiatric-mental health nursing. Concepts from neuroanatomy, neurophysiology and neuropathophysiology, neuropsychiatry, psychiatry, psychology, and social sciences are examined for their applications to advanced practice. Pre/corequisite: 353. [2]

NURS 353. Psychopharmacology. This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings. This course builds on diagnostic and neuroscience content from N352 to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications. Pre/corequisite: 352 or permission of faculty. [2]

NURS 354. Theoretical Foundations of Psychiatric-Mental Health Nursing with Groups and Families. This course introduces a variety of conceptual models and theories related to the practice of group and family psychotherapy. Yalom's theoretical model provides the foundation for understanding group psychotherapy and its application and modification to selected client populations. A survey of current family therapy models and their theoretical bases provides a context for role-play and application to selected family case studies. Emphasis is placed on the integration of relevant theories into practice and the evaluation of theory-based research findings of therapeutic strategies for groups and families with mental health needs. This course builds on mental health assessment knowledge and models and theories of psychiatric nursing as well as provides guidance to students currently enrolled in clinical settings where they will be providing group and family therapy. Pre/corequisite: 350, 356, or permission of instructor. [2]

NURS 355. Child and Adolescent Psychopathology. This course builds on prerequisite knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and clinical practicum with psychiatric patients. This two-credit course for post-master's adult PMHNP or adult PMHCNS students reviews the major childhood disorders; looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to children and adolescents, use of rating scales, as well as evidence-based child and adolescent specific treatments. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds current ANCC certification as an adult psychiatric mental health nurse practitioner (PMHNP) or adult psychiatric mental health clinical nurse specialist (PMHCNS), has a master's degree or a post-master's certificate in psychiatric mental health nursing from an NLNAC- or 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. [2]

NURS 356. Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups, and Families. This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to complex groups. 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. [4]

NURS 357. Population-based Mental Health Care Across the Lifespan. This course focuses on systems issues affecting clients across the lifespan who require special attention from the advanced practice psychiatric nursing role. Emphasis is placed on effective management of current practice issues without compromising the special needs of these populations. These issues deal with the areas of effective evidence-based treatments, interface with families, developmental task resolution, legal/ethical decision-making, socialization, placements, comorbidities in care and finances. This content is then conceptualized and operationalized relative to the advanced practice psychiatric nursing role and its interface with both the interdisciplinary psychiatric team of care and other health care professionals involved in the holistic treatment of the patient. Pre/corequisite: Admission to the PMHNP specialty level. Successful completion of 351, 356 clinical course work. [2]

NURS 358A. Psychiatric-Mental Health Nurse Practitioner Preceptorship. This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. 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, R.N. licensure. [4]

NURS 358B. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus. This clinical course builds on prerequisite knowledge of theoretical foundations of advanced practice mental health nursing and provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on adult and geriatric clients and their families. Additional prerequisite knowledge includes mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and previous psychiatric-mental health nursing experience. The clinical emphasis is on assessment, diagnosis, pharmacologic and non-pharmacologic interventions with adults and geriatric clients with mental illness and for persons/populations at risk for mental illness, as well as primary prevention in mental health. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC-certified adult psychiatric-mental health clinical nurse specialists and child/adolescent psychiatric-mental health clinical nurse specialists seeking post-master's certificate as a psychiatric mental health nurse practitioner prepared across the lifespan. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or both of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS) or Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing (Child/Adolescent PMH-CNS); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP 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. [3]

NURS 358C. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus. This clinical course builds on prerequisite knowledge of theoretical foundations of advanced practice mental health nursing and provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on children and adolescent clients and their families. Additional prerequisite knowledge includes mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and previous psychiatric-mental health nursing experience. The clinical emphasis is on assessment, diagnosis, pharmacologic and non-pharmacologic interventions with children and adolescents with behavioral, developmental, and mental health disorders or at risk for mental illness within the context of their families and communities. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC-certified Adult PMH-CNS, Child-Adolescent PMH-CNSs, or Adult PMHNPs seeking post-master's certificate as psychiatric mental health nurse practitioner prepared across the lifespan. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or more of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS), Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing (Child/Adolescent PMH-CNS), or Adult Psychiatric Mental Health Nurse Practitioner (Adult PMHNP); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP 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. [3]

NURS 360A. Practicum in Primary Health Care of the Family. This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 305A/B. Corequisite: 307, 308, 309A/B/C. [Variable credit—4 for FNP, 2 for NMW/FNP]

NURS 360B. Practicum in Primary Health Care of the Family. This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 305A, 305B, 309A, 309B, 309C, 309D, 307, 308, 360A. [1]

NURS 360C. Clinical Decision Making for the Family Nurse Practitioner. This clinical course builds on knowledge and skills developed in previous didactic courses and implemented in the first practicum. Emphasis is on utilization of evidence-based practice and the integration of technology into primary care. This course focuses on management of the patient with complex acute or chronic illness. The purpose of the course

is to enable the student to enter practice with the ability to independently manage patients across the lifespan. Prerequisite: 305A, 305B, 307, 308, 309A, 309B, 309C, 309D, 309E, 360A, 361A. Corequisite: 360B, 364. [1]

NURS 361A. The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice. This course is designed to provide family nurse practitioner (FNP) students with the knowledge of the context of primary care and related domains and core competencies of family nurse practitioner practice identified by the National Organization of Nurse Practitioner Faculties (NONPF). Specific content of the course covers the hallmarks of primary care and the seven domains and focuses on operationalizing competencies into practice. Competencies needed to promote and protect health and prevent disease are emphasized. Prerequisite knowledge: This course builds on previous course work involving the assessment, diagnosis, and management of common and chronic conditions seen in the primary care setting. [2]

NURS 362. Practicum in Primary Health Care of the Child and Adolescent. This course is a clinical practicum focusing on child and adolescent health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and adolescent and formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with children and their families. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Relevant resources and research related to the child and adolescent are explored with the application of findings to the care of clients. Pre/corequisite: 305A/B, 307, 308, 309B/C. [2]

NURS 363A. Practicum in Primary Health Care of the Adult for Dual Specialty. This course is a clinical practicum focusing on adult health care with an emphasis on health promotion, management of common acute and chronic health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. This course is for Adult-Gerontology/Family Nurse Practitioner: Emergency Care Focus students. Prerequisite: 305F, 305B. Corequisite: 307, 308, 309A. [3]

NURS 363C. Practicum in Primary Health Care of the Adult. This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. This course is for NMW and NMW/FNP students. Prerequisite: 305A/B. Corequisite: 307, 308, 309A/D. [2]

NURS 364. Family Nurse Practitioner Preceptorship. In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite: 309A, 309B, 309C, 309D, 360A, 360B, all core courses. Additional prerequisite for NMW/FNP students: 363C. [4]

NURS 364A. Family Nurse Practitioner Preceptorship for AG-ACNP/FNP Dual Specialty. In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. For students who are pursuing dual preparation. 309A/B/C/D, 360A/B, 362, 373A; all core courses. [3]

NURS 365A. Adult Gerontology Primary Care Nurse Practitioner Clinical I. This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. Pre/corequisite: 305A/B, 307, 308, 310A. [4]

NURS 365B. Adult Gerontology Primary Care Nurse Practitioner Clinical II. In this clinical course, the student implements the role of the Adult Nurse Practitioner working with patient in the primary care setting. The focus is on the synthesis of theory, knowledge and skills from previous courses for the adult nurse practitioner scope of practice. Pre/corequisite: 305A, 305B, 307, 308, 309C, 309E, 310A, 310B, 310C, 310D, 365A, 395, 399A, 399B. [4]

NURS 368. Essential Procedures for the Primary Care Provider. This course builds on knowledge of advanced health assessment and primary care of the adult with a focus on procedures commonly performed in the adult practice setting. Using principles of universal precautions and infection control as a foundation, students will learn invasive procedures related to different body systems. Pre/corequisite: 305A. [2]

NURS 370. Independent Study, Non-Clinical. Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

NURS 371. Independent Study, Clinical. A program of independent study in a selected area of nursing practice under the direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

NURS 372. Joint Studies Med School.

NURS 379. Thesis.

NURS 380. Organizational Behavior. Integral to management practice is the acquisition of theoretical frameworks that explain organizational theories, management models and decision-making strategies related to health care systems and care delivery. In addition to providing a conceptual understanding of management practice, this course focuses on the development of interpersonal skills and effective leadership styles through role preparation, communication theories and the application of change strategies. Pre/corequisite: Specialty level status. [3]

NURS 381A. Introduction to Health Informatics. Health informatics is the management and transformation of health data into information and knowledge to improve aspects of health outcomes such as cost, quality, safety, and/or satisfaction. This survey course focuses on information systems in clinical settings and the use of information for health systems management. The recent emphasis on the National Health Information Infrastructure at the federal level will be used to frame the topics. Examples include organizing information pertinent to individual patient care, analyzing data to determine clinical effectiveness, retrieving needed information or knowledge at the point of care, using data to improve management of health care enterprises, and assessing the health patterns of populations and aggregates. Pre/corequisite: Basic competency in using word processing, electronic mail, bibliographic or library retrieval systems, presentation graphics, spreadsheets, and

databases. These skills are not taught in the course, but students will be required to apply them to carry out course assignments. [3]

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. [2]

NURS 381C. Web Development for Health Care Applications. Students will begin this course by observing and critiquing websites in the health care area. They will identify features in websites that are effective and features they would want to avoid when developing websites. Then they will learn the skills necessary to develop sophisticated Web applications in the health care area. Sophisticated Web applications will be created in DHTML using Web editors such as Lectora. Basic HTML markup skills will be taught for the purpose of creating interactive Web applications through databases in the follow-up course. [3]

NURS 381D. Desktop Maintenance. The purpose of this course is to teach how to properly maintain your computer to minimize problems that may occur and handle simple issues and problems with your computer. The course will also cover how to properly install and uninstall hardware and software, how and when to rebuild your system, how to protect your system from worms and viruses, and the hows and whys of creating a home network connected to a broadband environment such as cable or DSL. [1]

NURS 381E. Database Design for Health Care Applications. The purpose of this course is to teach how to create online database applications in the health care field. While it is not the goal of this course to train the participants how to create full-fledged hospital management systems and electronic medical record systems, students will develop an understanding of the basic concepts underlying these systems by creating simple database applications on the Web. Database concepts including user interface design, table design, normalization, password protection, and data queries are basically the same regardless of the purpose of the application. Upon completion of this course, the students will have an appreciation and understanding of large scale database environments in their field and be able to communicate effectively with management system software developers using the appropriate terminology. Prerequisite: Knowledge of Web design and HTML. [2]

NURS 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. [1]

NURS 381G. Consumer Health Care Informatics. This course addresses the consumer's use of electronic information systems and applications to improve their medical outcomes and their health care decisions. How informatics solutions impact the health care partnership of provider and patient is explored. Various technology and applications that empower consumers are reviewed. Studies that evaluate the effectiveness of health care informatics in patient outcomes are included. [2]

NURS 381W. Project Management. This course addresses the essential principles and tools of project management. Project integration, scope, time, cost, quality, human resource, communications, risk, and procurement management are discussed. [3]

NURS 382. Leadership. Theories and models of leadership are explored and students assess their personal leadership styles. Application of leadership theory in complex organization is explored. [3]

NURS 383A. Continuous Quality Improvement and Outcomes Measures. This course has two related foci: quality improvement models/methods and the measurement of client outcomes across a broad range of health care settings. Students learn the systematic methods of CQI, based on the work of Deming and others. These statistical and applied

research methods are linked to the measurement of outcomes. The use of various outcome measurement instruments is explored. Prerequisite: Specialty level status and others by permission of course instructor. [3]

NURS 383B. Continuous Quality Improvement and Outcomes Measures. This course has two related foci: quality improvement models/methods and the measurement of client outcomes across a broad range of health care settings. Students learn the systematic methods of CQI, based on the work of Deming and others. These statistical and applied research methods are linked to the measurement of outcomes. The use of various outcome measurement instruments is explored. Prerequisite: Specialty level status and others by permission of course instructor. [2]

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

NURS 385A. Health Care Financial Management. Students in this course apply accounting, economic principles, and financial management strategies to the management of health care resources in health care organizations. Students acquire a degree of proficiency at computerized spreadsheet utilization to enhance efficient financial analysis. [3]

NURS 386. Management Practicum I. The students apply models of CQI organizational behavior, outcome measurement, informatics, and financial management in a selected health care setting. This practicum provides students with an opportunity to work closely with a manager in a variety of health care settings. The students experience positive role modeling while contributing to the functioning of the health care agency. Students work on agency-designated projects throughout the practicum. Prerequisite: 382, 385, all core courses. [3]

NURS 387. Management Practicum II. This practicum provides the student with an opportunity to work closely with a manager or administrator in a formal mentorship arrangement in a health care setting. The student has an opportunity to observe and practice management and leadership skills in a health care organization. The role of a leader is explored in the context of the changing health care environment. In addition, the student works on agency-designated projects and presents the process and results of a completed project. This practicum builds on skills and experiences attained in NURS 386, 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. [4]

NURS 388. Management Strategies for Health Care Systems. This course will focus on long-term strategic issues that will affect financing, organization and delivery of health care services. Market driven organizations/services are at the core of the course with emphasis on designing as well as operationalizing strategies at the executive and middle management levels as individuals and part of a team. [3]

NURS 389. Health Care Management of Populations. This course provides a framework for students to develop and apply both an ethical and a theoretical framework for population-based care management. Students develop a framework for measuring client satisfaction, quality of care, and resource efficiency and explore principles of multidisciplinary collaboration. [3]

NURS 392A. Informatics of Clinical Practice. Informatics of clinical practice focuses on a structured approach to methodologies, techniques, and tools for information system development and implementation. The systems development life cycle approach incorporates the following phases: planning, analysis, design, implementation, and evaluation. The role of informatics nurse specialist is featured as well as the role of end users in this process. [3]

NURS 392B. Clinical Informatics Practicum I. Students apply concepts and theories in clinical informatics in selected health care settings. This practicum provides students with an opportunity to work closely with a preceptor to prepare a needs assessment for a nursing informatics project. In this clinical course, the student implements the role of the clinical informatics nurse in any health care setting. The focus is on the integration of theory, knowledge, and skills from previous courses within the various roles open to an informatics nurse specialist. [2]

NURS 392C. Informatics of Evidence-Based Practice. This course addresses informatics techniques to bring the best available evidence about nursing to the point of care to support the patient's health and decision making. The relationship between standardized languages, electronic documentation systems, and evidence-based nursing practice are explored. Use of the Internet to select and customize nursing interventions, point of care devices, and Web-based diagnostic decision support systems is examined. [2].

NURS 392D. Clinical Informatics Practicum II. In this clinical course, the student implements the role of the informatics nurse specialist working in a health care environment. The focus of this course is the integration of theory, knowledge, and skills from previous courses from the perspective of project management. Pre/corequisite: 381A, 392A, 392C. [2]

NURS 395. APN Role Within the U.S. Health Care Delivery System. This course provides students with an understanding of how the U.S. health care system works, including major components of both service delivery and financing of care. Students analyze and evaluate the health care delivery system, focusing on the role of the advanced practice nurse within the system. The relationships between and among the various stakeholders, including consumers, providers, payers, regulatory agencies, and policy makers, are explored as well as their impact on health care delivery. The focus is on economic implications of health planning, organization of personnel and resources, design of payment systems, and cost effectiveness of health care delivery. [3]

NURS 396D. Advanced Critical Care Concepts for the ACNP Intensivist. This course assists students in developing the competence to evaluate, diagnose, and treat patients with a variety of complex critical illnesses. Students will be educated on a variety of advanced intensive care topics. The primary focus is on evidence-based practice diagnostics and treatment of the critically ill patient. This course builds on previous 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. [3]

NURS 396E. Advanced Critical Care Simulation. This course is designed to provide advanced cognitive and procedural experience in the critical care simulator at the Center for Experimental Learning and Assessment at the Vanderbilt School of Medicine. Simulations are designed to provide clinical content surrounding the management of complex patients in the ICU setting. These class sessions provide an opportunity for students to integrate complex diagnostics and therapeutics with communication and team management skills. Sessions focus on clinical situations that student NPs are unlikely to directly manage during their clinical rotation where more experienced providers are available. Prerequisite: 305B, 305F, 306A, 307C, 340A, 342C, 396D; pre/corequisite: 340C, 343C. [1]

NURS 396F. 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. [Variable 2–3]

NURS 396G. Special Topics: Concepts in Trauma Nursing. This course explores, at an advanced practice level, pathophysiology, assessment and diagnosis, and collaborative management of adults who have experienced a severe trauma. Each student will demonstrate in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for the collaborative management of trauma patients. Pre/corequisite: 305A/B, 340A/B, 342. [2]

NURS 397A. Practicum in Emergency Care I. NURS 397A is designed to provide clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings will allow the student to apply management skills

and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning care for adult patients. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care of adults. Prerequisite: 305B, 306A, 307C, 340A. Corequisite: 340B, 342B, 396F. [1]

NURS 397B. Practicum in Emergency Care II. This course is designed to provide a capstone clinical experience in development and application of the roles of the dual acute care and family nurse practitioner for ED practice. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care across the lifespan. Prerequisite: 305B, 306A, 307C, 309C, 340A, 340B, 342B, 396F, 397A. Corequisite: 309B, 309D, 362. [1]

NURS 399A. 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. [3]

NURS 399B. Conceptualization and Integration of Evidence for Advanced Nursing Practice. This course provides the student with the opportunity to explore a relevant problem in advanced nursing practice. Concepts related to the selected problem are identified and critically appraised. Methodologies to generate evidence will be presented to examine knowledge related to the selected problem and make practice recommendations. This course builds upon prerequisite knowledge. Prerequisite: 399A. [3]

NURS 3000. Clinical Continuation. M.S.N., 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]

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. [2]

NURS 412. Informatics for Scholarly Practice. This course provides an overview of informatics, the transformation of data into information, knowledge, decisions and actions to improve outcomes. To take advantage of electronic data mines, scholars of the future will need to understand the basics of databases and the structure of vocabularies. Knowledge management to support evidence-based practice will be a critical skill. In addition, this course prepares the student to use available technology tools to present, interpret and organize data. Admission to the D.N.P. program or permission of instructors. [2]

NURS 414. Statistics in Health Sciences. This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. The spectrum of topics encompasses most univariate parametric and nonparametric procedures, including correlational and repeated measures analyses. Across the varied topics, emphasis is placed on: 1) becoming knowledgeable of the underlying logic of each statistical technique, 2) the appropriate use and underlying assumptions of the procedure, 3) interpretation of results from statistical software, and 4) evaluation of published results using statistical procedures. Admission to the D.N.P. program or permission of instructors. [3]

NURS 420. Integrative Application of Evidence-Based Practice I. This is the first of a four-course series that provides the 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. [1]

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. [3]

NURS 424. Epidemiology. Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people. Concepts of health, risk and disease causality are examined. Implications for development of data-based programs for disease/injury prevention and control as well as policy implications will be discussed. Prerequisite: 414. [3]

