



# School of Nursing Catalog

Vanderbilt  
University  
2016/2017

Archived 2016/2017  
School of Nursing Catalog

Containing general information  
and courses of study  
for the 2016/2017 session  
corrected to 30 June 2016  
Nashville

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# Contents

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<b>Calendar</b>	<b>4</b>
<b>Administration</b>	<b>5</b>
<b>Life at Vanderbilt</b>	<b>7</b>
<b>The University</b>	<b>17</b>
<b>School of Nursing</b>	<b>18</b>
Communicating with the School of Nursing	18
Administration	19
Faculty Practice Network	20
Nursing Education at Vanderbilt	21
Pre-Nursing Studies	31
The M.S.N. Degree	33
Degree Requirements	33
Admission	33
The Academic Program	35
Academic Regulations	55
The Post-Master's Certificate Program	63
The D.N.P. Degree	67
Degree Requirements	67
Admission	67
The Academic Program	71
Academic Regulations	72
The Ph.D. in Nursing Science	76
Financial Information	77
Honors and Awards	80
Courses of Study	82
Faculty	101
<b>Index</b>	<b>113</b>

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Archived 2016/2017  
School of Nursing Catalog

## School of Nursing Calendar 2016/2017

### FALL SEMESTER 2016

M.S.N. new student orientation for pre-specialty and RN pre-specialty students (mandatory) / Wednesday 17 August–Friday 19 August  
Classes begin for pre-specialty students / Monday 22 August  
M.S.N. new student orientation for direct entry and post-master's students (mandatory) / Monday 22 August–Tuesday 23 August  
Returning M.S.N. student orientation (mandatory) / Tuesday 23 August (afternoon only)  
Undergraduate classes begin (NURS 3101, NURS 1601) Wednesday 24 August  
Ph.D. and D.N.P. orientation and 1st intensive / Monday 29 August–Friday 2 September  
Labor Day (no VUSN classes) / Monday 5 September  
Last day to drop a class / Friday 7 October  
Thanksgiving holidays / Saturday 19 November–Sunday 27 November  
Classes end for all students / Friday 9 December  
Pre-specialty examinations / Monday 12 December–Wednesday 14 December  
Pinning ceremony for December 2016 graduates / Friday 9 December

### SPRING SEMESTER 2017

First day of spring semester for M.S.N. pre-specialty-level and M.S.N. specialty level courses / Tuesday 3 January  
Ph.D. and D.N.P. 2nd intensive / Monday 9 January–Thursday 12 January  
Martin Luther King Jr. Day—No classes scheduled / Monday 16 January  
Spring Break / Saturday 4 March–Sunday 12 March (pre-specialty only)  
Final examinations / Monday 17 April–Wednesday 18 April  
Vacation week for all students / Saturday 22 April–Sunday 30 April  
Pinning ceremony for May 2017 graduates / Thursday 11 May  
Commencement–Investiture / Friday 12 May

### SUMMER SEMESTER 2017

First day of classes for specialty students (please consult block schedules for specific start date) / Monday 1 May  
Classes begin for pre-specialty students / Monday 1 May  
Ph.D. and D.N.P. 3rd intensive / Monday 8 May–Thursday 11 May  
May pinning ceremony and alumni reception for graduates / Thursday 11 May  
Commencement–Investiture / Friday 12 May  
Memorial Day—No classes scheduled / Monday 29 May  
Independence Day holiday—No classes scheduled / Tuesday 4 July  
Classes end for all students / Friday 4 August  
Pinning ceremony for August 2017 graduates / Sunday 6 August

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# Life at Vanderbilt

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

## Graduate School Resources

### School of Nursing Graduate Council

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

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

### Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall educational experience at Vanderbilt University by promoting the general welfare and concerns of the Graduate School student body. This is achieved through the creation of new programs and initiatives to provide opportunities for growth and interaction, as well as through communication with the Vanderbilt faculty and administration on behalf of graduate students. The GSC consists of elected representatives, standing committees, and an annually elected executive board. In the recent past, the GSC has helped change policies involving campus dining, free bus transportation, parking, and student health insurance. The GSC is also a member of the National Association of Graduate-Professional Students (NAGPS).

In addition to its representative function, the GSC also organizes a number of events and hosts/sponsors various projects during the year, including co-sponsoring seminars and panels with individual departments, organizing the Vanderbilt 3 Minute Thesis competition (spring semester), facilitating the Graduate Student Honor Council, planning community outreach activities, and offering many social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt Graduate School students are welcome and encouraged to attend GSC's monthly meetings and to get involved. For more information, visit [studentorgs.vanderbilt.edu/gsc](http://studentorgs.vanderbilt.edu/gsc).

### Career Development for Graduate School Students

The Dean's Office of the Graduate School is dedicated to helping students navigate the transition from degree to career. Guidance and professional development opportunities are

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

### Graduate Development Network

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

### The Center for Teaching

The mission of the Center for Teaching is to promote university teaching that leads to meaningful student learning. The services of the center are available to all graduate students, including those teaching at Vanderbilt as teaching assistants (TAs) and instructors of record, as well as those who anticipate that teaching will be a part of their future careers.

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

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

*The Blended and Online Learning Design (BOLD) Fellows Program* helps graduate students in the STEM disciplines (science, technology, engineering, and mathematics) partner with faculty members to design and develop online modules for integration into a course. The teams implement these modules in existing classes and investigate their impact on student learning.

*The Certificate in Humanities Teaching & Learning* is a program for humanities graduate students that comprises a sequential seminar and practicum in which participants explore humanistic pedagogies and teaching historically underrepresented populations.

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

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

## Other Campus Resources

### Barnes Noble at Vanderbilt

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

### The Commodore Card

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

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, go to [vanderbilt.edu/cardservices](http://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. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Commodore Card and Meal Plans. Graduate student Meal Plans are offered at a discount. For more information, hours, and menus, go to [campusdining.vanderbilt.edu](http://campusdining.vanderbilt.edu).

### Housing

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a web-based off-campus referral service ([apphost1a.its.vanderbilt.edu/housing/Main/](http://apphost1a.its.vanderbilt.edu/housing/Main/)). The referral service lists information about housing accommodations off campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office or consult the website as early as possible 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 the University Registrar immediately. Candidates for degrees who are not in residence should keep the school and the University Registrar informed of current mailing addresses. To change or update addresses, go to [registrar.vanderbilt.edu/academicrec/address.htm](http://registrar.vanderbilt.edu/academicrec/address.htm).

### Information Technology

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

VUIT maintains and supports VUNet, the campuswide data network that provides access to the internet, and AccessVU, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUNet. Those services include YES, Your Enrollment Services; Blackboard; and Vmail, the university’s email system.

VUIT also partners with Sprint, Verizon, and AT&T to offer discounts for cellular phone service. For discount information see [it.vanderbilt.edu/cellphone](http://it.vanderbilt.edu/cellphone).

It is important to note that many wireless consumer electronic devices interfere with VUNet, and, in worst-case circumstances, could even cause degradation to network service. These devices are prohibited and include, but are not limited to, routers, access points (APs), or AirPorts manufactured by companies such as Apple, Belkin, D-Link, and Linksys. Additionally, settings for smartphone hotspots and wireless connectivity for printers and other devices must be disabled to prevent interference with university wireless APs.

Vanderbilt offers all students low-cost and free-of-charge software, including Microsoft Office and Microsoft Windows. See [softwarestore.vanderbilt.edu](http://softwarestore.vanderbilt.edu) for a complete product catalog and more information.

Furthermore, VUIT provides various conferencing and collaboration services for students, including audio and video conferencing via a desktop or a Polycom bridge. Vanderbilt’s blog service offers WordPress blogs at [my.vanderbilt.edu](http://my.vanderbilt.edu). See [it.vanderbilt.edu/services/collaboration](http://it.vanderbilt.edu/services/collaboration) for more information.