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. [1]

NURS 432. Health Care Economics and Finance. This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost/benefit analysis and health care entrepreneurship. Theory and application are integrated throughout the course with a particular focus on the clinical role of the D.N.P. within the contemporary health care environment. Students take either 432 or 434. Prerequisite: 410, 412, 414, 422; pre/corequisite: 420. [3]

NURS 434. Advanced Health Care Economics and Finance. This course addresses advanced application of economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed at preparing the student to assume an executive-level D.N.P. role in large and complex health care organizations. Prerequisite: 410, 412, 414, 422; pre/corequisite: 420. [3]

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. [3]

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. [2]

NURS 442. Quality Improvement and Patient Safety. This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within their own organizations. Prerequisite: 410, 412, 414; pre/corequisite: 422. [3]

NURS 444. Management of Organizations and Systems. This course synthesizes leadership theory and organizational models within the context of the health care industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored and applied. Based on these theories and models, the student will derive the D.N.P.'s role in complex health care organizations. Prerequisite: 410, 412, 414, 420, 424, 442; pre/corequisite: 430, 432. [3]

NURS 445. Evidence-Based Management in Health Care Organizations and Systems. This course is designed for 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. [3]

NURS 452. Health Policy. This course addresses health policy from the perspectives of evidence development, analysis and economic impact within a socio-political context. There is a secondary focus on the role of regulation within the U.S. health care system. The D.N.P. contribution to health policy development is explored. Prerequisite: 410, 412, 414, 420, 442; pre/corequisite: 430, 440, 444. [2]

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. [3]

NURS 460A. Obesity and Weight Control Part 1: Biology, Physiology, and Epidemiology. Nationwide and worldwide, the obesity epidemic is growing, and this has led to a significant number of adults and children with obesity-related comorbidities such as hypertension, dyslipidemia, type 2 diabetes, and cardiovascular disease. Awareness of this trend necessitates greater understanding of the link between adiposity and metabolic disease. This course will review the biological and physiological control of food intake and energy balance. The course will evaluate the metabolic pathways in which food and macronutrient intakes are utilized to provide energy and mechanisms by which body weight and health are influenced. Public health issues associated with obesity, energy, and macronutrient intakes will be discussed as well as the adequacy of intakes in meeting recommended requirements at various life stages. Critical evaluation of peer-reviewed literature will be used to study prevention and risk factors of overweight and obesity, consequences with regard to metabolic syndrome and other chronic disease states, and public health issues. This course builds on undergraduate/graduate preparation in anatomy, physiology, and biochemistry. Pre/corequisite: 410, 422. [2]

NURS 460B. Obesity and Weight Control Part 2: Management and Practice. Weight management and treatment of overweight, obesity, metabolic syndrome and other obesity related comorbidities requires multidisciplinary efforts. This course will build on the knowledge obtained in 460A to provide the student with a comprehensive understanding of national and organizational guidelines as well as current evidence based standards of care. The course will review the role of various health care providers in screening and assessment of body weight and energy balance. Patient management issues specific to age groups across the life cycle will be discussed as well as differences in practice and management by health care setting. The course content will include use of the scientific evidence to evaluate current dietary, pharmaceutical and surgical treatment models, strategies to optimize outcomes as well as identification and management of adverse outcomes. [2]

NURS 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. [2]

NURS 462. Management of Psychiatric Issues for the Non-Psychiatric Mental Health Advanced Practice Nurse. Expand clinical competencies of non-psychiatric mental health advanced practice nurses in assessing, evaluating, diagnosing, and treating mental health problems. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, biochemistry within a cultural context. Prerequisite: Specialization in a non-psychiatric-mental health advanced practice nurse role. [2]

NURS 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. [Variable credit 1-4]

NURS 465A. Palliative Care I: Advanced Illness and Palliative Care. This is one of two palliative care electives designed to provide graduate-level nurses with the knowledge and skills important to provide clinical care for clients of all ages living with advanced complex illness and their families. Paradigms are explored which link traditional models of both palliative and hospice care to the broader and deeper context of advanced illness in all developmental stages of life for patients of all ages. This course begins to develop the importance of a holistic perspective and an understanding of the client and families as individuals with diverse needs and expectations. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding chronic care, acute care, advanced care, and issues pertaining to death and dying so that they can effectively serve the multicultural needs of clients and families in a variety of advanced illness and palliative care contexts. The content for this course focuses mainly on symptom management from a holistic perspective. Other concepts of critical significance related to symptom assessment include care in a variety of settings, a variety of age groups, ethical decision making and therapeutic communication. [Formerly listed as NURS 325A] [2]

NURS 465B. Palliative Care II: Aspects Loss, Grief, Death, Bereavement, Spirituality, Cultural, Ethical Issues. This is one of two palliative care electives designed to provide graduate-level nurses with the knowledge and skills important to provide clinical care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of loss, grief, death and bereavement for patients, families, and professional caregivers. The course is designed to prepare practitioners through the development of the knowledge and skills for therapeutic and compassionate interactions with those facing advanced illness and death. The student will apply a wide range of ideas, beliefs, and understandings from multiple disciplines to end-of-life patient care scenarios. Learning activities assist the students to critically recognize their own feelings, learning needs, and biases regarding end of life care so that they can effectively serve the needs of clients and families in the palliative care trajectory. [Formerly offered as NURS 325B] [2]

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. [3]

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. [3]

NURS 468. Advanced Concepts in Nursing Education. This course is designed to facilitate expertise in the application of advanced educational concepts, principles, and theories related to nursing education in the academic setting. The underlying premise for the value of such knowledge is that nurse educators encounter situations and issues that warrant systematic consideration, and reflection. Moreover, students will acquire competence in facilitating learner development and role socialization, review accreditation parameters for nursing programs, and explore various aspects and topics such as legal, ethical and socio-cultural factors related to the role of the nurse educator. Prerequisite: 466, 467. [3]

NURS 469. Lean Methodology in Health Care. This course focuses on the analysis and application of Lean principles to improve a process or system. This course builds on the quality improvement principles learned in NURS 442 (Quality Improvement and Patient Safety). Topics include a history of the Toyota production system including how to identify the eight wastes in health care, how to implement 5S, A3 concepts, data collection, and value stream mapping of current state and future state processes. Prerequisite: 442. [2]

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. [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. [2]

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, sources of measurement error, and procedures used for critical evaluation of the psychometric properties of clinical measures including techniques for assessing validity and reliability. Selected measures, commonly used in clinical research and specific to student research interests, will be evaluated for psychometric properties and fit with a proposed focus of study. Prerequisite: Enrollment in the Ph.D. program and completion of NRSC 307 and NRSC 350, or consent of instructor. [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]

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. Qualitative Research Methods. This course introduces and explores qualitative research methods, including their theoretical and methodological foundations, and practical applications. Course participants will explore and pilot test one method in the context of their topic of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

NRSC 395. Research Practicum. This course provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined according to best fit with available faculty research programs. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

NRSC 399. Ph.D. Dissertation Research. Prerequisite: Enrollment in the Ph.D. program and consent of faculty. [Variable credit: 0-6]

Faculty

- LOVELY ABRAHAM, Adjunct Instructor in Nursing
B.S.N. (S.N.D.T. Women's [India] 1980); M.S.N. (Vanderbilt 1992) [1995]
- SUSAN M. ADAMS, Professor of Nursing
B.S. (Valparaiso 1972); M.S.N. (California, San Francisco 1977); Ph.D. (Kentucky, Lexington 2007) [1995]
- SHARON A. ADKINS, Adjunct Instructor in Nursing
B.S.N. (Minnesota 1970); M.S.N. (Vanderbilt 1988) [1998]
- PAIGE S. AKERS, Adjunct Assistant Professor of Nursing
B.S. (Lipscomb 1990); Pharm.D. (Tennessee, Memphis 1995) [2008]
- WENDELL S. AKERS, Associate Clinical Professor of Medicine; Adjunct Associate Professor of Nursing
Pharm.D. (Tennessee, Memphis 1991); Ph.D. (Kentucky, Lexington 1998) [2008]
- RACHEL A. ALCORTA, Instructor in Clinical Nursing
B.S. (Tennessee Technological 1999); M.S.N. (Vanderbilt 2005) [2009]
- KELLY MALAPANES ALDRICH, Adjunct Instructor in Nursing
M.S., D.N.P. (South Florida) [2013]
- ELIZABETH H. ALEXANDER, Lecturer in Nursing
B.B.A. (Abilene Christian 1982); M.S.N. (Vanderbilt 1988) [2011]
- SHAHID ALI, Adjunct Associate Professor of Nursing
M.B.B.S. (Sindh Medical [Pakistan] 1980) [2011]
- GREGG P. ALLEN, Clinical Instructor in Medicine; Adjunct Instructor in Nursing
A.B. (Oberlin 1974); M.D. (Jefferson 1978) [2000]
- MARK ALLEN, Clinical Instructor in Nursing
A.D.N. (Galveston 1985); B.S.N. (Goshen 1996); M.S.N. (Vanderbilt 1999) [2003]
- MARY JANE ALLEN, Adjunct Instructor in Nursing
B.S.N. (Santo Tomas [Philippines] 1991); M.S.N. (Vanderbilt 2000) [2006]
- SHEREE H. ALLEN, Instructor in Nursing
A.D.N. (Tennessee 1977); M.S.N. (Vanderbilt 2003); D.N.P. (Samford 2013) [2006]
- JILL ALLIMAN, Adjunct Instructor in Nursing
B.S.N. (Tennessee 1993); M.S.N. (Case Western Reserve 1994) [1998]
- MELANIE M. ALLISON, Instructor in Nursing
B.S.N. (Belmont 1995); M.S.N. (Vanderbilt 2003) [2005]
- MELISSA L. ALLRED, Instructor in Clinical Nursing
B.A. (Colorado State 1996); B.S.N., M.S., D.N.P. (Colorado, Denver 2004, 2006, 2006) [2009]
- JENNIFER L. ALLYN, Lecturer in Nursing
B.A. (Colorado 2000); M.S.N. (Phoenix, San Diego 2011) [2012]
- ADRIENNE AMES, Adjunct Associate Professor of Nursing
B.S.N. (Virginia 1962); M.S.N. (Vanderbilt 1975) [1977]
- CARL A. ANDERSON, Instructor in Nursing
B.S.N. (Tennessee Technological 1997); M.S.N. (Vanderbilt 2001) [2005]
- MARGARET S. ANDERSON, Instructor in Nursing
B.S. (Tennessee, Chattanooga 1986); M.S.N. (Vanderbilt 1994) [2002]
- ROBERT N. ANDERSON, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 2006); M.S.N. (Vanderbilt 2008); D.N.P. (Frontier School of Midwifery and Family Nursing 2012) [2010]
- TED L. ANDERSON, Associate Professor of Obstetrics and Gynecology; Clinical Associate Professor of Women's Health
B.S., M.S. (Southern Mississippi 1976, 1978); Ph.D., M.D. (Vanderbilt 1985, 1993) [2002]
- SUSAN P. ANDREWS, Instructor in Nursing
B.S.N. (North Carolina 1987); M.S.N. (Tampa 2003) [2010]
- ANGELINA M. ANTHAMATTEN, Assistant Professor of Nursing
B.S. (Union [Tennessee] 1999); M.S.N. (Vanderbilt 2000); D.N.P. (Tennessee, Memphis 2010) [2010]
- KRISTEN L. ANTON, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 2003, 2004) [2007]
- WENDY ARAYA, Adjunct Instructor in Nursing
B.S.N. (Austin Peay State 1990); M.S.N. (Vanderbilt 1996) [2001]
- KAREN MICHELLE ARDISSON, Assistant Professor of Nursing
B.A. (Kentucky, Lexington 1993); M.S.N., D.N.P. (Vanderbilt 2004, 2012) [2004]
- DEBORAH ARIOSTO, Adjunct Assistant Professor of Nursing
B.S.N. (Mount Saint Mary 1977); M.Sc. (Southern Illinois 1988) [2008]
- CHRISTIE D. ARNEY, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1991); M.S.N. (Vanderbilt 1995) [2002]
- DEBBIE A. ARNOW, Assistant Professor of Clinical Nursing
B.S.N. (Texas Woman's 1989); M.S.N., D.N.P. (Vanderbilt 1996, 2011) [2005]
- SOHEYL ASADSANGABI, Instructor in Clinical Nursing
B.S.N. (Tennessee State 1996); M.S.N. (Vanderbilt 2004) [2006]
- SANDRA S. AVERITT, Adjunct Associate Professor of Nursing
B.S.N. (Duke 1967); M.S.N., Ph.D. (Georgia State 1979, 1997) [2003]
- MARY KATHLEEN BACHTEL, Adjunct Instructor in Nursing
B.S.N. (Medical College of Georgia 1995); M.S.N. (Emory 1999); D.N.P. (Vanderbilt 2010)
- CHRISTOPHER A. BACHUSS, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Murray State 2001, 2003); D.N.P. (Columbia 2008) [2008]
- AMANDA E. BAILEY, Instructor in Clinical Nursing
B.E., M.S.N. (Vanderbilt 1998, 2000) [2001]
- V. SUZANNE BAIRD, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1984, 1995) [1997]
- AMANDA BAKER, Assistant in Clinical Nursing (Physician Assistant)
B.S. (Lambuth 2001); M.S. (Trevecca Nazarene 2006) [2009]
- LINDA S. BAKER, Adjunct Instructor in Nursing
B.S. (Tennessee Technological 1994); M.S.N. (Vanderbilt 1996) [2003]
- OYETUNDE T. BAMIGBOYE, Instructor in Nursing
M.S.N. (Vanderbilt 1993) [1999]
- ALISON B. BARLOW, Assistant Professor of Clinical Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1995, 2000) [2006]
- JULIE B. BARNES, Instructor in Clinical Nursing
B.S.N. (Belmont 1995); M.S.N., Post-Master's in Nursing (Vanderbilt 1999, 2012) [2001]
- MAUREEN BARTON, Instructor in Nursing
B.A. (Governors State 1991); M.S. (Illinois, Chicago 1997) [2012]
- TISHA BARZYK, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 2005); M.S.N. (Vanderbilt 2007) [2007]
- JODIE M. BAUMTROG, Instructor in Clinical Nursing
M.S.N. (Memphis 2009) [2011]
- AMANDA D. BAWCOM, Instructor in Clinical Nursing
B.S.N. (Harding 1997); M.S.N. (Vanderbilt 2010) [2010]
- NICKI C. BAXLEY, Adjunct Instructor in Nursing
B.S.N. (Rhodes College 2000); M.S.N. (Vanderbilt 2002) [2007]
- JOSHUA L. BAXTER, Assistant Professor of Nursing
B.S.N. (Alabama, Huntsville 2005); M.S. (Middle Tennessee State 2007); D.N.P. (Alabama, Birmingham 2011) [2012]
- CHARYL BELL-GORDON, Adjunct Instructor in Nursing
B.S.N. (Adelphi 1992); M.A. (New York 1996) [2011]
- ALICE BERNET, Adjunct Instructor in Nursing
B.A. (Mount Holyoke 2002); M.S.N. (Vanderbilt 2005) [2006]
- CAROLYN J. BESS, Associate Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1969, 1971); D.S.N. (Alabama, Huntsville 1995) [1971]
- LINDA M. BEUSCHER, Assistant Professor of Nursing
B.S.N. (Bowling Green State 1991); M.S.N. (Vanderbilt 1996); Ph.D. (Arkansas, Little Rock 2007) [2007]
- LENYS A. BIGA, Adjunct Instructor in Nursing
B.S.N. (Marquette 1977); M.S.N. (Vanderbilt 1994) [2004]

- LESLIE W. BINFORD, Lecturer in Nursing
B.S.N. (Tennessee 2008); M.S.N. (Vanderbilt 2012) [2012]
- JOELLEN BLAKE-WINGATE, Adjunct Instructor in Nursing
B.S.N. (Union [Tennessee] 1975); M.S.N. (Emory 1985) [1999]
- ROBERT C. BLAKEY, Adjunct Instructor in Nursing
B.S. (Murray State 1971); M.S. (Tennessee 1980); M.S.N. (Vanderbilt 1995) [2006]
- KELLY W. BLISS, Adjunct Instructor in Nursing
B.Eng., M.S.N., D.N.P. (Vanderbilt 1995, 2006, 2011) [2011]
- MARILYNN BODIE, Adjunct Assistant Professor of Nursing
B.A. (Iowa 1964); M.N. (Emory 1968); Ph.D. (Georgia 1979) [2001]
- FRANK H. BOEHM, Professor of Obstetrics and Gynecology; Associate Professor of Radiology and Radiological Sciences; Adjunct Professor of Nursing
B.A., M.D. (Vanderbilt 1962, 1965) [1972]
- MOLLY BORING, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Chattanooga 1997); M.S.N. (Vanderbilt 1999) [2010]
- DARA W. BOTTS, Adjunct Instructor in Nursing
B.S.N., M.S. (Tennessee 1981, 1991); M.S.N. (Belmont 1996) [1997]
- MATTHEW CODY BOWERS, Instructor in Clinical Nursing
B.A. (San Francisco State 2008); M.S.N. (Vanderbilt 2010) [2012]
- JENNIFER A. BOWERS, Instructor in Clinical Nursing
B.S. (Birmingham-Southern 2005); M.S.N. (Vanderbilt 2007) [2008]
- AMY L. BOWSER, Adjunct Instructor in Nursing
B.S. (Indiana [Pennsylvania] 1996); M.S.N. (Vanderbilt 2004) [2007]
- JASON BOYLAN, Adjunct Instructor in Nursing
M.A. (West Virginia 1998); M.S.N. (Vanderbilt 2003) [2004]
- ROBERTA A. BRADLEY, Assistant Professor of Nursing
B.S. (Tennessee 1976); M.S.N. (Vanderbilt 1981) [1993]
- VIRGINIA L. BRADSHAW, in Nursing
B.A. (American 1990); M.S.N. (Vanderbilt 1996) [1998]
- ALBERT R. BRANDON, Adjunct Instructor in Nursing
B.S. (Tennessee 1967); D.O. (Kirkville College of Osteopathic Medicine 1971) [2002]
- CHASTITY T. BRAUER, Instructor in Clinical Nursing
B.S.N. (Baptist College of Health Sciences 1999); M.S.N. (Tennessee, Memphis 2002) [2009]
- DANA C. BRAY, Instructor in Clinical Nursing
B.S.N. (Memphis 1996); M.S.N. (Tennessee, Memphis 1998) [2009]
- TANCY BRIDGES, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1999) [2010]
- JOHN MICHAEL BRILEY, Adjunct Assistant Professor of Nursing
B.S.N. (Freed-Hardeman 1990); M.S.N. (Vanderbilt 1994); D.N.S. (Tennessee, Memphis 2006) [2008]
- JANET L. BRODIE, Adjunct Instructor in Nursing
B.S.N. (Wayne State 1972); M.S.N. (Emory 1983) [2006]
- LISA M. BROOKS, Adjunct Instructor in Nursing
B.S.N. (Chattanooga 1996); M.S.N., D.N.P. (Vanderbilt 1998, 2011) [2011]
- SANDRA BROOKS, Adjunct Instructor in Nursing
M.N. (California, Los Angeles 1988); D.N.P. (Vanderbilt 2011) [2011]
- ASHLEY C. BROUWER, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2007) [2010]
- ANNA M. BROWN, Instructor in Clinical Nursing
B.S.N. (Samford 2004); M.S.N. (Vanderbilt 2008) [2012]
- BARBARA "BABS" BROWN, Adjunct Instructor in Nursing
B.S.N. (Tennessee State 2001); M.S.N. (Alabama, Huntsville 2002) [2007]
- RACHEL M. BROWN, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Memphis 1985); M.S.N., D.N.P. (Union [Tennessee] 2011, 2012) [2013]
- SCOTT D. BROWN, Adjunct Instructor in Nursing
B.S. (Westminster 1980); M.D. (Temple 1986) [2006]
- STACY B. BROWN, Adjunct Instructor in Nursing
B.S. (Lipscomb 1995); M.S.N. (Vanderbilt 1997) [2002]
- SHARON T. BROWNING, Adjunct Instructor in Nursing
B.S. (SUNY, Binghamton 1993); M.D. (1997) [2011]
- SHARON E. BRYANT, Assistant Professor of Nursing
B.S. (Tennessee Technological 1995); M.S.N. (Vanderbilt 1999); D.N.P. (Georgia Health Sciences University 2011) [2002]
- PETER I. BUERHAUS, Valere Potter Professor of Nursing; Director, Center for Health Workforce Studies of the Institute of Medicine and Public Health, VUMC
B.S.N. (Mankato State 1976); M.P.P. (Michigan 1981); Ph.D. (Wayne State 1990); Hon. Doctor (hon., Loyola 2012); Hon. Doctor (hon., Maryland, Baltimore 2012) [2000]
- MARY BUFWACK, Adjunct Assistant Professor of Nursing
B.A. (Pittsburgh 1968); M.A., Ph.D. (Washington University 1972, 1975) [1989]
- MARIA E. BULLOCK, Instructor in Nursing
B.S.N., M.S.N. (Texas, El Paso 1993, 2000); D.N.P. (Alabama, Birmingham 2013) [2010]
- MATTHEW R. BUMBALOUGH, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1993) [2003]
- KATHLEEN M. BURNS, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Pittsburgh 1972, 1976) [1987]
- MARK BURNS, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Phoenix 1998, 2004); D.N.P. (Vanderbilt 2011) [2012]
- STEVEN T. BUSBY, Assistant Professor of Nursing
B.S.N. (Troy 1996); M.S.N. (South Alabama 1997); Ph.D. (Tennessee 2009) [2010]
- DANA SUZANNE BUSH, Adjunct Instructor in Nursing
B.S.N. (North Carolina 2003); M.S.N. (Stony Brook 2006) [2007]
- MARGARET H. BUXTON, Instructor in Clinical Nursing
B.S.N. (Tennessee, Chattanooga 1997); M.S.N. (Vanderbilt 1998) [2003]
- KATHLEEN (KATHY) C. BYINGTON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1974, 1985) [1989]
- SHAI C. BYNUM, Instructor in Clinical Nursing
B.S. (Middle Tennessee State 2005); M.S.N. (Vanderbilt 2007) [2013]
- BEVERLY R. BYRAM, Assistant in Medicine; Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1992) [1993]
- LORI A. CABBAGE, Instructor in Clinical Nursing
B.A., M.S.N. (Tennessee 1987, 1991); Certificate (San Jose State 1997) [1997]
- JUDITH (JULIE) M. CALDWELL, Adjunct Instructor in Nursing
B.S., M.S.N. (Vanderbilt 1993, 1995) [2002]
- GLORIA W. CALHOUN, Adjunct Associate Professor of Nursing
B.S.N. (Florida 1960); M.S.N. (Vanderbilt 1971); D.S.N. (Alabama, Huntsville 1985) [1985]
- ALFRED S. CALLAHAN, Adjunct Professor of Nursing
S.B. (Massachusetts Institute of Technology 1971); M.D. (Vanderbilt 1975) [2009]
- MARGUERITE CALLAHAN, Adjunct Instructor in Nursing
B.A. (Converse 1977); B.S.N. (Tennessee 1980); M.S.N. (Pace, White Plains 1990) [2001]
- CAROL L. CALLAWAY-LANE, Assistant Professor of Nursing
B.S. (Maryville 1992); M.S.N., D.N.P. (Vanderbilt 1993, 2011) [2011]
- KRISTIN C. CAMPBELL, Instructor in Clinical Nursing
B.S. (Elon 2002); M.S.N. (Vanderbilt 2004) [2007]
- THOMAS M. CAMPBELL, Adjunct Associate Professor of Nursing
Pharm.D. (Tennessee, Memphis 1991) [2008]
- CHRISTI CAPERS, Adjunct Associate Professor of Nursing
B.S. (Lipscomb 1984); Pharm.D. (Mercer 1989) [2002]
- LAUREN S. CARLSON, Instructor in Clinical Nursing
B.E., M.S.N. (Vanderbilt 2001, 2008) [2010]
- PHILLIP CARMONA, Adjoint Instructor in Nursing
[2009]
- DEVIN S. CARR, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1991); M.S.N. (Clarkson [Nebraska] 1998) [2003]
- JANE CASE, Instructor in Clinical Nursing
B.S.N. (North Carolina 1993); M.S.N. (Old Dominion 1997); D.N.P. (Vanderbilt 2010) [1998]
- CALLIE B. CASEY, Instructor in Clinical Nursing
M.S.N. (Belmont 2007) [2008]

- JUDY JEAN CHAPMAN, Professor of Nursing, Emerita; Senior Associate in Emergency Medicine
B.S.N. (Vanderbilt 1963); M.N. (Florida 1966) [2005]
- SHIRLEEN D. CHASE, Instructor in Clinical Nursing
B.S.N. (California State, Fullerton 1994); M.S.N. (Tennessee, Chattanooga 1998) [2009]
- RODNEY D. CHENAULT, Instructor in Clinical Nursing
B.S. (Tennessee 1994); B.S. (Lipscomb 1999); M.S.N. (Vanderbilt 2000) [2004]
- ARIKANA CHIHOMBORI, Adjunct Instructor in Nursing
B.A.S., M.A. (Fisk 1980, 1982); M.D. (Meharry Medical 1986) [2012]
- MARK J. CHIRICO, Adjunct Assistant Professor of Nursing
Pharm.D. (Kansas 2005)
- TAMMY CHOATE, Adjunct Instructor in Nursing
B.S.N. (Tennessee 1989); M.S.N. (Vanderbilt 1994); M.B.A. (Middle Tennessee State 1998) [2000]
- THOMAS L. CHRISTENBERY, Associate Professor of Nursing
B.S.N. (Murray State 1976); M.S.N., Ph.D. (Vanderbilt 1987, 2004) [2001]
- MARGUERITE D. CLARK, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 1990); M.S.N. (Phoenix 2007); Post-Master's Certificate (Alabama, Huntsville 2009) [2011]
- COLLEEN CLARKE-ARIELA, Adjunct Instructor in Nursing
B.S.N. (College of Staten Island 1993); M.S.N. (Loyola, New Orleans 2009); D.N.P. (Vanderbilt 2012) [2013]
- AMANDA G. CLEMENT, Instructor in Clinical Nursing
B.S., M.S.N. (Tennessee 2001, 2006) [2008]
- RHONDA L. CLIFFORD, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State 1985); M.S.N. (Vanderbilt 1991) [1999]
- EDITH E. CLOYD, Instructor in Nursing
B.S. (East Tennessee State 1981); J.D. (Tennessee 1985); M.S.N. (Vanderbilt 2005) [2006]
- JANICE M. COBB, Adjoint Instructor in Nursing
B.S. (Milligan 1995); M.A. (Tusculum 1997); B.S. (Regis 2010)
- AMY DENISE COCHRAN, Adjunct Instructor in Nursing
B.S. (Lipscomb 1998); M.S.N. (Vanderbilt 2005) [2014]
- SUSAN COCKBURN, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1973) [1999]
- ALISON L. COHEN, Instructor in Clinical Nursing
B.A. (Beloit 1994); M.S.N. (Vanderbilt 2000) [2001]
- AMY COLE, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2007) [2010]
- BRENDA COLE, Adjunct Instructor in Nursing
B.S.N. (Memphis 1994); M.S.N. (Arkansas State 2001) [2005]
- DAVID W. COLE, Adjunct Assistant Professor of Nursing
B.S. (Ouachita Baptist 1991); M.D. (Arkansas State 1993); M.P.H. (Galveston 2008)
- JUDY G. COLE, Adjoint Instructor in Nursing
B.S.N. (Tennessee Technological 1993); M.S.N. (Vanderbilt 1997) [2000]
- LINDA COLE, Adjunct Instructor in Nursing
B.S.N. (Colorado, Denver 1985); M.S.N. (Medical University of South Carolina 1994) [1997]
- SHANNON E. COLE, Instructor in Nursing
B.S. (Tennessee 1990); M.S.N. (Vanderbilt 1994); D.N.P. (Georgia Health Sciences 2013) [1997]
- ANNIE COLE-BRADLEY, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2011) [2012]
- FAIRY A. COLEMAN, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Tennessee 1993, 1995) [2004]
- CYNTHIA E. COLLINS, Adjunct Instructor in Nursing
B.S., M.D. (Cincinnati 1981, 1995) [2009]
- MICHELLE R. COLLINS, Associate Professor of Nursing
Diploma in Nursing (1985); B.S.N. (Rockford 1986); M.S.N. (Marquette 2002); Ph.D. (Tennessee, Memphis 2012) [2005]
- CAROLINE P. CONE, Adjunct Assistant Professor of Nursing
B.S.N. (Calvin 1988); M.S.N. (Vanderbilt 1989) [1993]
- MARTHA B. CONRAD, Instructor in Nursing
B.S.N. (Vanderbilt 1978); M.P.H. (Michigan 1984) [2004]
- COLLEEN M. CONWAY-WELCH, Dean of the School of Nursing, Emerita; Hilliard and Nancy Travis Professor of Nursing
B.S.N. (Georgetown 1965); M.S.N. (Catholic 1969); Ph.D. (New York 1973) [1984]
- THOMAS H. COOK, Assistant Professor of Nursing
B.S.N. (Loyola 1968); M.S.N. (Saint Louis 1972); Ph.D. (Vanderbilt 1994) [1992]
- SUSAN R. COOPER, Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1979, 1994) [1998]
- AMY C. COSTNER, Adjunct Instructor in Nursing
B.S.N. (Oklahoma 2000); M.S.N. (Vanderbilt 2001) [2003]
- CHARLOTTE M. COVINGTON, Associate Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1969, 1989) [1991]
- KATHLEEN M. CRAIG, Adjunct Instructor in Nursing
B.S.N. (Norwich 1992); M.S.N. (Vanderbilt 2009) [2010]
- PENNY M. CRAIN, Instructor in Nursing
M.S.N. (Vanderbilt 1995) [2001]
- CARLOTTA CRAWFORD, Adjunct Instructor in Nursing
B.S.N. (Florida 1979); M.S.N., M.P.H. (Emory 1994, 1994) [1999]
- SHAWNA CRAWFORD, Adjunct Instructor in Nursing
B.S., M.S. (Jackson State 2002, 2004); M.S.N., D.N.P. (Vanderbilt 2006, 2012) [2012]
- THERESA A. CRESSMAN, Instructor in Clinical Nursing
B.S.N. (Austin Peay State 2006); M.S.N. (Vanderbilt 2011) [2012]
- KATHERINE CROCKER, Instructor in Nursing
B.A., M.Ed., M.S.N. (Vanderbilt 1973, 1989, 1996) [2012]
- ANN S. CROSS, Adjunct Instructor in Nursing
B.S.N. (Tennessee 1976); M.S.N. (Colorado 1984); M.B.A. (Belmont 1989) [1988]
- ELIZABETH HARLAN CROWE, Clinical Instructor in Nursing
B.A. (Virginia 1982); M.D. (North Carolina 1987) [2000]
- TERRI D. CRUTCHER, Assistant Dean for Clinical and Community Partnerships; Assistant Professor of Clinical Nursing
B.S., A.D. (Western Kentucky 1976, 1976); M.S.N. (Vanderbilt 1994); D.N.P. (Georgia Health Sciences 2013) [2000]
- SUSAN CRUTCHFIELD, Adjunct Assistant Professor of Nursing
B.S. (Middle Tennessee State 1983); M.S.N. (Vanderbilt 1986); M.B.A. (Belmont 1995); Ed.D. (Vanderbilt 2006) [2009]
- AMY CULBERTSON, Adjunct Instructor in Nursing
B.S.N. (Evansville 1996); M.S.N., D.N.P. (Vanderbilt 1998, 2011) [2011]
- MICHAEL JOHN CULL, Assistant Professor of Clinical Nursing
B.S.N. (Tennessee 1997); M.S.N. (Vanderbilt 2000); Ph.D. (Tennessee State 2009) [2002]
- DEBORAH A. CURREY, Adjunct Instructor in Nursing
M.S.N. (Hawaii Loa 2003); D.N.P. (Vanderbilt 2011) [2011]
- VICTOR CZERKASIJ, Adjunct Instructor in Nursing
B.A., M.A. (Southern Adventist 1983, 2000); M.S.N. (Vanderbilt 2006) [2008]
- TINA D'ALESSANDRO, Adjunct Instructor in Nursing
B.S.N. (Duke 1983); M.S.N. (Florida 2000)
- KAREN C. D'APOLITO, Professor of Nursing
B.S.N. (Trenton State 1979); M.S.N. (Case Western Reserve 1981); Ph.D. (University of Washington 1994) [1998]
- JANIE DADDARIO, Associate Professor of Nursing
B.S.N. (Villanova 1969); M.S.N. (Boston University 1971) [1981]
- PAUL DAUGHERTY, Adjunct Instructor in Nursing
B.S. (Maryland 1968); M.D. (Loma Linda 1975) [2009]
- ELIZABETH T. DAVIDSON, Adjunct Instructor in Nursing
B.S.N. (Western Kentucky 1990); M.S.N. (Vanderbilt 1991); D.N.P. (Tennessee, Memphis 2007) [1995]
- CLAIRE DAVIS, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 1995, 1996) [2004]
- MELISSA G. DAVIS, Instructor in Clinical Nursing
B.S. (Tennessee 2000); M.S.N. (Vanderbilt 2003) [2006]
- ROGER L. DAVIS, Adjunct Professor of Nursing
B.Sc. (Tennessee, Memphis 1971); Pharm.D. (Tennessee, Memphis 1972) [2008]