The Tech Hub is the help desk at Vanderbilt that provides information to students, faculty, and staff about VUNet and VUNet services. Its locations, hours, contacts, and other information can be found at [it.vanderbilt.edu/techhub](http://it.vanderbilt.edu/techhub).

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

### 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 semiannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

To help promote connection between international students and the greater Nashville community, ISSS coordinates the First Friends program, which matches international students with Americans both on and off campus for friendship and cross-cultural exchange. The weekly World on Wednesday presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall provides the campus with additional opportunities to learn about world cultures and to celebrate diversity. The International Lens Film Series (iLens) brings more than forty international films to campus each year. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include International Orientation Leaders and a selection of holiday parties. The Southern Culture Series is an opportunity for students to experience Southern culture in nearby cities such as Memphis, Chattanooga, and Atlanta.

### Obtaining Information about the University

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

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University website at [vanderbilt.edu/catalogs](http://vanderbilt.edu/catalogs).

Information about financial aid for students at Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University website at [vanderbilt.edu/financialaid](http://vanderbilt.edu/financialaid). The Office of Student Financial Aid is located at 2309 West End Avenue, Nashville, Tennessee 37203-1725, (615) 322-3591 or (800) 288-0204.

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

The Vanderbilt University *Annual Security Report* on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt University Police Department on the university website at [police.vanderbilt.edu/annual-security-report](http://police.vanderbilt.edu/annual-security-report). A paper copy of the report may be obtained by writing the Vanderbilt

University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see "Vanderbilt University Police Department" in the following section of this catalog.

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

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University website at [registrar.vanderbilt.edu/academicrec/privacy.htm](http://registrar.vanderbilt.edu/academicrec/privacy.htm). Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701. For more information, see "Confidentiality of Student Records" in this catalog.

### The Writing Studio

The Writing Studio offers graduate students personal writing consultations, fifty-minute interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. The focus of a consultation varies according to the individual writer and project. In addition to the standard fifty-minute consultations, the Writing Studio also offers dissertation writers the possibility of having extended appointments with the same consultant on an ongoing basis. Fifty-minute appointments can be scheduled online at [vanderbilt.edu/writing](http://vanderbilt.edu/writing). Extended appointments must be arranged in advance through [writing.studio@vanderbilt.edu](mailto:writing.studio@vanderbilt.edu) and are available on a first-come, first-served basis. Information about other programs for graduate students, like the journal article writing workshop and the annual dissertation writer's retreat, can also be found at [vanderbilt.edu/writing](http://vanderbilt.edu/writing).

### Bishop Joseph Johnson Black Cultural Center

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

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

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

One additional aim of the center is community outreach and service. To this end, the center reaches out to civic and cultural groups. The BJJBC 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.

## Libraries

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

Vanderbilt University's libraries are among the top research libraries in the nation, home to more than eight million items, including print publications, microfilm items, and digital collections. The libraries provide electronic access to tens of thousands of full-text journals and more than half a million e-books and other research resources accessible via the campus network, from 250 workstations in campus libraries, as well as authenticated access (VUNetID and e-password) from off campus. The libraries' homepage receives more than 3,750,000 visits annually. Resources may be located through Acorn, the libraries' online catalog, and through DiscoverLibrary, the libraries' new information discovery tool.

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

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

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

### *The Annette and Irwin Eskind Biomedical Library*

The Eskind Biomedical Library (EBL) collects and provides access to materials to support the teaching, research, and service missions of Vanderbilt University Medical Center.

## Margaret Cuninggim Women's Center

As part of the Office of the Dean of Students, the Margaret Cuninggim Women's Center leads co-curricular campus initiatives related to women's and gender issues. The center partners with many departments, programs, and individuals across campus to raise awareness about the ways in which gender shapes and is shaped by our lived experiences. Because its aim is to make the Vanderbilt community more inclusive and equitable, the center encourages all members of the Vanderbilt community to take part in its events and resources.