- ELIZABETH C. DAYANI, Adjunct Associate Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1971, 1972) [1989]
- AMANDA S. DECKER, Instructor in Clinical Nursing
B.A. (Middle Tennessee State 2003); M.S.N. (Vanderbilt 2005) [2009]
- PATRICK H. DELEON, Adjunct Professor of Nursing
M.S. (Purdue); B.A. (Amherst 1964); Ph.D. (Purdue, Calumet 1969);
M.P.H. (Hawaii, Honolulu 1973); J.D. (Catholic 1980) [2007]
- CYNTHIA (RENEE) DEMONBREUM, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1978); B.S.N., M.S.N. (Tennessee
1979, 1982) [2004]
- DANA L. DEMOSS, Adjunct Instructor in Nursing
B.S.N. (State University of New York 1995); M.S.N. (Vanderbilt
1996) [2001]
- JIE DENG, Assistant Professor of Nursing
B.S.N., M.S.N. (Peking [China] 1993, 2004); Ph.D. (Vanderbilt
2010) [2010]
- CATHY A. DEPPEN, Adjunct Instructor in Nursing
B.S. (Tennessee Technological 1985); M.S. (Converse 1987); M.D.
(Tennessee 1994) [2002]
- LAUREN DEVINE, Adjunct Instructor in Nursing
B.S. (Furman 2005); M.S.N. (Vanderbilt 2007) [2013]
- TRACEY L. DEWIRE, Instructor in Clinical Nursing
B.S. (Tennessee 1990); M.S.N. (Vanderbilt 2008) [2009]
- PETER A. DICORLETO, Adjunct Instructor in Nursing
B.S. (Trinity College [Connecticut] 1973); M.S., M.D. (Connecticut
1974, 1979) [2000]
- MARY S. DIETRICH, Research Associate Professor of Nursing (Statistics
& Measurement); Research Associate Professor of Biostatistics;
Research Associate Professor of Psychiatry
B.S. (Bethel College [Kansas] 1979); M.S. (Fort Hays State 1982);
Ph.D. (Vanderbilt 1996) [2006]
- SATTARIA S. DILKS, Lecturer in Nursing
M.A., M.S.N. (McNeese State 1988, 2001); D.N.P. (Tennessee,
Memphis 2006)
- CARYN C. DIXON, Instructor in Clinical Nursing
B.A., B.S.N. (Texas Christian 2001, 2004); M.S.N. (Belmont
2008) [2012]
- TERRI A. DONALDSON, Associate Professor of Nursing
B.S.N. (Auburn 1985); M.N. (Emory 1989); D.N.P. (Tennessee,
Memphis 2007) [1994]
- CARRIE A. DONNELL, Instructor in Clinical Nursing
B.A., M.S.N. (Vanderbilt 2005, 2010) [2011]
- JOANNE DONNELLY, Adjunct Instructor in Nursing
[2011]
- DANIEL DONOHUE, Adjunct Assistant Professor of Nursing
B.S. (SUNY, Albany 1978); M.A. (Central Michigan 1978) [2012]
- DIANE DOWDY, Adjunct Assistant Professor of Nursing
B.S.N. (Tulsa 1978); M.S.N. (Emory 1980); D.N.P. (Alabama,
Huntsville 2010) [2012]
- STUART D. DOWNS, Adjunct Instructor in Nursing
B.S.N. (Southeastern Louisiana 1995); M.S.N. (Vanderbilt
2010) [2013]
- DEBBIE J. DRAKE-DAVIS, Assistant in Medicine; Adjunct Instructor in
Nursing
B.S.N. (Western Kentucky 1995); M.B.A. (Lipscomb 2002); M.S.N.,
D.N.P. (Vanderbilt 2004, 2011) [2007]
- CYNTHIA Y. DRISKILL, Instructor in Clinical Nursing
B.S.N. (Tennessee 2000); M.S.N. (Vanderbilt 2002) [2006]
- MARILYN A. DUBREE, Adjunct Associate Professor of Nursing;
Executive Chief Nursing Officer
B.S.N. (Medical College of Georgia 1975); M.S.N. (Vanderbilt
1976) [1984]
- BARBARA DUFFY, Assistant Professor of Clinical Nursing
B.S.N., M.S.N. (Vanderbilt 1980, 1991) [2005]
- JOHN TRAVIS DUNLAP, Assistant Professor of Nursing
M.S.N. (Vanderbilt 2002) [2005]
- MARY A. DUVANICH, Adjunct Instructor in Nursing
B.S.N. (Florida 1990); M.S.N. (North Carolina 1998) [2001]
- KATHERINE E. EASTHAM, Adjunct Instructor in Nursing
B.A. (Tennessee 1980); C.N.M. (Frontier School of Midwifery and
Family Nursing 1996) [2000]
- CAROL H. ECK, Adjunct Instructor in Nursing
B.S.N. (Spalding 1975); M.B.A. (Belmont 1996) [2003]
- FRANCES M. EDWARDS, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1953, 1976) [1983]
- MARY E. EGGER, Instructor in Clinical Nursing
B.S.N. (Illinois, School of Nursing 1983); M.S.N. (Vanderbilt
2006) [2008]
- KEHINDE AMEN EGUAKUN, Assistant in Medicine; Instructor in Clinical
Nursing
B.S. (Nigeria 1982); M.S. (Obafemi Awolowo, Ile-Ife [Nigeria] 1988);
M.S.N. (North Carolina 1999) [2010]
- WAKAKO EKLUND, Adjunct Instructor in Nursing
B.S.N. (Bob Jones 1991); M.S.N. (Vanderbilt 2002) [2005]
- JANE ENGLEBRIGHT, Adjunct Instructor in Nursing
B.S. (Western Kentucky 1979); B.S.N. (Kentucky, Lexington 1981);
M.S.N., Ph.D. (Texas Woman's 1984, 1996) [1997]
- SANDRA R. ERMINI, Instructor in Clinical Nursing
B.S. (Boston University 1989); M.S. (Middle Tennessee State 1994);
M.S.N. (Vanderbilt 2000) [2002]
- GAMAL S. ESKANDER, Adjunct Instructor in Nursing
M.B.B.Ch. (Cairo [Egypt] 1980); M.S.P.H. (East Tennessee State
1984) [2001]
- KIERSTEN BROWN ESPAILLAT, Adjunct Instructor in Nursing
B.S., M.S.N. (Vanderbilt 1996, 2003) [2005]
- CAROL ETHERINGTON, Associate Professor of Nursing
B.S.N. (Spalding 1971); M.S.N. (Vanderbilt 1975) [1984]
- MERRY J. ETLING, Instructor in Clinical Nursing
B.S.N. (Queens University, Charlotte [North Carolina] 1998); M.S.N.
(North Carolina 2000) [2006]
- KATHERINE EVANS, Adjunct Instructor in Nursing
B.S.N. (Memphis 2000); M.S.N. (Emory 2003); D.N.S. (Vanderbilt
2012) [2013]
- SARAH E. EVERAGE, Assistant in Clinical Nursing (Physician Assistant)
M.S. (Baylor 2007) [2010]
- JULIANNE Z. EWEN, Adjoint Instructor in Nursing
B.S.N. (Rush 1980); M.S.N. (Kentucky, Lexington 1985); D.N.P.
(Vanderbilt 2011) [2011]
- NANCYE R. FEISTRITZER, Adjunct Instructor in Nursing
B.S.N. (Western Kentucky 1975, 1978); M.S.N. (George Mason
1984) [1998]
- IRENE D. FEURER, Research Professor of Biostatistics; Research
Professor of Surgery; Clinical Professor of Nursing
B.S. (Ursinus 1976); M.S.Ed., Ph.D. (Pennsylvania 1983, 1997) [1997]
- JUDITH FIFIELD, Adjunct Professor of Nursing
B.A., M.A., Ph.D. (Connecticut 1981, 1983, 1990) [1996]
- SUSAN A. FISCHELS, Adjunct Instructor in Nursing
B.S.N. (Trenton State 1987); M.S. (Philadelphia 1999) [2005]
- FRANKIE FISHER, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville 1986, 1999) [2005]
- JACK FISHER, Associate Clinical Professor of Plastic Surgery; Adjunct
Associate Professor of Nursing
B.S. (Illinois, Champaign 1969); M.D. (Emory 1973) [1987]
- MARY KATE FITZPATRICK, Adjunct Instructor in Nursing
B.S.N. (Delaware 1986); M.S.N. (Widener 1992); D.N.P. (Vanderbilt
2012) [2012]
- COLLEEN H. FLANDERS, Adjunct Instructor in Nursing
B.S.N. (Tennessee Technological 1990); M.S.N. (Vanderbilt
1997) [1999]
- SHARON Y. FLEMING, Instructor in Nursing
B.S.N. (Kennesaw State 1996); M.S.N. (Georgia State 1998); D.N.P.
(Alabama, Huntsville 2011) [2006]
- DIANE FLETCHER, Adjunct Instructor in Nursing
B.S.N. (Valdosta State 1981); M.S.N. (Southern Illinois 1990); D.N.P.
(Vanderbilt 2012) [2012]
- HEATHER A. FLYNN, Instructor in Nursing
B.S. (Freed-Hardeman 1994); M.S.N. (Vanderbilt 1997) [2000]

- JAYME F. FLYNN, Assistant in Medicine; Instructor in Clinical Nursing
B.S. (Teikyo Post 2004); M.S. (Boston College 2007); M.S.N. (Vanderbilt 2010) [2010]
- SARAH FOGEL, Associate Professor of Nursing
B.M. (Boston University 1978); M.M. (Wayne State 1982); M.S.N., Ph.D. (Vanderbilt 1994, 2001) [1994]
- BARBARA L. FORBES, Instructor in Clinical Nursing
B.S.N. (Boston College 1966); M.S.N. (Vanderbilt 1987) [1988]
- LESLIE A. FORT, Instructor in Clinical Nursing
B.S.N. (Auburn 1993); M.S.N. (Belmont 1998) [2011]
- JULIE J. FOSS, Adjunct Instructor in Health Systems Management
B.S.N. (Iowa 1979); M.S.N. (Vanderbilt 1986) [1989]
- LINDA A. FOSTER, Adjunct Instructor in Nursing
B.S., M.S. (Brigham Young, Rexburg [Idaho] 1973, 1979); M.D. (Tennessee 1983) [2000]
- PAULA D. FOSTER, Adjunct Instructor in Nursing
B.S.W. (Louisiana College 1986); M.S.W. (CUNY, Hunter College 1993) [2012]
- TERRAH L. FOSTER, Assistant Professor of Nursing; Assistant Professor of Pediatrics
B.S. (Jacksonville State 1999); M.S.N. (Vanderbilt 2001) [2005]
- LISA FOURNACE, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1995); M.S.N. (Vanderbilt 2004) [2014]
- GRETA L. FOWINKLE, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Memphis 1982); M.S.N., D.N.P. (Vanderbilt 1994, 2011) [2008]
- DARRAH D. FOWLER, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Texas, Houston 1980, 1995) [2000]
- DIEDRA L. FREEMAN, Adjunct Instructor in Nursing
B.A. (Southern 1981); B.S.N. (Tennessee State 1989); M.S.N. (Vanderbilt 1993) [1994]
- MARK E. FRISSE, Accenture Chair in the Vanderbilt Center for Better Health; Professor of Biomedical Informatics; Adjunct Professor of Nursing
B.S. (Notre Dame 1974); M.D. (Washington University 1978); M.S. (Stanford 1987); M.B.A. (Washington University 1997) [2004]
- ANDREA FULLER, Adjunct Instructor in Nursing
B.S.N. (East Carolina 1981); M.S.N. (South Carolina 1991); D.N.P. (Vanderbilt 2012) [2012]
- CHERYL M. FURLONG, Adjunct Instructor in Nursing
B.S.N. (Michigan 1983); M.S.N. (Phoenix, Grand Rapids 2001) [2001]
- CANDACE C. GALBREATH, Instructor in Nursing
B.S.N. (Samford 1997); M.S.N. (Vanderbilt 1999) [2012]
- KARI GALL, Adjunct Instructor in Nursing
B.S.N. (Ursuline 1984); M.S.N. (Case Western Reserve 1996) [2012]
- KAREN E. GANNON, Clinical Instructor in Nursing
B.S.N., M.S.N. (Texas, Houston 1974, 1975) [1997]
- GREGORY A. GAPP, Adjunct Instructor in Nursing
B.A. (Jamestown 1977); M.D. (North Dakota, Williston 1979) [1999]
- VIRGINIA S. GARDNER, Adjunct Instructor in Nursing
B.A. (Duke 2001); M.S.N. (Vanderbilt 2005) [2006]
- KATHRYN A. GARGUILO, Adjunct Instructor in Nursing
B.S. (Tennessee Technological 1983); M.S.N. (Vanderbilt 1997) [2002]
- SARAH W. GARRAND, Instructor in Clinical Nursing
B.S.N. (Kentucky, Lexington 2002); M.S.N. (Vanderbilt 2007) [2011]
- PATRICIA H. GAULLE, Adjunct Instructor in Nursing
B.S.N. (Alfred 1978); M.S.N. (Vanderbilt 1992) [1999]
- CHAD K. GENTRY, Adjunct Assistant Professor of Nursing
B.S. (Tennessee 2004); D.Pharm. (Tennessee, Memphis 2008) [2013]
- VIRGINIA M. GEORGE, Professor of Nursing, Emerita
B.S.N. (Vanderbilt 1947); M.S.N. (Alabama 1963); M.A. (Peabody 1972) [1966]
- JEANNIE K. GIESE, Adjunct Instructor in Nursing
B.S.N. (Tennessee Technological 1991); M.S.N., D.N.P. (Vanderbilt 1995, 2011) [2013]
- JOSEPH GIGANTE, Associate Professor of Pediatrics; Adjunct Associate Professor of Nursing
B.A. (CUNY, Brooklyn College 1984); M.D. (SUNY, Stony Brook 1988) [2001]
- MARY JO STRAUSS GILMER, Professor of Nursing
B.S.N. (Michigan State 1971); M.S.N. (Illinois, Champaign 1978); M.B.A. (Queens University, Charlotte [North Carolina] 1989); Ph.D. (North Carolina 1997) [1998]
- BARBARA A. GIVEN, Martha Rivers Ingram Chair in Nursing; Visiting Ingram Chair Professor of Nursing
B.S.N., M.S.N. (Ohio State 1964, 1965); Ph.D. (Michigan State 1976) [2008]
- CHERYL A. GLASS, Adjunct Instructor in Nursing
B.S.N. (Tennessee State 1988); M.S.N. (Alabama, Huntsville 1992) [1995]
- MELISSA A. GLASSFORD, Lecturer in Nursing
B.S., B.S.N. (Belmont 2006, 2006); M.S.N. (Vanderbilt 2010) [2010]
- LAURIE C GOERZEN, Instructor in Clinical Nursing
B.S.N. (Belmont 2001); M.S.N. (Alabama, Huntsville 2003) [2010]
- MICHAEL H. GOLD, Adjunct Assistant Professor of Nursing; Assistant Clinical Professor of Medicine
B.S. (Tulane 1981); M.D. (Chicago Medical School 1985) [2006]
- SUZANNE E. GOLDMAN, Assistant Professor of Clinical Nursing
M.S. (Georgia 1976); M.B.A. (Southern Mississippi 1984); M.S.N. (Pace, White Plains 1994); Ph.D. (Pittsburgh 2006) [2006]
- PARIS GOODYEAR-BROWN, Adjunct Instructor in Nursing
B.A. (Duke 1994); M.S.S.W. (Tennessee 1997) [2005]
- JEFFRY S. GORDON, Professor of Educational Technology and Informatics; Professor of Biomedical Informatics
B.S. (Emory 1970); M.Ed., Ph.D. (Illinois, Champaign 1972, 1976) [2002]
- ANDREA D. GORE, Adjunct Instructor in Nursing
B.S. (Trevecca Nazarene 2000); M.S.N. (Vanderbilt 2003) [2005]
- ADELICIA M. GRAHAM, Instructor in Clinical Nursing
B.S. (Maryville 2005); M.S.N. (Vanderbilt 2009) [2011]
- IAIN W. GRAHAM, Adjunct Professor of Nursing
B.S.N. (Leeds [U.K.] 1985); M.S.N. (Manchester [U.K.] 1988); M.D. (Huddersfield [U.K.] 1991); Ph.D. (Manchester [U.K.] 1998) [1999]
- CAROL ANN GRAY, Adjunct Instructor in Nursing
M.S.N. (Emory 2003); D.N.P. (Vanderbilt 2012) [2013]
- NANCY S. GRAY, Lecturer in Nursing
B.S.N. (Indiana State 1980); M.S.N. (Florida State 1998) [2012]
- JOHN W. GREENE, Professor of Pediatrics, Emeritus; Adjunct Professor of Nursing
A.B. (West Georgia 1966); M.D. (Medical College of Georgia 1970) [1977]
- SANDY L. GREENO, Adjunct Instructor in Nursing
B.S.N. (SUNY, Albany 1986); M.S.N. (Vanderbilt 1992) [2006]
- DEBBIE GREGORY, Adjoint Instructor in Nursing
B.S.N. (Vanderbilt 1984) [2008]
- BARBARA FOX GRIMES, Professor of Nursing, Emerita
B.S.N. (Vanderbilt 1959); M.S. in N. (Case Western Reserve 1963); [1967]
- BARBARA J. GRIMM, Assistant in Medicine; Adjunct Instructor in Nursing
B.A. (Transylvania 1974); M.A. (Eastern Kentucky 1978); B.S.N. (Waynesburg 1991); M.S.N. (Belmont 1995) [1999]
- LYDIA GRUBB, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Memphis 1968); M.S.N. (Vanderbilt 1973) [2011]
- JENNIFER M. GUAY, Adjunct Assistant Professor of Nursing
M.S.N. (SUNY, Stony Brook 2003); B.S.N. (Ohio State 2012); D.N.P. (Vanderbilt 2012) [2012]
- STEPHEN L. GUILLLOT, JR., Assistant Professor of Nursing (Disaster Management)
B.S. (Nicholls State 1985); M.S. (Jacksonville State 2005) [2002]
- RHONDA T. HALCOMB, Adjunct Instructor in Nursing
B.S. (Alabama 1989); M.D. (Alabama, Birmingham 1993) [2002]
- ELIZABETH D. HALL, Instructor in Nursing
B.S.N. (Western Kentucky 1996); M.S.N. (Vanderbilt 2004) [2005]
- ANGELA HAMMOND, Adjunct Instructor in Nursing
B.S. (Mississippi 1978); B.S.N., M.S.N. (Tennessee 1980, 1987) [2002]

- VANYA L. HAMRIN, Associate Professor of Nursing; Associate Professor of Psychiatry
B.S.N. (Olivet Nazarene 1985); M.S.N. (Illinois, Chicago 1989) [2011]
- KAREN A. HANDE, Lecturer in Nursing
B.S.N. (Connecticut 1999); M.S.N. (Boston College 2003) [2013]
- KATHRYN HANSEN, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2010) [2010]
- ELIZABETH K. HARGIS, Instructor in Nursing
B.S. (Kentucky Wesleyan 1995); M.S.N. (Vanderbilt 2001); D.N.P. (Colorado, Colorado Springs 2010) [2005]
- SUSAN S. HARGROVE, Adjunct Instructor in Nursing
B.S. (Tennessee 1988); M.Ed. (Georgia 1992); M.S.N. (Vanderbilt 1994) [2000]
- CANDACE C. HARRINGTON, Adjunct Instructor in Nursing
B.S.N. (Gardner-Webb 2002); M.S.N. (North Carolina, Greensboro 2005); D.N.P. (Vanderbilt 2011) [2011]
- JAMES L. HARRIS, Adjunct Professor of Nursing
B.S.N. (South Alabama 1979); M.S.N., D.S.N. (Alabama, Huntsville 1982, 1989); M.B.A. (New Orleans 1997) [2001]
- TEMPIE M. HARRIS, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 2005); M.S.N. (Vanderbilt 2009) [2009]
- ALISON J. HARTWELL, Instructor in Clinical Nursing
B.S. (Dallas Baptist 2005); M.S.N. (Vanderbilt 2008) [2009]
- SARAH E. HASSELL, Adjunct Instructor in Nursing
B.S. (William and Mary 1980); M.D. (Medical University of South Carolina 1988) [2002]
- KRISTEL L. HASSLER, Adjunct Instructor in Nursing
B.S. (Lee 2001); M.S.N. (Vanderbilt 2004)
- ANGELA L. HATCHETT, Instructor in Clinical Nursing
B.A. (Agnes Scott 1982); M.S.W. (Georgia 1984); M.S.N. (Vanderbilt 2000) [2005]
- CAROL D. HAWKINS, Adjunct Instructor in Nursing
B.S.N. (George Mason 1985); M.S.N. (East Tennessee State 1997) [2003]
- STACY L. HAWKINS, Instructor in Clinical Nursing
B.S.N. (Austin Peay State 2002); M.S.N. (Saint Louis 2005) [2008]
- ROBERT J. HAWLEY, Adjunct Professor of Nursing
B.S. (Widener 1962); M.Sc. (Catholic 1966); Ph.D. (New Jersey Medical 1974) [2004]
- LAURA HAYES, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1984); M.B.A. (Middle Tennessee State 2007) [2008]
- MARY FRAN HAZINSKI, Professor of Nursing; Assistant in Pediatrics
B.S.N. (Vanderbilt 1974); M.S.N. (Saint Louis 1975) [1990]
- MARGARET HEAD, Adjunct Assistant Professor of Nursing
B.S.N. (Texas, Galveston 1988); M.S.N. (Texas, Houston 1992); M.B.A. (Houston, Clear Lake 1995) [2008]
- ROBIN HEMPHILL, Adjunct Associate Professor of Nursing
B.S. (Syracuse 1987); M.D. (George Washington 1991) [2008]
- DELLA T. HEMPHILL, Adjunct Instructor in Nursing
B.S.N., M.S.N., Post-Master's in Nursing, D.N.P. (Alabama, Huntsville 2001, 2002, 2003, 2012) [2012]
- BETTY G. HENDEL, Adjunct Instructor in Nursing
M.S.N. (Texas Woman's 1981); B.S.N. (Saint Louis 1982); M.Ed. (Missouri, Saint Louis 1986) [2000]
- SHARON S. HENDRIX, Instructor in Nursing
B.S.N. (Louisiana State 1980); M.S.N. (Vanderbilt 1991) [2007]
- MERLE A. HENSON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville 1997, 1998) [2004]
- JENNIFER A. HICKS, Instructor in Nursing
B.S.N. (Harding 1981); M.S.N. (Vanderbilt 2004) [2005]
- GERALD B. HICKSON, Associate Dean for Faculty Affairs, School of Medicine; Joseph C. Ross Chair in Medical Education and Administration; Professor of Medical Education and Administration; Professor of Pediatrics; Director of the Vanderbilt Center for Patient and Professional Advocacy; Adjunct Professor of Nursing
B.S. (Georgia 1973); M.D. (Tulane 1978) [1990]
- MARY MARGARET HILLSTRAND, Adjunct Instructor in Nursing
M.S.N. (Alaska, Anchorage 1998); D.N.P. (Vanderbilt 2011) [2011]
- KATHLEEN HIRSCH, Adjunct Assistant Professor of Nursing
B.S.N. (University of the State of New York-Regents College 1991); M.S.N., M.B.A. (Wilmington 2000, 2002) [2009]
- RAMONA L. HOEHLER, Instructor in Nursing
B.S.N. (Austin Peay State 1998); M.S.N. (Vanderbilt 2003) [2008]
- LISA K. HOEHN, Adjunct Instructor in Nursing
M.S.N. (Old Dominion 1998); B.S.N. (George Mason 2002) [2004]
- PAMELA K. HOFFNER, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1977); M.S.N. (Baltimore 1988) [2003]
- RICHARD J. HOLDEN, Assistant Professor of Medicine; Assistant Professor of Biomedical Informatics; Adjunct Assistant Professor of Nursing
B.S., M.S., Ph.D. (Wisconsin 2003, 2004, 2009) [2011]
- GWENDOLYN HOLDER, Adjunct Instructor in Nursing
B.S.N. (Alabama 1981); M.S.N. (Vanderbilt 1990)
- SHARON L. HOLLEY, Instructor in Clinical Nursing
B.S.N. (North Alabama 1991); M.S.N. (Alabama, Birmingham 1996); D.N.P. (Vanderbilt 2010) [2008]
- RHONDA R. HOLLINS-DORTCH, Instructor in Clinical Nursing
B.S.N. (Tennessee, Chattanooga 1999); M.S.N. (Tennessee, Memphis 2003) [2012]
- ADRIENNE W. HOLLIS, Adjunct Instructor in Nursing
B.A. (Miami [Ohio] 1995); M.S.N. (Vanderbilt 2001) [2005]
- ANDREA K. HONEYCUTT, Instructor in Clinical Nursing
B.S. (Middle Tennessee State 1990); M.S.N. (Vanderbilt 1994) [2001]
- RUSSEL L. HONORE, Clinical Assistant Professor of Nursing (Emergency Management)
B.S. (Southern University and A&M College 1971); M.A. (Troy, Montgomery 1992); D.P.A. (hon., Southern University and A&M College 2003); L.H.D., LL.D. (hon., Stillman 2006, 2006); L.H.D. (hon., Virginia State 2008); L.H.D. (hon., Loyola, New Orleans 2009); L.H.D. (hon., Meharry Medical 2010) [2008]
- ROB R. HOOD, Assistant Professor of Medicine; Adjunct Assistant Professor of Nursing
B.A. (South Florida 1973); B.S., M.D. (Tulane 1976, 1980) [2002]
- LESLIE W. HOPKINS, Assistant Professor of Nursing
B.S. (Lipscomb 1992); M.S.N. (Vanderbilt 1993); D.N.P. (Duke 2013) [1994]
- MICHAEL HOPMEIER, Adjunct Assistant Professor of Nursing
M.S. (Florida 1993) [2010]
- LINDA T. HOWERTON, Adjunct Instructor in Nursing
B.S.N. (Southern Mississippi 1978); M.S.N. (Vanderbilt 1995) [1998]
- JULIE HUDGENS, Adjunct Assistant Professor of Nursing
D.Pharm. (Auburn 2006) [2010]
- ELIZABETH A. HUFF, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1974, 1979) [1984]
- KIMBERLY F. HUFFMAN, Instructor in Clinical Nursing
B.S.N. (Belmont 2004); M.S.N. (Vanderbilt 2007) [2011]
- KAREN L. HUGHART, Adjunct Instructor in Nursing
B.S.N. (Murray State 1977); M.S.N. (Vanderbilt 1988) [2003]
- LINDA F. HUGHLETT, Instructor in Clinical Nursing
B.S.N. (Baptist College of Health Sciences 2000); M.S.N. (Vanderbilt 2004) [2005]
- CHRISTOPHER P. HULIN, Adjunct Instructor in Nursing
B.S.N. (Cumberland 1994); M.S.N. (Vanderbilt 1995); M.B.A. (Regis 2001); D.N.P. (Samford 2010) [2013]
- MARGARET A. HULL, Instructor in Nursing
B.S.N. (Lipscomb 1993); M.S.N. (Vanderbilt 1994) [2011]
- JENNIFER D. HUNT, Lecturer in Nursing
B.S.N. (Austin Peay State 1997); M.S.N. (Middle Tennessee State 2012) [2012]
- SUZANNE S. HURLEY, Instructor in Clinical Nursing
B.S. (Lipscomb 1999); M.S.N. (Vanderbilt 2003) [2004]
- ALLISON M. HUSH, Instructor in Clinical Nursing
B.A. (Georgia 2009); M.S.N. (Vanderbilt 2011) [2011]
- JACK D. HYDRICK, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1998); M.S.N. (Vanderbilt 1999) [2002]
- REBECCA J. INGLE, Instructor in Clinical Nursing
B.S.N., M.S.N. (Vanderbilt 1975, 1982) [1984]

- THERESA J. INOTT, Instructor in Nursing
M.S.N. (Vanderbilt 1995) [1996]
- KIMBERLY F. ISENBERG, Instructor in Clinical Nursing
B.S. (Lipscomb 1996); M.S.N. (Vanderbilt 1998) [2001]
- MUHAMMAD S. ISMAIL, Adjunct Instructor in Nursing
M.D. (Aleppo [Syria] 1977) [2002]
- CATHERINE H. IVORY, Assistant Professor of Nursing
M.S.N. (Georgia College and State University 2005); Ph.D. (Vanderbilt 2011) [2012]
- SHAGUFTA JABEEN, Adjunct Associate Professor of Nursing
M.B.B.S. (Fatimah Jinnah Medical College, Lahore [Pakistan] 1986) [2011]
- ANGIE JACKSON, Adjunct Instructor in Nursing
B.S.N. (Volunteer State Community 2000); M.S.N. (Vanderbilt 2002) [2007]
- LAWRENCE (DICK) R. JACKSON, Adjunct Instructor in Nursing
B.S. (Vanderbilt 1983); M.D. (St. George's College Barataria [Trinidad] 1986) [2000]
- MARECHA V. JACKSON, Lecturer in Nursing
B.S. (Oakwood 2004); M.S.N. (Vanderbilt 2006) [2013]
- HEIDI N. JACOBUS, Adjunct Instructor in Nursing
B.S. (Trinity College [Connecticut] 1974); M.S. (Illinois, Champaign 1977) [2002]
- BARRY K. JARNAGIN, Assistant Professor of Clinical Nursing (Medicine); Associate Clinical Professor of Obstetrics and Gynecology
B.S. (Union [Tennessee] 1980); M.D. (Tennessee, Memphis 1984) [1994]
- TAWANA R. JARQUIN-VALDIVIA, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2007) [2008]
- JENNIFER E. JAYARAM, Instructor in Clinical Nursing
B.S. (Tennessee 2001); M.S. (Colorado, Denver 2003) [2008]
- JASON R. JEAN, Assistant in Medicine; Adjunct Instructor in Nursing
B.S.N. (Tennessee 1996); M.S.N. (Vanderbilt 2000) [2004]
- LA'WANDA Y. JENKINS, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1995); M.S.N. (Vanderbilt 2000) [2004]
- MARY A. JESSEE, Assistant Professor of Nursing
B.S. (Middle Tennessee State 1993); M.S.N. (Vanderbilt 1995) [2003]
- ANN M. JOHNSON, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1987); M.S.N. (Kansas 1996) [2002]
- LAVONNE LYNN JOHNSON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Gonzaga 2000, 2003); D.N.P. (Vanderbilt 2012) [2012]
- ROLANDA JOHNSON, Associate Professor of Nursing
B.S.N. (Tuskegee 1985); M.S.N. (Troy 1989); Ph.D. (Vanderbilt 1998) [1998]
- SUSAN G. JOHNSON, Instructor in Clinical Nursing
B.S. (Carson-Newman 1996); M.S.N. (Vanderbilt 2000) [2012]
- SUSAN N. JOHNSON, Adjoint Instructor in Nursing
B.S., M.S. (Middle Tennessee State 1977, 2003) [2005]
- DEBORAH A. JONES, Instructor in Nursing
M.S.N. (Vanderbilt 1989) [2002]
- PAMELA O. JONES, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1981, 1992) [2002]
- SHARON C. JONES, Instructor in Nursing
B.S.N. (Point Loma Nazarene 1983); S.M. (Harvard 1988); M.S. (Boston University 1988); D.N.P. (Georgia Health Sciences University 2013) [1999]
- VICKIE L. JONES, Adjunct Instructor in Nursing
B.S.N. (Alabama, Huntsville 1980); M.S.N. (Vanderbilt 1987) [2006]
- SCOTT JORDAN, Adjunct Instructor in Nursing
B.A. (Tennessee 1984); M.B.A. (Belmont 1990); M.S. (Middle Tennessee State 1994); M.D. (Tennessee, Memphis 2000) [2011]
- JULIE H. JUDD, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1979, 2001) [2010]
- LANI A. KAJIHARA-LIEHR, Instructor in Clinical Nursing
B.S. (Tennessee, Memphis 1986); M.S.N. (Vanderbilt 1998); D.N.P. (George Washington 2013) [1998]
- SAAGAR B. KARLEKAR, Assistant Clinical Professor of Pediatrics; Adjunct Assistant Professor of Nursing
B.S. (Rochester Institute of Technology 1989); M.D. (St. George's, Grenada 1997) [2007]
- SHARON M. KARP, Assistant Professor of Nursing
B.S.N. (Xavier [Ohio] 1998); M.S.N., Ph.D. (Vanderbilt 1999, 2008) [2008]
- REBECCA R. KECK, Senior Associate Dean for Administration & Operations; Chief Administrative Officer; Assistant Professor of Nursing
B.S.N. (Western Kentucky 1980, 1981); M.S.N. (Kentucky, Lexington 1984) [1996]
- MARY KEMPF, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Minnesota, Duluth 1988, 1999) [2013]
- JO M. KENDRICK, Adjunct Assistant Professor of Nursing
B.S.N. (Southern Mississippi 1976); M.S.N. (Tennessee 1992) [2001]
- MARGARET B. KENNEDY, Associate Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1989, 1993) [1993]
- DEBORAH J. KENNY, Adjunct Assistant Professor of Nursing
B.S.N. (Northern Colorado 1975); M.Ed. (Boston University 1983); M.S.N. (Vanderbilt 1986) [2008]
- TAMARA S. KEOWN, Assistant Professor of Clinical Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S. (Tennessee Technological 1991); M.S.N. (Vanderbilt 1995) [2006]
- CHRISTIAN R. KETEL, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 1999); M.S.N. (Bethel College of Nursing [Colorado] 2004) [2005]
- TRACEY KIESAU, Adjunct Instructor in Nursing
B.S.N. (Oklahoma 1998); M.S.N., D.N.P. (Vanderbilt 2008, 2012) [2012]
- JENNIFER L. KIM, Assistant Professor of Nursing
B.A. (California, Irvine 1994); M.S.N. (Vanderbilt 1997) [1998]
- ELAINE B. KING, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1988) [1989]
- JENNIFER A. KING, Instructor in Clinical Nursing
B.A. (Taylor 2000); M.S.N. (Vanderbilt 2005) [2009]
- JOAN E. KING, Professor of Nursing
B.S.N., M.S.N., Ph.D. (Vanderbilt 1972, 1975, 1984) [1975]
- PATRICIA O. KINMAN, Instructor in Clinical Nursing
B.S.N. (Berea 1971); M.S.N. (Vanderbilt 1978) [1972]
- RUTH M. KLEINPELL, Chenault Visiting Professor of Nursing
B.S.N., M.S., Ph.D. (Illinois, School of Nursing 1986, 1988, 1991) [2012]
- TRENDA B. KLINSKY, Instructor in Clinical Nursing
N.D. (Rush 1995) [2003]
- RUTH KNAB, Instructor in Clinical Nursing
B.S., M.P.P. (Tennessee 1978, 1985) [2004]
- ANNE W. KNIGHT, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 2006, 2007) [2013]
- KELLY KOAY, Adjunct Instructor in Nursing
B.A. (Michigan 1998); M.D. (Duke 2003) [2012]
- JOHN C. KOOMEN, Assistant Professor of Clinical Nursing (Psychiatry)
B.A., M.D. (North Carolina 1967, 1979) [1984]
- JACQUELINE J. KOSS, Adjunct Instructor in Nursing
B.S. (Tennessee 1973); M.A. (Florida 1976); M.S.N. (Vanderbilt 1997) [1999]
- NANCY L. KRAFT, Adjunct Instructor in Nursing
B.S.N. (Georgetown 1972); M.S.N. (Vanderbilt 1993) [1997]
- NORMA WALL KRANTZ, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1998) [1998]
- STEPHEN D. KRAU, Associate Professor of Nursing
M.A. (Scarritt 1974); B.S.N. (University of the Incarnate Word 1980); M.S.N. (Saint Xavier's, Mumbai [India] 1989); Ph.D. (Tennessee 1995) [2004]
- KIM K. KUEBLER, Adjunct Instructor in Nursing
M.S.N. (Emory 1995); D.N.P. (Vanderbilt 2011) [2011]
- KRISTA R. KUHNERT-GAINER, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1993) [2006]
- BRYAN R. KURTZ, Clinical Assistant Professor of Nursing; Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Boston College 1982); M.D. (Tennessee 1987) [2000]
- JOYCE K. LABEN, Professor of Nursing, Emerita
B.S.N. (Michigan 1957); M.S.N. (California, San Francisco 1963); J.D. (Suffolk 1969) [1970]
- SHELTON LACY, Assistant in Medicine; Instructor in Clinical Nursing
B.S. (Centre 2007); M.S.N. (Vanderbilt 2010) [2010]

- LAUREN E. LAKVOLD, Instructor in Clinical Nursing
B.S.N. (Texas Christian 2009); M.S.N. (Vanderbilt 2011) [2012]
- HEATHER LAMBERT, Adjunct Instructor in Nursing
B.S.N. (Cumberland 1999); M.S.N. (Vanderbilt 2000) [2002]
- MARY LAMBERT, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Chattanooga 1978); M.N. (Emory 1981); D.N.P. (Vanderbilt 2011) [2011]
- LYNDA L. LAMONTAGNE, Professor of Nursing, Emerita
B.S. (California State 1970); M.S.N., D.N.Sc. (California, Los Angeles 1972, 1982) [1989]
- BARBARA JEANETTE LANCASTER, Visiting Professor of Nursing
B.S.N. (Tennessee, Memphis 1966); M.S.N. (Case Western Reserve 1969); Ph.D. (Oklahoma 1977) [2010]
- LARRY E. LANCASTER, Professor of Nursing, Emeritus
B.S. (Evansville 1970); M.S.N., Ed.D. (Vanderbilt 1971, 1982) [1973]
- LISA HOOD LANCASTER, Associate Professor of Medicine; Adjunct Associate Professor of Nursing
B.S. (Georgia 1989); M.D. (Medical College of Georgia 1993) [1999]
- ANGELA J. LANE, Instructor in Nursing
B.S. (Tennessee 1996); B.S.N. (Middle Tennessee State 2000); M.S.N. (Vanderbilt 2006) [2012]
- MELISSA LASHOCK, Instructor in Clinical Nursing
B.S.N. (Medical University of South Carolina 2002); M.S.N. (Vanderbilt 2012) [2012]
- JANA L. LAUDERDALE, Assistant Dean for Diversity and Inclusion; Associate Professor of Nursing
B.S., M.P.P. (Texas Woman's 1975, 1978); Ph.D. (Utah 1992) [2004]
- NANETTE LAVOIE-VAUGHN, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Florida International 1978, 1997); D.N.P. (Vanderbilt 2012) [2013]
- JENNIFER LAWSON, Instructor in Clinical Nursing
B.S.N. (Baptist College of Health Sciences 2003); M.S.N. (Vanderbilt 2010) [2011]
- AMY E. LEDVINA, Instructor in Clinical Nursing
B.S.N. (Purdue 2010); M.S.N. (Vanderbilt 2011) [2012]
- CLAIRE L. LEEZER, Instructor in Clinical Nursing
B.S. (Slippery Rock 2006); M.S.N. (Vanderbilt 2009) [2011]
- TREASA (SUSIE) LEMING-LEE, Assistant Professor of Nursing
M.S.N., D.N.P. (Vanderbilt 1990, 2011) [2006]
- WENDY S. LEUTGENS, Adjunct Instructor in Nursing
B.S.N. (East Carolina 1987); M.S.N. (North Carolina, Charlotte 1991) [2003]
- AMY L. LEWIS, Instructor in Clinical Nursing
B.S.N., M.S.N. (Belmont 1998, 2004) [2007]
- CANDICE E. LEWIS, Instructor in Clinical Nursing
M.S.N. (Belmont 2007) [2011]
- ROBERT T. LIM, JR., Adjunct Instructor in Nursing
B.S. (Philippines 1983); M.D. (Cebu Institute of Medicine [Philippines] 1987) [2000]
- CAROL LINDSEY, Adjunct Instructor in Nursing
M.S.N. (Case Western Reserve 1997) [1997]
- KATHRYN B. LINDSTROM, Assistant Professor of Nursing
M.S.N., Ph.D. (Arizona State 2002, 2010) [2011]
- DOUGLAS R. LINFERT, Adjunct Instructor in Nursing
B.A. (Vanderbilt 1992); M.D. (Saint Louis University 2002)
- M. JANIE LIPPS, Assistant in Medicine; Adjunct Instructor in Nursing
B.S.N., M.S.N. (Medical College of Virginia 1976, 1980) [2002]
- KARI A. LITTRELL, Instructor in Clinical Nursing
B.S.N. (North Alabama 1996); M.S.N. (Alabama, Birmingham 2000) [2008]
- LORINA LITTRELL, Instructor in Clinical Nursing
B.S.N. (Southern Adventist 2004); M.S.N. (Sacramento State 2010); Certificate, (California, Davis 2010, 2010) [2010]
- REBECCA S. LOFTON, Adjunct Assistant Professor of Nursing
B.S. (Tennessee 1999); Pharm.D. (Tennessee, Memphis 2006) [2010]
- ANGELA M. LONG, Assistant Professor of Clinical Obstetrics and Gynecology; Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1996) [2011]
- MARY M. LORD, Instructor in Nursing
B.S.N. (Auburn 2002); M.S.N. (Belmont 2008) [2010]
- NANCY M. LORENZI, Assistant Vice Chancellor for Health Affairs; Professor of Biomedical Informatics; Clinical Professor of Nursing
A.B. (Youngstown State 1966); M.S. (Case Western Reserve 1968); M.A. (Louisville 1975); Ph.D. (Cincinnati 1980) [2001]
- RENE A. LOVE, Assistant Professor of Nursing; Associate in Psychiatry
B.S.N. (Valdosta State 1985); M.S.N., D.N.P. (Vanderbilt 1998, 2010) [2001]
- ALICE J. LOWE, Instructor in Clinical Nursing
B.A. (Tennessee 1979); M.S.N. (Vanderbilt 1996) [2008]
- MELANIE LUTENBACHER, Associate Professor of Nursing; Associate Professor of Pediatrics
B.S.N. (Texas 1974); M.S.N. (California State 1986); Ph.D. (Kentucky, Lexington 1994) [1993]
- CINDY K. LYBARGER, Instructor in Clinical Nursing
B.S.N. (Evansville 1979); M.S.N. (Vanderbilt 1990) [1991]
- ALAN J. LYNCH, Adjunct Assistant Professor of Nursing
B.A. (Ouachita Baptist 1978); M.A. (Baylor 1983); M.D. (Arkansas 1992) [1996]
- DONNA LYNCH, Adjoint Instructor in Nursing
B.A., B.S. (Trevecca Nazarene 1995, 1997) [2001]
- MARY JANE MACEY, Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1954, 1974); Ph.D. (Peabody 1985) [1974]
- CHERYL W. MAJOR, Senior Associate in Pediatrics; Adjoint Instructor in Nursing; Neonatal Outreach Coordinator
B.S.N. (Skidmore 1968) [1997]
- MARY VIRGINIA T. MANLEY, Associate in Psychiatry; Adjunct Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1966, 1981) [1990]
- DEBORAH R. MARCUS, Adjunct Instructor in Nursing
B.S.N. (California, San Francisco 1993); M.S.N. (California State, Sacramento 1996); D.N.P. (Vanderbilt 2011) [2011]
- AUTUMN MARSHALL, Adjunct Associate Professor of Nursing
B.S. (Lipscomb 1992); M.S. (Texas A & M 1994); Ph.D. (Auburn 1999) [2010]
- JOHN J. MARTENS, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1995) [1996]
- MICHELE A. MARTENS, Instructor in Nursing
B.S. (Tennessee Technological 1992); M.S.N. (Vanderbilt 1995) [2005]
- SHARON MARTI, Adjunct Instructor in Nursing
B.S.N. (Truman State 1981); M.B.A. (Cumberland 1999); M.S.N. (Alabama, Birmingham 2011) [2012]
- JUDY MARTIN, Adjunct Instructor in Nursing
B.S.N. (Columbia Union 1978); M.S.N. (Emory 1987) [1999]
- THOMAS E. MARTIN, Adjunct Instructor in Nursing
B.S.N. (Oklahoma 1999); M.S.N. (Vanderbilt 2000) [2002]
- LARRY M. MASON, Adjunct Instructor in Nursing
B.S. (Eastern Kentucky 1969); M.D. (Kentucky, Lexington 1973) [2012]
- KRISTEN M. MASSEY, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1998) [2012]
- KANAH N. MAY, Assistant in Medicine; Adjunct Instructor in Nursing
B.S.N. (Grand Canyon 2006); M.S.N. (Vanderbilt 2009) [2010]
- DONNA B. MCARTHUR, Professor of Nursing
B.S. (Maryland, Baltimore 1976); M.S.N. (Vanderbilt 1977); Ph.D. (Maryland, Baltimore 1997) [2007]
- PATTI A. MCCARVER, Instructor in Clinical Nursing
B.S.N. (South Alabama 1995); M.S.N. (Mobile 1996); D.N.P. (Vanderbilt 2010) [2004]
- BRANDI MCCLAIN, Instructor in Clinical Nursing
B.S.N. (Tennessee State 2003); M.S.N. (Vanderbilt 2007); M.S.N. (Alabama, Birmingham 2010) [2012]
- PAUL MCCLELLAN, Adjunct Instructor in Nursing
B.S.N. (Tennessee Wesleyan 2002); M.S.N. (Vanderbilt 2010) [2012]
- WANDA S. MCCLELLAN, Adjoint Instructor in Nursing
C.N.M. (South Carolina, Spartanburg 1985) [1999]
- NATASHA MCCLURE, Instructor in Nursing
B.A. (Louisville 2003); M.S.N. (Vanderbilt 2003); M.A. (Louisville 2005) [2012]
- JEFFREY MARK MCCORMACK, Adjunct Associate Professor of Nursing
B.S. (Oklahoma Christian 1983); M.S., Ph.D. (Oklahoma 1985, 1989) [2008]

- JONNA R. MCCRACKEN, Adjunct Instructor in Nursing
B.S. (Lipscomb 1992); M.S.N. (Vanderbilt 1993) [1998]
- CAROL H. MCCULLOUGH, Adjunct Instructor in Nursing
B.S. (Lee College [Tennessee] 1986); M.D. (Tennessee 1990) [2002]
- TONNA MCCUTCHEON, Instructor in Clinical Nursing
B.A., B.S.N. (Ohio Wesleyan 1990, 1994); M.S.N. (Southern Indiana 2006) [2010]
- CAREY F. MCDONALD, Instructor in Clinical Nursing
B.S.N. (Virginia 2005); M.S.N. (Vanderbilt 2010) [2010]
- LYNN MCDONALD, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1990) [1991]
- MARY R. MCDOWELL, Instructor in Clinical Nursing
B.S. (John Brown 1994); M.S.N. (Vanderbilt 2003) [2005]
- BRENDA M. MCFARLIN, Adjunct Instructor in Nursing
B.S.N. (Cumberland 1998); M.S.N. (Vanderbilt 1999) [2003]
- WILLIAM D. MCINTOSH, Adjunct Instructor in Nursing
B.S. (Milligan 1984); M.D. (East Tennessee State 1989) [2001]
- DAVID W. MCMILLAN, Adjunct Instructor in Nursing
B.A. (Southwestern at Memphis 1968); M.A., Ph.D. (Peabody 1974, 1977) [2003]
- DARCY DIANE MCPHERSON, Adjunct Instructor in Nursing
B.A. (Humboldt State 2001); M.S.N. (Vanderbilt 2009)
- LYNNE C. MEDLEY, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Belmont 1999, 2002) [2007]
- VALERIE J. MEECE, Adjunct Instructor in Nursing
B.S. (Belmont 1981); M.C.J. (Middle Tennessee State 1986) [2007]
- GORDON L. MELTON, Instructor in Clinical Nursing
B.B.A. (Middle Tennessee State 1995); M.S.N. (Vanderbilt 1999) [2005]
- SUSAN M. MERCIER, Adjunct Instructor in Nursing
B.S.N. (Wisconsin 1992); M.S.N. (Marquette 1997) [2000]
- GERALD MEREDITH, Adjunct Instructor in Nursing
B.S.N. (Milligan 1999); M.S.N., D.N.P. (Vanderbilt 2001, 2010)
- PATRICIA C. MICHAEL, Instructor in Clinical Nursing
B.S. (University of St. Francis [Alabama] 1985); B.S.N. (Middle Tennessee State 1997); M.S.N. (Tennessee State 2000) [2004]
- ANNE M. MILLER, Assistant Professor of Nursing (Psychology); Assistant Professor of Anesthesiology
B.A. (Monash [Australia] 1993); Ph.D. (Queensland [Australia] 2004) [2007]
- HOLLY E. MILLER, Adjunct Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2006, 2008) [2013]
- KAREN F. MILLER, Senior Associate in Emergency Medicine; Adjunct Instructor in Nursing
B.S.N. (Nazareth College [Michigan] 1985); M.P.A. (Western Michigan 2001) [2007]
- SALLY M. MILLER, Assistant Professor of Nursing
B.S.N. (California State 1986); M.S. (California, San Francisco 1991) [2006]
- STEPHEN L. MILLER, Adjunct Instructor in Nursing
B.A. (Carson-Newman 1990); M.S.N. (Vanderbilt 1999) [2004]
- ANN M. MINNICK, Senior Associate Dean for Research; Julia Chenault Professor of Nursing
B.S. (Michigan State 1970); M.S.N. (Loyola 1975); Ph.D. (Northwestern 1980) [2005]
- LORRAINE C. MION, Independence Foundation Professor of Nursing
B.S.N. (Ursuline 1976); M.S.N., Ph.D. (Case Western Reserve 1981, 1992) [2008]
- GITA MISHRA, Adjunct Instructor in Nursing
B.Sc. (Maharaja Purna Chandra [India] 1962); M.D. (SCB Medical [India] 1967) [2002]
- LOUISE M. MISTAK, Instructor in Nursing
B.A. (Miami [Ohio] 1980); M.A. (Ohio State 1983); M.S.N. (Vanderbilt 1993) [1996]
- ERIN L. MONBERG, Instructor in Clinical Nursing
B.A. (Saint John's [Maryland] 1997); M.S.N. (Vanderbilt 2002) [2007]
- TANITHA MONCIER, Adjunct Instructor in Nursing
B.A. (Memphis 1999); M.S.N. (Vanderbilt 2004) [2007]
- ROYANNE A. MOORE, Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1976, 1981); D.N.P. (Missouri, Kansas City 2011) [1987]
- ELIZABETH R. MOORE, Associate Professor of Nursing
B.S.N. (Rochester 1974); M.S.N. (Catholic 1981); Ph.D. (Vanderbilt 2005) [2005]
- CAROL D. MOORE, Instructor in Clinical Nursing
B.A. (West Virginia 1982); B.S.N. (Belmont 1991); M.S.N. (Vanderbilt 1996) [2007]
- ELAINE M. MOORE, Assistant Professor of Clinical Nursing
B.S.N. (Capital 1964); M.S.N. (Medical University of South Carolina 1982) [2001]
- VIRGINIA A. MOORE, Instructor in Nursing
B.S.N. (Western Kentucky 1982); M.S.N. (Vanderbilt 1990); D.N.P. (Chatham 2012) [1992]
- REBECCA M. MOORE, Adjunct Assistant Professor of Nursing
M.S.W. (Utah 1979); Ph.D. (Cornell 2002)
- SCHUYLER A. MOORE, Instructor in Nursing
B.S.N. (Auburn 2007); M.S.N. (Catholic 2011) [2012]
- TONIA L. MOORE-DAVIS, Instructor in Clinical Nursing
B.S.N. (Johns Hopkins 2001); M.S.N. (Pennsylvania 2002) [2005]
- S. HOUSTON K. MORAN, Adjunct Instructor in Nursing; Clinical Instructor in Obstetrics and Gynecology
B.A. (Tennessee 1975); M.D. (Meharry Medical 1981) [2004]
- CARRIE E. MORGAN, Instructor in Clinical Nursing
B.S.N. (Western Kentucky 1988); M.S.N. (Vanderbilt 1992) [2011]
- MEREDITH A. MORGAN, Instructor in Clinical Nursing
B.S. (Georgia 2007); M.S.N. (Vanderbilt 2011) [2012]
- MELANIE H. MORRIS, Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1983, 1986) [2008]
- BLAIRE B. MORRISS, Instructor in Clinical Nursing
B.A. (California, Santa Cruz 2003); M.S.N. (Vanderbilt 2007) [2009]
- CELIA MORSE, Instructor in Clinical Nursing
B.A. (Tennessee 1984); B.S.N. (Middle Tennessee State 2002); M.S.N. (Belmont 2006) [2012]
- SUSAN M. MOSELEY, Adjunct Instructor in Nursing
B.S.N. (Saint Louis 1983); M.S.N. (Vanderbilt 1988) [2003]
- SUSAN M. MOTT-COLES, Assistant Professor of Nursing
B.S.N. (University of the State of New York–Regents College 1988); M.S.N. (Vanderbilt 1993); D.N.P. (Alabama, Birmingham 2012) [1994]
- AMANDA L. MOUVERY, Instructor in Clinical Nursing
B.S.N. (Tennessee 1994); M.S.N. (Vanderbilt 2001) [2012]
- JOHN A. MULDER, Adjunct Assistant Professor of Nursing
B.S. (Western Michigan 1974); M.S., M.D. (Wayne State 1975, 1980) [2005]
- SHELAGH A. MULVANEY, Assistant Professor of Nursing (Clinical Psychology); Assistant Professor of Pediatrics
B.S., M.A., Ph.D. (Arizona 1985, 1991, 2002) [2002]
- GERALD D. MURLEY, Assistant Dean for Educational Informatics; Assistant Professor of Nursing (Human Resource Development)
B.A. (Memphis State 1990); M.Ed. (Vanderbilt 1993) [1994]
- CAROLINE S. MURPHY, Instructor in Clinical Nursing
B.S. (Georgia 2009); M.S.N. (Vanderbilt 2011) [2011]
- SUSAN A. MURPHY, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1969); M.B.A. (Pepperdine); Ph.D. (Fielding Graduate) [2012]
- ROBIN E. MUTZ, Adjunct Instructor in Nursing
B.S.N. (North Carolina 1982); M.S. (Birmingham-Southern 1997) [1999]
- SHARON MYERS, Adjunct Associate Professor of Nursing
M.S.N. (Johns Hopkins 1998) [2010]
- NAHEM A. NAIMEY, Adjunct Instructor in Nursing
B.S., M.S. (Puerto Rico, Rio Piedras 1974, 1976) [1999]
- ROBERTSON NASH, Assistant in Medicine; Instructor in Clinical Nursing
B.A. (Centre 1983); M.A. (Murray State 1986); M.B.A. (Rochester Institute of Technology 1993); M.S.N. (Vanderbilt 2007) [2008]
- BRITTANY H. NELSON, Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2000, 2001); D.N.P. (George Washington 2013) [2005]
- JAMIE L. NELSON, Adjunct Instructor in Nursing
B.S.N. (Lipscomb 1994); M.S.N. (Vanderbilt 1996) [2000]
- LORI A. NETTI, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 2005, 2007) [2007]

- DUNCAN B. NEUHAUSER, Adjunct Professor of Nursing
B.A. (Harvard 1961); M.H.A. (Michigan 1963); M.B.A., Ph.D. (Chicago 1966, 1971) [1998]
- IRVING NEWMAN, Adjunct Assistant Professor of Nursing
M.D. (Miami 1966) [2010]
- LESLIE E. NEWMAN, Instructor in Clinical Nursing
B.S.N. (Memphis 2008); M.S.N. (Vanderbilt 2009) [2009]
- LINDA D. NORMAN, Dean of the School of Nursing; Valere Potter
Menefee Chair in Nursing; Professor of Nursing
B.S.N., M.S.N. (Virginia 1969, 1981); D.S.N. (Alabama, Birmingham 2001) [1988]
- LEE ANNE O'BRIEN, Associate Clinical Professor of Pediatrics; Adjunct
Instructor in Nursing
B.A. (Johns Hopkins 1983); Ph.D., M.D. (Vanderbilt 1991, 1991) [2002]
- ALANE O'CONNOR, Adjunct Instructor in Nursing
B.A. (Colby 1996); M.S.N. (Boston College 2005); D.N.P. (Vanderbilt 2010) [2011]
- TERESA OATES, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1997); M.S.N. (Vanderbilt 2004) [2007]
- JULIE I. OMISHAKIN, Instructor in Clinical Nursing
B.S., M.S. (North Carolina State 2001, 2005); M.S.N. (Vanderbilt 2012) [2013]
- MELISSA M. OTT, Adjunct Instructor in Nursing
B.S.N. (Belmont 1995); M.S.N. (Vanderbilt 1998) [2006]
- MARY JANE OVERBEY, Adjunct Assistant Professor of Nursing
B.S.N. (Murray State 1982); M.S.N. (Louisville 1985) [2007]
- MARIA L. OVERSTREET, Assistant Professor of Nursing
B.S.N. (Austin Peay State 1985); M.S.N., Ph.D. (Tennessee 1987, 2009) [1999]
- NATALIE N. OWEN, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 2005, 2007) [2008]
- BLANCA I. PADILLA, Assistant Professor of Clinical Nursing
B.S.N. (Belmont 1999); M.S.N. (Tennessee State 2002); Ph.D. (Tennessee, Memphis 2006) [2003]
- ERIC S. PALMER, Adjunct Instructor in Nursing
B.S. (Pennsylvania State 1987); M.D. (Temple 1991) [2002]
- ROBINGALE A. PANEPINTO, Instructor in Nursing
B.S.N. (Aquinas College [Tennessee] 1999, 2002); M.S.N. (Vanderbilt 2006); D.N.P. (Samford 2013) [2012]
- ABIGAIL L. PARISH, Assistant Professor of Nursing
B.A. (Lipscomb 2003); M.S.N. (Vanderbilt 2005); D.N.P. (Tennessee, Memphis 2010) [2010]
- DEBRA J. PARTEE, Assistant Professor of Clinical Nursing
B.S.N., M.S.N. (Vanderbilt 1979, 1983) [1984]
- KATHRYN (KATE) L. PAYNE, Adjunct Instructor in Nursing
B.S. (Colorado State 1979); B.S.N. (Rush 1981); J.D. (Pepperdine 1989) [2000]
- PATRICIA A. PEERMAN, Assistant Dean, Enrollment Management;
Assistant Professor of Nursing
B.S.N., M.S. (Virginia Commonwealth 1978, 1982) [1982]
- BROTHER IGNATIUS PERKINS, Adjunct Professor of Nursing
B.S.N. (Spalding 1972); M.S.N. (Catholic 1976); M.A. (Spalding 1981);
Ph.D. (Catholic 1987) [2010]
- ELIZABETH PERKY, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2004) [2010]
- JULIE PERRY, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2003); B.S. (Lipscomb 2003) [2010]
- DEBIANNE PETERMAN, Adjunct Assistant Professor of Nursing
B.S.N. (Georgia State); M.S.N. (Emory); Ph.D. (Georgia State 2005) [2005]
- BARBARA PETERSEN, Associate Professor of Nursing, Emerita
B.S.N. (Long Island, Brooklyn 1967); M.P.P., Ed.D. (Columbia 1968, 1988) [1995]
- JULIA C. PHILLIPPI, Assistant Professor of Nursing
B.A. (Maryville 1996); M.S.N. (Vanderbilt 1999); Ph.D. (Tennessee 2011) [2005]
- SALLY J. PHILLIPS, Clinical Professor of Nursing
B.S.N. (Ohio State 1973); M.S. (Colorado, Denver 1976); Ph.D. (Case Western Reserve 1988) [2005]
- JANE S. PIERCE, Clinical Assistant Professor of Nursing
B.Mus. (Maryville 1976); M.S.N. (Tennessee 1985) [2000]
- DEANNA C. PILKENTON, Instructor in Nursing
B.A. (Centre 1996); M.S.N. (Vanderbilt 2002) [2006]
- BONITA A. PILON, Senior Associate Dean for Clinical and Community
Partnerships; Professor of Nursing
B.S.N. (Barry [Florida] 1972); M.N. (Florida 1975); D.S.N. (Alabama, Huntsville 1988) [1999]
- JOHN PINE, Adjunct Professor (Public Administration)
B.A. (Rhodes College 1968); M.Ed. (Georgia 1974) [2011]
- C. WRIGHT PINSON, Deputy Vice Chancellor for Health Affairs; Senior
Associate Dean for Clinical Affairs; H. William Scott Jr. Chair in
Surgery; Professor of Surgery; Adjunct Professor of Nursing; CEO
Vanderbilt Health Systems
B.A., M.B.A. (Colorado, Denver 1974, 1976); M.D. (Vanderbilt 1980) [1990]
- CARRIE E. PLUMMER, Instructor in Nursing
B.A. (Swarthmore 1993); M.S.N. (Vanderbilt 2005); Ph.D. (Tennessee Health Science Center 2013) [2008]
- JANET POLLNOW-MYERS, Instructor in Clinical Nursing
B.S.N. (Kansas 1979); M.S.N., Post-Master's in Nursing, Post-
Master's in Nursing (Fort Hays State 1996, 1999, 2000); D.N.P. (South Alabama 2012) [2013]
- JAMIE L. POPE, Instructor in Nursing (Nutritional Science)
B.S. (Middle Tennessee State 1979); M.S. (Tennessee 1982) [2000]
- K. CAROLINE C. PORTIS-JENKINS, Assistant Professor of Clinical
Nursing
B.S., M.S.N. (Vanderbilt 1997, 2002) [2003]
- DAVID R. POSCH, Adjunct Instructor in Nursing; Chief Executive Officer,
The Vanderbilt Clinic
B.A. (Miami [Ohio] 1973); M.S. (Case Western Reserve 1983) [2002]
- S. COLE POWERS, Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1980, 1984) [2002]
- JAMES S. POWERS, Associate Professor of Medicine; Adjunct Associate
Professor of Nursing
B.A. (Wesleyan 1973); M.D. (Rochester 1977) [1983]
- LEIGH G. POWERS, Adjunct Instructor in Nursing
B.S. (American 1996); M.S. (Georgia Institute of Technology 2000);
M.S.N., D.N.P. (Vanderbilt 2004, 2011) [2011]
- HERBERT H. PRICE, Adjunct Assistant Professor of Nursing
B.A., M.D. (Arkansas 1975, 1979) [2005]
- KIM N. PRICE, Instructor in Clinical Nursing
B.S.N. (Tennessee, Martin 1999); M.S.N. (Vanderbilt 2001) [2009]
- ALLISON PROVINE, Adjunct Assistant Professor of Nursing
B.S.Ed., Pharm.D. (Samford 2006, 2010) [2012]
- LETITIA C. RAINEY, Adjunct Instructor in Nursing
B.S.N. (Vanderbilt 1976); M.S.N. (Columbia 1980) [1995]
- MARJORIE RANDALL, Adjunct Instructor in Nursing
M.S.N. (Arizona State 1998); D.N.P. (Vanderbilt 2010) [2012]
- RANDOLPH F. R. RASCH, Adjunct Professor of Nursing
B.S. (Andrews 1974); M.S.N. (Vanderbilt 1979); Ph.D. (Texas, Dallas 1988) [2002]
- MOHAMMAD RASSEKHI, Instructor in Clinical Nursing
B.A. (Illinois, Champaign 1984); M.S.N. (Vanderbilt 1996) [2004]
- KIMBERLY L. RAY, Adjunct Instructor in Nursing
B.S.N. (Belmont 1989, 1991); M.S.N. (Vanderbilt 1992); D.S.N. (Alabama, Huntsville 1996) [1993]
- LORI A. RAY, Adjunct Instructor in Nursing
B.S. (Tennessee State 1994); M.D. (East Tennessee State 1999) [2006]
- AGNES V. READ, Instructor in Nursing
B.S.N. (Indiana, Indianapolis 1977); M.S.N. (Texas, Dallas 1986) [1995]
- CHURKU M. REDDY, Adjunct Professor of Nursing; Clinical Professor of
Pediatrics
P.P.C., M.B.B.S. (Osmania [India] 1966, 1966) [1995]
- KATHRYN V. REESE, Instructor in Clinical Nursing
B.S. (Tennessee, Martin 1989); M.S.N. (Vanderbilt 1996) [2004]
- GERALDINE C. REEVES, Assistant Professor of Nursing
B.S. (Alabama Agricultural and Mechanical 1983); M.S.N. (Vanderbilt 1993); Ph.D. (Kentucky, Lexington 2009) [1996]

- ROBERTA RESS, Adjunct Instructor in Nursing
B.S., M.S. (Kentucky, Lexington 1987, 1990); C.N.M. (Frontier School of Midwifery and Family Nursing 1993) [2010]
- TANEESHA L. REYNOLDS, Instructor in Clinical Nursing
B.S.N. (Tennessee State 2003); M.B.A. (Phoenix, Nashville 2006); M.S.N. (Vanderbilt 2010) [2013]
- MARY FERN RICHIE, Adjunct Associate Professor of Nursing
B.S.N., M.S.N., M.T.S. (Vanderbilt 1975, 1983, 2006) [2007]
- ANNA RICHMOND, Lecturer in Nursing
B.S.N. (Southeastern Louisiana 2006); M.S.N. (Vanderbilt 2010) [2010]
- SHEILA H. RIDNER, Professor of Nursing
B.S.N. (Kentucky, Lexington 1978); M.S. (College of Saint Francis 1988); M.S.N., Ph.D. (Vanderbilt 2000, 2003) [2004]
- CANDACE A. RIEHL, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2004) [2002]
- HEATHER M. ROBBINS, Instructor in Clinical Nursing
B.S., M.B.A. (Tennessee Technological 2001, 2003); M.S.N. (Vanderbilt 2005) [2010]
- JAMES CLIFTON ROBERSON III, Adjunct Assistant Professor of Nursing
B.S.N. (Virginia 1986); M.S.N. (Columbia 2004); D.N.P. (Vanderbilt 2012) [2012]
- ERIN K. RODGERS, Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1982, 1986) [2004]
- WILLIAM B. ROGERS, Lecturer in Nursing (Public Health)
M.P.H. (Alabama, Birmingham 1996); B.A. (University of the South 1996); Ph.D. (Alabama, Birmingham 2005) [2000]
- KARL M. ROGERS, Adjunct Instructor in Nursing
B.A. (University of the Virgin Islands 1980); M.S. (Pittsburgh 1983); M.D. (Rush 1987) [2000]
- SUSAN L. ROMANO, Instructor in Clinical Nursing
B.A. (Barnard 2004); M.S.N. (Yale 2007) [2012]
- CONNIE K. ROOT, Assistant in Medicine; Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1974); B.S.N. (Tennessee State 1982); M.S.N. (Vanderbilt 1990) [1991]
- SUSIE MARGARET ROSS, Associate in Pediatrics; Adjunct Instructor in Nursing
B.S.N. (Tennessee 1974); M.S.N. (Vanderbilt 1988) [1993]
- GRETEL L. ROWLAND, Instructor in Clinical Nursing
B.S. (Middle Tennessee State 1986); M.S.N. (Austin Peay State 2010); Post-Master's in Nursing (Vanderbilt 2011) [2013]
- ROBERT G. ROY, Adjunct Instructor in Nursing
B.S., M.D. (Dalhousie [Canada] 1978, 1982) [2000]
- GLORIA CANO RUBADEAU, Adjunct Instructor in Nursing
M.S.N., B.S. (Vanderbilt 1995, 1995) [2001]
- IRV RUBENSTEIN, Adjunct Instructor in Nursing
B.A. (Vanderbilt 1974); M.S., Ph.D. (Peabody 1980, 1988) [2004]
- BRENT M. RUDDER, Adjunct Instructor in Nursing
B.A. (Lipscomb 1995); M.S.N. (Vanderbilt 2001) [2005]
- AMY P. RUDIN, Instructor in Clinical Nursing
B.S. (Northwestern 1988); M.S.N. (Vanderbilt 1995) [2004]
- APRIL RUMAGE, Adjunct Instructor in Nursing
B.S.N. (California State, San Marcos 1993); M.S.N. (Vanderbilt 2000) [2004]
- MELISSA JAYNE RUMPLE, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Iowa 2007, 2010); D.N.P. (Vanderbilt 2012) [2012]
- DON R. RUSSELL, Adjunct Associate Professor of Nursing
B.A. (William Penn 1968); M.S. (Iowa 1973); D.O. (College of Osteopathic Medicine and Surgery 1976)
- DIANA L. RUZICKA, Adjunct Instructor in Nursing
B.S.N. (San Jose State 1982); M.S.N. (Vanderbilt 1993) [2008]
- JULIANA M. SADOVICH, Adjunct Assistant Professor of Nursing
B.S.N. (Nevada, Las Vegas 1984); M.S.N. (George Mason 1988); Ph.D. (Capella [Minnesota] 2002) [2007]
- JAY SADRIEH, Adjunct Instructor in Nursing
M.D. (National University of Iran 1971) [2013]
- KENNETH M. SAKAUYE, Adjunct Professor of Nursing
B.A., M.D. (Chicago 1970, 1974) [2005]
- MICHELE H. SALISBURY, Adjunct Assistant Professor of Nursing
B.A. (Wisconsin 1966); M.A. (Kansas 1969); M.S.N. (Vanderbilt 1985); Ph.D. (Texas 1993) [1994]
- BLAKE L. SALMONY IV, Assistant in Medicine; Adjunct Instructor in Nursing
B.S. (Goucher 2006); M.S.N. (Vanderbilt 2010) [2012]
- MARIE M. SAMPLE, Instructor in Clinical Nursing
B.A. (Covenant 2003); M.S.N. (Vanderbilt 2005) [2008]
- BETHANY D. SANDERS, Instructor in Clinical Nursing
B.A. (Xavier [Ohio] 2004); M.S.N. (Vanderbilt 2006) [2013]
- WILLIAM J. SANDERS, Adjunct Instructor in Nursing
B.A., M.D. (Vanderbilt 1972, 1976) [2003]
- SUDHA S. SARASWAT, Adjunct Instructor in Nursing
M.D. (Seth G.S. Medical [India] 1975) [2003]
- JOHN SAVAGE, Adjunct Instructor in Nursing
M.S.N. (Case Western Reserve); B.S.N. (Mississippi); D.N.P. (Vanderbilt 2012) [2012]
- ROBIN D. SCHIER, Adjunct Instructor in Nursing
B.S.N. (Houston Baptist 1996); M.S.N. (Texas, Houston 2000); D.N.P. (Vanderbilt 2011) [2011]
- MAREN SCHIESS, Lecturer in Nursing
B.S., M.S.N. (Vanderbilt 2005, 2006); D.N.P. (Minnesota 2012) [2012]
- SUE E. SCHLEIER, Adjunct Instructor in Nursing
B.A. (Texas, Southwestern Medical 1971); J.D. (Texas Tech University 1976); M.D. (Texas, Southwestern Medical 1988) [2004]
- CARIN K. SCHOFIELD, Adjunct Instructor in Nursing
B.S., B.S.N. (Auburn, Montgomery 1993, 1994); M.S.N. (Vanderbilt 1998) [2003]
- MAVIS N. SCHORN, Senior Associate Dean for Academics; Associate Professor of Nursing
B.S.N. (Texas 1981); M.S. (Texas Woman's 1987); Ph.D. (Kentucky, Lexington 2008) [2002]
- AARON W. SCOTT, Instructor in Clinical Nursing
B.S. (Western Kentucky 2007); M.S.N. (Vanderbilt 2010) [2012]
- CHAD C. SCOTT, Adjunct Instructor in Nursing
B.S. (Freed-Hardeman 1995); M.S.N. (Vanderbilt 1998) [2004]
- KELLEY V. SCOTT, Adjunct Instructor in Nursing
B.S. (Memphis 1998); M.S.N. (Vanderbilt 2002) [2005]
- PATRICIA A. SCOTT, Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1988, 1992); D.N.P. (Tennessee, Memphis 2011) [1994]
- PATRICIA N. SCOTT, Adjunct Assistant Professor of Nursing
B.S.N. (Tennessee, Memphis 1980); M.S.N. (Pennsylvania 1982); D.N.P. (Tennessee, Memphis 2009) [1993]
- JENNIFER A. SCROGGIE, Assistant Professor of Nursing; Associate in Psychiatry
B.S.N. (Belmont 1994); M.S.N. (Vanderbilt 1997) [2003]
- SANDRA S. SEIDEL, Assistant Professor of Nursing; Associate in Psychiatry
B.S.N. (South Dakota State 1987); M.S.N. (Vanderbilt 1992); D.N.P. (Minnesota 2013) [2002]
- PATRICIA P. SENGSTACK, Lecturer in Nursing
B.S.N., M.S.N., Post-Master's in Nursing (Maryland, Baltimore 1982, 1988, 2002); D.N.P. (Vanderbilt 2010) [2011]
- R. BRUCE SHACK, Professor of Plastic Surgery; Chair of the Department of Plastic Surgery; Adjunct Professor of Nursing
M.D. (Texas, Galveston 1969) [2002]
- VICKI SHAUB, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1992) [1998]
- DEBORA SHIFLETT, Adjunct Instructor in Nursing
B.S., M.B.A. (Belmont 1978, 1990) [2005]
- MEGAN M. SHIFRIN, Instructor in Nursing
B.S. (Bryan 2004); M.S.N. (Vanderbilt 2006) [2010]
- BEN SHOEMAKER, Adjunct Instructor in Nursing
B.S. (Auburn 1981); M.D. (Alabama, Birmingham 1986) [2004]
- TENA A. SIMMONS, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 1995) [2000]
- ANGELA F. SIMS EVANS, Instructor in Clinical Obstetrics and Gynecology; Adjoint Instructor in Nursing
B.S. (Tennessee State 1993); M.S.N. (Tennessee 1996) [2010]
- VAUGHN G. SINCLAIR, Professor of Nursing
B.S.N., M.S.N., Ph.D. (Vanderbilt 1974, 1978, 1982) [1982]

- LYNN A. SLEPSKI, Adjunct Instructor in Nursing
B.S.N. (Norwich 1985); M.S.N. (Texas, Houston 1988); Ph.D. (Uniformed Services 2008) [2004]
- BENJAMIN A. SMALLHEER, Assistant Professor of Nursing
B.S.N. (Florida State 1998); M.S.N., Ph.D. (Vanderbilt 2004, 2011) [2006]
- JANICE M. SMITH, Adjunct Instructor in Nursing
B.S. (Trevecca Nazarene 1991); M.Ed. (Vanderbilt 1993) [2005]
- K. MELISSA SMITH, Instructor in Nursing
B.S.N. (Harding 1992); M.S.N. (Vanderbilt 1994); D.N.P. (Duke 2013) [2000]
- RANDALL B. SMITH, Instructor in Clinical Nursing
B.A., M.S. (Tennessee 1997, 1998); M.S.N. (Vanderbilt 2012) [2013]
- TERRELL SMITH, Adjunct Assistant Professor of Nursing
B.S.N. (Samford 1981); M.S.N. (Alabama, Birmingham 1987) [1997]
- DEBORAH A. SNEDEGAR, Instructor in Clinical Nursing
B.S.N. (James Madison [Virginia] 1981); M.S.N. (Vanderbilt 1992) [2000]
- CYNTHIA H. SNEED, Adjunct Instructor in Nursing
B.S. (Samford 1987); M.Ed. (Middle Tennessee State 1995) [2004]
- MYRA M. SOCHER, Adjoint Assistant Professor of Nursing (Disaster Management)
B.S. (George Washington 1991) [2002]
- MARCIA E. SPEAR, Assistant in Plastic Surgery; Adjunct Instructor in Nursing
B.S.N. (Tennessee State 1996); M.S.N., D.N.P. (Vanderbilt 1999, 2010) [2002]
- STEPHANIE M. SPENCE, Instructor in Clinical Nursing
B.S.N. (Tennessee, Chattanooga 2002); M.S.N. (Vanderbilt 2006) [2010]
- JOHN V. SPENCER, Adjunct Instructor in Nursing
B.A. (Northwest Nazarene 1975); M.D. (University of Washington 1979) [1999]
- AMANDA N. SQUIERS, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 2005); M.S.N. (Vanderbilt 2008) [2010]
- JOSHUA P. SQUIERS, Assistant in Anesthesiology; Instructor in Nursing
M.S.N. (Vanderbilt 2001); Ph.D. (Vanderbilt 2013) [2007]
- SUZANNE STAEBLER, Adjunct Instructor in Nursing
B.S.N. (Baylor 1988); M.S.N. (Texas, San Antonio 1991); D.N.P. (Texas Christian 2010) [2012]
- JANNYSE STARKS, Adjunct Instructor in Nursing
B.A. (Fisk 2007); M.S.N., D.N.P. (Vanderbilt 2009, 2011) [2011]
- ROBIN L. STEABAN, Adjunct Instructor in Nursing
B.S.N. (Madonna 1977); M.S.N. (Wayne State 1995) [2001]
- KIM K. STEANSON, Lecturer in Nursing
B.S.N. (Texas Woman's 1995); M.S.N. (Vanderbilt 1998) [2011]
- CONDIT F. STEIL, Adjunct Professor of Nursing
B.S., D.Pharm. (Kentucky, Lexington 1972, 1974) [2010]
- LISA D. STEPHENS, Instructor in Clinical Nursing
B.S.N. (Middle Tennessee State 1996); M.S.N. (Vanderbilt 2002); Certificate (Philadelphia 2005) [2007]
- VERONICA STEPHENS, Adjunct Assistant Professor of Nursing
B.S.N. (Medical College of Georgia 1974); M.S.N. (Phoenix, Grand Rapids 2000) [2010]
- JENNIFER STERNBERG, Adjunct Instructor in Nursing
B.S. (Wheaton 1999); M.S.N. (Vanderbilt 2000) [2004]
- LUCINDA S. STEWART, Instructor in Nursing
B.A. (Baylor 1981); M.S.N. (Tennessee 1984) [2002]
- ERICA L. STONE, Instructor in Nursing
B.A. (College of Charleston 2000); M.S.N. (Vanderbilt 2005) [2007]
- SUZANNE K. STONE-GRIFFITH, Adjunct Instructor in Nursing
B.S. (North Carolina 1978); M.S.N. (Tennessee 1981) [1988]
- SUSAN M STOPPELBEIN, Instructor in Clinical Nursing
B.S., M.S.N. (Vanderbilt 1990, 1994) [2011]
- KYLA A. STRIPLING, Instructor in Clinical Nursing
B.S. (Florida State 2005); M.S.N. (Vanderbilt 2009) [2012]
- CLARE D. SULLIVAN, Instructor in Clinical Nursing
B.S. (Dayton 1972); M.S. (Harvard 1979); M.S.N. (Vanderbilt 1995) [1996]
- MARTHA D. SUTHERLAND, Instructor in Clinical Nursing
B.S.N. (George Mason 1977); M.S.N. (Tennessee, Memphis 1989) [2003]
- JUDITH H. SWEENEY, Associate Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1970, 1975) [1975]
- SUSAN M. SWIDER, Senior Lecturer in Nursing
B.S. (DePaul 1979); M.S., Ph.D. (Illinois, Chicago 1983, 1988) [2008]
- CAROLYN T. SZETELA, Adjunct Instructor in Nursing
B.A. (British Columbia [Canada] 1986); M.A., Ph.D. (Tennessee 1989, 1998) [2002]
- LISA TALLET, Adjunct Instructor in Nursing
B.S.N. (Maryland 1983); M.S.N. (Emory 2003); D.N.P. (Vanderbilt 2012) [2012]
- DEBORAH TAYLOR TATE, Adjunct Assistant Professor of Nursing
B.A., J.D. (Tennessee 1977, 1980) [2000]
- CATHY R. TAYLOR, Adjunct Assistant Professor of Nursing
B.S. (Middle Tennessee State 1976); B.S.N. (Alabama, Huntsville 1978); M.S.N. (Tennessee, Memphis 1989); Dr.P.H. (Alabama, Huntsville 2002) [1991]
- JOHN (CHRIS) C. TAYLOR, Adjunct Instructor in Nursing
B.S.N. (Tennessee 1980); M.S.N. (Vanderbilt 1986) [1987]
- MARGARET C. TAYLOR, Instructor in Clinical Nursing
B.S.N., M.S.N. (Tennessee, Memphis 1993, 1994) [2012]
- 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]
- 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; Assistant Professor of Nursing
B.S. (Cumberland 1997); M.S.N., J.D. (Vanderbilt 1998, 2003) [2006]
- SHARON TIBBITS, Adjunct Instructor in Nursing
B.A. (Colorado 1985) [2007]
- AGNES F.Y. TIWARI, Adjunct Professor of Nursing
Diploma in Nursing (London [U.K.] 1981); M.S. (Surrey [U.K.] 1989); Ph.D. (Wollongong [Australia] 1999) [2013]
- 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]
- MELISSA M. TOWRY, Adjunct Instructor in Nursing
B.S.N. (Belmont 1987); M.S.N. (Tennessee, Memphis 1990); F.N.P. (Belmont 1995) [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]
- DONNA TUDOR, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville 2000, 2001) [2004]
- JOSE RAY TUMULAK, Adjunct Instructor in Nursing
B.S.N. (Bohol [Philippines] 1992); C.R.N.A. (DePaul 2008); D.N.P. (Vanderbilt 2012) [2012]
- STACI TURNER, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2005)
- PATTI P. VAN EYS, Adjunct Assistant Professor of Nursing
B.A. (DePauw 1983); M.A., Ph.D. (Bowling Green State 1985, 1989) [1995]
- 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]

- 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]
- ROSE M. VICK, Instructor in Nursing
B.S. (Belmont 2001); M.S.N. (Vanderbilt 2007) [2012]
- CATHERINE E. VIROSTKO, Instructor in Clinical Nursing
B.A. (Georgia 1998); M.S.N. (Yale 2005) [2009]
- ELLIN H. WADE, Adjunct Instructor in Nursing
B.A., M.S.N. (Vanderbilt 2005, 2007) [2013]
- 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
M.S.N. (Vanderbilt 2004) [2009]
- ZIA U. WAHID, Associate Clinical Professor of Psychiatry; Adjunct Assistant Professor of Nursing
B.Sc. (University of the Punjab [Pakistan] 1980); M.B.B.S. (King Edward Memorial [India] 1984); M.D. (Meharry Medical 1992) [2002]
- MARY LYNNE WALKER, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1980); B.S.N., M.S.N. (Alabama, Birmingham 1995, 1997) [2000]
- KENNETH WALLSTON, Professor of Nursing; Professor of Psychology
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968) [1971]
- JOHN J. WALSH, JR., Assistant Professor of Nursing (Disaster Management)
B.A. (Oklahoma 1973); M.S. (Oklahoma City 1980) [2003]
- 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
B.S.N. (Middle Tennessee State 2002); M.S.N. (Vanderbilt 2007) [2009]
- TODD A. WARREN, Adjunct Instructor in Nursing
B.S. (Illinois, Champaign 1991); M.S. (Arizona 1993); M.S.N. (Vanderbilt 1999) [2003]
- KENNETH E. WATFORD, Assistant Professor of Clinical Nursing
B.S., B.S. (Delta State 1986, 1994); M.S.N., D.N.P. (Vanderbilt 1996, 2011) [2001]
- JENNIFER L. WATSON, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 1997); M.S.N. (Vanderbilt 2002) [2007]
- RICHARD E. WATTERS, Associate Professor of Nursing
B.Sc. (Western Ontario [Canada] 1979); R.N. (Algonquin [Canada] 1981); B.Ed. (Ottawa [Canada] 1984); M.Ed. (Toronto [Canada] 1987); Ph.D. (Western Australia 1995) [2006]
- CAROLYN S. WATTS, Senior Associate in Surgery; Adjunct Instructor in Nursing
B.S.N. (Olivet Nazarene 1971); M.S.N. (Tennessee 1978) [2002]
- PAMELA WAYNICK-ROGERS, Instructor in Nursing
B.A. (Tennessee 1989); M.S.N. (Vanderbilt 1992); D.N.P. (Georgia Health Sciences University 2012) [1999]
- JOHN WEATHERWAX, Adjunct Instructor in Nursing
B.S.N. (Barry 1993); M.S.N. (Florida 2002); D.N.P. (Vanderbilt 2012) [2012]
- ANGELA WEAVER, Instructor in Nursing
B.S.N. (Creighton 1992); M.S.N. (Vanderbilt 1999) [2012]
- LYNN E. WEBB, Assistant Dean for Faculty Development; Assistant Professor of Medical Education and Administration; Adjunct Assistant Professor of Nursing
B.S., M.S. (Illinois State 1971, 1973); M.B.A. (Illinois, Champaign 1983); Ph.D. (Southern Illinois 1997) [1997]
- JESSICA WEINBERGER, Adjunct Instructor in Nursing
B.S.Ed. (Connecticut 1973); M.S.N. (Pace, White Plains 1979) [2005]
- ELIZABETH E. WEINER, Senior Associate Dean for Informatics; Centennial Independence Foundation Professor of Nursing
B.S.N. (Kentucky, Lexington 1975); M.S.N. (Cincinnati 1978); Ph.D. (Kentucky, Lexington 1982) [2000]
- JOHN M. WEINER, Adjunct Professor of Nursing
B.S., M.S., Dr.P.H. (California, Los Angeles 1957, 1960, 1964) [2012]
- MARILEE T. WEINGARTNER, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1990) [1996]
- JULE J. WEST, Assistant Professor of Medicine; Adjunct Assistant Professor of Nursing
M.S.N. (Vanderbilt 1991); B.A. (Wheaton 1997); M.D. (Vanderbilt 1997) [2008]
- JACK H. WHITAKER, Adjunct Instructor in Nursing
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]
- STEVE BRIAN WIDMAR, Assistant Professor of Nursing
B.S.N., M.S.N. (Alabama, Birmingham 2003, 2005); Ph.D. (Vanderbilt 2012) [2010]
- JAMIE G. WIGGLETON, Instructor in Clinical Nursing
B.S. (Bethel College, McKenzie [Tennessee] 1999); M.S.N. (Vanderbilt 2003) [2005]
- JENNIFER L. WILBECK, Associate Professor of Nursing
B.S. (Lipscomb 1997); M.S.N., Post-Master's Certificate (Vanderbilt 1999, 2006); D.N.P. (Medical College of Georgia 2011) [2000]
- CHRISTOPHER "TY" WILLIAMS, Instructor in Nursing
B.S. (Northwestern 1995); M.S.N., D.N.P. (Vanderbilt 2003, 2012) [2012]
- ANNE C. WILLIFORD, Instructor in Clinical Nursing
B.S. (Louisiana State 1989); M.S.N. (Vanderbilt 1997) [2001]
- LINDSEY J. WILLIFORD, Instructor in Clinical Nursing
B.S.N. (East Carolina 2007); M.S.N. (Pennsylvania 2011) [2013]
- GENE WILSON, Adjunct Instructor in Nursing
M.D. (Medical University of South Carolina 1977) [2010]
- WALTER F. WILSON, Adjunct Instructor in Nursing
B.S. (Southern Mississippi 1976); M.Div. (Southern Baptist Theological Seminary 1980); M.S.N. (Vanderbilt 1992) [1993]
- LAURA S. WINSLOW, Instructor in Clinical Nursing
B.S.N. (New Hampshire 1984); M.S.N. (Tennessee State 2000) [2001]
- TERRY L. WITHERINGTON, Instructor in Nursing
B.S.N., M.S.N. (Tennessee, Memphis 1992, 1994); D.N.P. (South Alabama 2012) [2003]
- BARBARA J. WOLFF, Instructor in Clinical Nursing
B.S.N. (Illinois, School of Nursing 1973); M.S.N. (Vanderbilt 2000) [2004]
- KATHLEEN L. WOLFF, Assistant in Medicine; Adjunct Instructor in Nursing
B.A. (South Florida 1975); A.D. (Tennessee State 1979); M.S.N. (Vanderbilt 1983) [1997]
- KELLY A WOLGAST, Assistant Professor of Nursing
B.S. (Pennsylvania State 1985); M.S.N. (Vanderbilt 1993); M.S.S. (U.S. Army War College 2005); D.N.P. (Alabama, Birmingham 2012) [2011]
- HOPE B. WOOD, Adjunct Instructor in Nursing
W.H.N.P. (Emory 1990) [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]
- LINDSEY R. WRIGHT, Instructor in Clinical Nursing
B.S.N. (Tennessee, Martin 2007); M.S.N. (Vanderbilt 2008) [2010]
- SHERRY D. WRIGHT, Instructor in Clinical Nursing
B.S. (Western Kentucky 1990); M.S.N. (Vanderbilt 2010) [2012]
- JOHNNY O. WYATT, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2004); D.N.P. (Tennessee, Memphis 2008) [2007]
- KENNETH N. WYATT, Adjunct Instructor in Nursing; Assistant Clinical Professor of Pediatrics
B.A., M.D. (Michigan State 1968, 1979) [2000]
- DAVID W. YANCEY, Adjunct Instructor in Nursing
B.A. (Shimer 1973); M.Div. (Nashotah House 1980); M.S.N. (Vanderbilt 1992) [1997]
- CONNIE E. YANT, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville 1998, 2000) [2003]
- SUYATHA YARLAGADDA, Adjunct Assistant Professor of Nursing
B.S. (CUNY, Brooklyn College 1985); M.S. (South Alabama 1992) [2011]
- SARAH (SALLY) C. YEAGLEY, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1966, 1986) [1987]

- PAUL S. YIM, Clinical Instructor in Nursing
B.S. (Andrews 1989); M.D. (Medical College of Virginia 1993) [2003]
- COURTNEY J. YOUNG, Assistant Professor of Nursing
B.S. (Jackson State 2005); M.P.H. (Alabama, Birmingham 2007);
M.S.N., D.N.P. (Vanderbilt 2009, 2011) [2011]
- KATHRYN L ZAHOUR, Instructor in Clinical Nursing
B.A. (Wisconsin, Oshkosh 2003); M.S. (Wisconsin, La Crosse 2004);
M.S.N. (Vanderbilt 2009) [2010]
- TIFFINIE A. ZELLARS, Instructor in Clinical Nursing
B.S.N. (Tennessee State 1992); M.S.P.H. (Meharry Medical
1996) [2008]
- CHONG-BIN ZHU, Associate Professor of Clinical Nursing (Medicine)
M.D., M.S. (Anhui [China] 1986, 1989); Ph.D. (Fudan [China]
1995) [2005]
- CAROL C. ZIEGLER, Assistant Professor of Nursing
B.S., M.S. (Tennessee 1999, 2001); M.S.N., D.N.P. (Vanderbilt 2006,
2012) [2012]

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Nursing School Catalog

Index

- Academic partnerships 29
 Academic program 33, 60
 Academic regulations 51, 63
 Academic standards 57, 67, 70, 71
 Academic standing, good 57, 67
 Accidents, injury, illnesses 53, 65
 Accreditation 26, 43, 44
 Accreditation, university 14
 Activities and recreation fees 73
 Address change 16, 59, 68
 Administration, School of Nursing 24
 Administration, Medical Center 7
 Administration, university 6
 Admission 30, 61, 70, 71
 Admission requirements, post-master's certificate program 71
 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 71
 Advisers 53, 65
 Affiliated facilities 13
 Alcohol and Controlled Substance Policy 55, 67
 Application procedure 32, 61
 Athletic facilities 23
 Audit courses 54, 66
 Awards 75
- Background check 51, 64
 Bicycles 21
 Black Cultural Center, Bishop Joseph Johnson 21
 Board of Trust, University 5
 Bookstore (Barnes & Noble at Vanderbilt) 16
 Brown, Amy Frances, Prize for Excellence in Writing 75
- Calendar 4, 53, 65
 Campus Security Report 17, 21
 Cancer Center, Vanderbilt-Ingram 8
 Career development 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, 52, 53, 64, 65
 Change of address 16, 59, 68
 Change of course 54, 66
 Chaplains, university 22
 Child and Family Center 20
 Child Care Center 20
 Children's Hospital at Vanderbilt, Monroe Carell Jr. 8
 Class attendance 54, 66
 Classification, student 33, 63
 Clinical placement and practica (D.N.P.) 67
 Clinical placement, practica, and preceptorships (M.S.N.) 55
 Clinical placement requirements (D.N.P.) 64
 Clinical placement requirements (M.S.N.) 51
 Code for nurses 27
 College of Arts and Science, pre-nursing studies in 28
 Commencement 59, 69
 Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 33, 62
 Committees, standing 24
 Complaints 18, 58, 68
 Computer resources 10, 13, 27
 Conduct Council, Nursing Student 51, 63
- Confidentiality of student records 17
 Core courses, specialist nursing curriculum 36, 57
 Core performance standards 51, 63
 Counseling services 18
 Course load 54, 66
 Courses of study 77
 Credit by examination 32
 Credit by validation 32
 Credit hours 54
 Crime alerts 20
 Criminal background check 51, 64
 Curriculum planning, joint degrees 50
 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 20
 Disclosures of offenses post-background check completion 52, 64, 65
 D.N.P. courses 90
 Doctor of Nursing Practice (D.N.P.) degree 60
 Dress code, student 56
 Dropping a course 54, 66
 Dual-degree programs 50
- Eating on campus 16
 EBL research 12
 Electives 36, 66
 Eligibility criteria, neonatal nurse practitioner 42
 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, 94
 Faculty advisers 53, 65
 Faculty Practice Network 25
 Faculty Senate VUSN senators 24
 Family Educational Rights and Privacy Act (FERPA) 17
 Family Nurse Practitioner 37, 40
 Fees 72
 Financial aid 17, 73
 Financial clearance 73
 Financial information 72
 Financial resources, international student 33, 62
 Founder's Medal 75
 Frist Nursing Informatics Center 10, 27
 Frist, Patricia Champion, Hall 10
- Generalist nursing courses and electives 77
 Godchaux, Mary Ragland, Hall 10
 Grades 55, 57, 67
 Graduate Council, School of Nursing 16
 Graduate Development Network (GDN) 21

- Graduate Student Council 16
 Graduation requirements 59, 69
 Grievances, student 18, 58, 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 51, 63
 Honor scholarships 75
 Honor system 51, 63
 Honors 75
 Hospitalization insurance 19, 73
 Housing, university 16
- Identification card (Commodore Card) 16
 Immunizations, required 19, 52, 53, 64
 Inclement weather policy 54
 Informatics milieu 27
 Information Technology Services 13
 Insurance, family coverage 19, 33
 Insurance, hospitalization 19, 73
 Insurance, liability 73
 Insurance, maintaining 53, 64, 65
 International English Language Testing System (IELTS) 32, 62
 International student and scholar services 21, 33, 63
 International student insurance 19, 33, 62
 International students 21, 32, 62
- Johnson, Bishop Joseph, Black Cultural Center 21
 Joint programs 50
 Julia Hereford Society 13
 Just-in-Time learning support 12
- Kennedy Center 9
 Knowledge management 12
- Late payment of fees 73
 Late work 57, 67
 Leave of absence 53, 55, 65, 67
 LGBTQI Life, Office of 22
 Liability insurance for students 73
 Library, Annette and Irwin Eskind Biomedical 11
 Library, Jean and Alexander Heard 11
 Library programs and services 12
 Library staff, EBL 13
 Licensure 58
 Light, Rudolph A., Hall 9
 Loans 17, 74
- Master of Science in Nursing 30
 Medical Center Affairs Committee, Board of Trust 7
 Medical Center North 9
 Medical Research Building, Ann and Roscoe Robinson 9
 Medical Research Building, Frances Preston 9
 Medical Research Building III 9
 Medical Research Building IV 9
 Meharry-Vanderbilt Alliance 13
 Monroe Carell Jr. Children's Hospital at Vanderbilt, The 8
 M.S.N. degree 30
 M.S.N./M.Div. joint degree 50
 M.S.N./M.T.S. joint degree 50
 M.S.N. Program for N.N.P. 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 51, 64
- No-credit courses 66
 Nurse-Midwifery 43
 Nurse-Midwifery/Family Nurse Practitioner 44
 Nursing Honor Council 51, 63
 Nursing Informatics 10, 13, 27, 45
 Nursing Student Conduct Council 51, 63
- Organizing framework 33
 Orientation 51, 63
- Parking and vehicle registration 21
 Part-time studies 35
 Pass/Fail courses 54, 68
 Peabody College, pre-nursing studies at 28
 Pediatric Nurse Practitioner 46
 Performance standards, core 51, 63
 Ph.D. in Nursing Science 70
 Ph.D. nursing courses 92
 Philosophy of the school 26
 Police Department, Vanderbilt University 20
 Police department educational programs 21
 Post-master's certificate program 71
 Practica and preceptorships (M.S.N.) 55
 Practicum hours 66
 Pre-nursing courses 77
 Pre-nursing studies 28
 Pre-specialty component 31, 33, 34
 Pre-specialty curriculum overview 34
 Preston, Frances, Medical Research Building 9
 Print resources 12
 Probation/dismissal 57, 68
 Professional liability insurance 73
 Program evaluation 55, 67
 Program goals/outcomes (M.S.N.) 34
 Program objectives (D.N.P.) 60
 Program of studies 53, 66
 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
 Ratio of credit hours to clock hours 54
 Readmission 58, 68
 Recreation and sports 23
 Refunds 72
 Registration 51, 64
 Regulations, academic 51, 63
 Religious life 22
 Repeat courses 57, 68
 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 22
 Security, campus (Police Department) 20
 Security notices 20
 Security report, annual 17, 21
 Senior-in-absentia programs 28
 Shuttle service 20
 Sigma Theta Tau 75
 Specialist nursing courses and electives 79
 Specialist nursing curriculum overview 35
 Specialty awards 75
 Specialty courses 36

Sports and recreation 23
Stallworth Rehabilitation Hospital 8
Standing committees 24
Student classification 33, 63
Student Health Center 18
Student Life Center 22
Student loans 17, 74
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 73
Transitional objectives/outcomes (M.S.N.) 34
Transplant Center 11
Transportation and lodging 56, 67
Tuition and fees 72
Tuition payment programs 73

Uniform 56
University, general information 14, 16

Validation, credit by 32
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
Visa and immigration 33, 62

Wilkerson, Bill, Center 11
Withdrawal from a course 54, 66
Withdrawal from the university 58, 68
Women's Center, Margaret Cuninggim 22
Women's Health Nurse Practitioner 48
Women's Health Nurse Practitioner/Adult-Gerontology Primary Care
Nurse Practitioner 49