The Women's Center celebrates women and their accomplishments and fosters empowerment for people of all identities. The center offers individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, leadership, parenting, body image, disordered eating, pregnancy and reproduction, sexual health, and more. The Women's Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m. and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit [vanderbilt.edu/womenscenter](http://vanderbilt.edu/womenscenter).

## Office of LGBTQI Life

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

## Office of the University Chaplain and Religious Life

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

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

## Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed

to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or email [hillel@vanderbilt.edu](mailto:hillel@vanderbilt.edu).

### **Parking, Vehicle Registration, and Alternative Transportation**

Parking space on campus is limited. Motor vehicles operated on campus at any time by students, faculty, or staff must be registered with VUPD Parking Services 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/parking](http://vanderbilt.edu/parking).

Bicycles must be registered with the Vanderbilt University Police Department.

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

### **Project Safe Center**

The Project Safe Center partners with students, faculty, and staff to create a campus culture that rejects sexual violence and serves as a resource for all members of the Vanderbilt community. Operating under the auspices of the Office of the Dean of Students, the Project Safe Center provides support to survivors of sexual violence and engages the campus community in bystander intervention efforts and sexual assault prevention.

Green Dot, a bystander intervention program used by colleges and communities nationwide, an online education module addressing power-based violence, and a variety of programs and presentations on consent, healthy relationships, and violence prevention are available through the Project Safe Center. A 24-hour support hotline answered by Project Safe's victim resource specialists is available at (615) 322-SAFE (7233).

The Project Safe Center located at 304 West Side Row is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, please call (615) 875-0660 or visit [vanderbilt.edu/projectsafe](http://vanderbilt.edu/projectsafe).

### **Psychological and Counseling Center**

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

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

counseling and medication management. There is an on-call provider after hours and on weekends for emergency calls.

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

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

The PCC also houses a Mind Body Lab. This room is designed with the objective of enhancing mindfulness by providing tools to manage stress, increase personal resilience, and promote compassion and academic success. Students may book a forty-five-minute session in the PCC Mind Body Lab by calling the PCC at (615) 322-2571 or by stopping by the front desk.

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

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

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

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

### **Student Health Center**

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

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

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

### Immunization Requirements

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

The requirements include:

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

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

Information regarding this Health Questionnaire is communicated to students by email after admission to Vanderbilt University. This Health Questionnaire must be returned to the Student Health Center by May 15 with vaccination information.

Students should go to [medschool.vanderbilt.edu/student-health/immunization-requirements](http://medschool.vanderbilt.edu/student-health/immunization-requirements) in order to access more information regarding the immunization requirements. This site also contains links to the PDFs of the required forms.

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

### Student Injury and Sickness Insurance Plan

All students registered in degree programs for 4 or more credit hours, or who are actively enrolled in research courses (including but not limited to dissertation or thesis courses) that are designated by Vanderbilt University as full-time enrollment are required to have health insurance coverage. The university offers a sickness and injury insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students online at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt) or [medschool.vanderbilt.edu/student-health/student-health-insurance](http://medschool.vanderbilt.edu/student-health/student-health-insurance).

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

A student who does not want to subscribe to the insurance plan offered through the university must complete an online waiver process at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt). This process must be completed by August 1 for students enrolling in the fall for annual coverage. Newly enrolled students for the spring term must complete the online waiver process by January 4. The online waiver process indicating comparable coverage **must be completed every year by August 1** in order

to waive participation in and the premium for the Student Injury and Sickness Insurance Plan.

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

### International Student Coverage

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

### Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Equal Opportunity, Affirmative Action, and Disability Services Department. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audiotaped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Equal Opportunity, Affirmative Action, and Disability Services Department (EAD), PMB 401809, 2301 Vanderbilt Place, Nashville, Tennessee 37240-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [vanderbilt.edu/ead](http://vanderbilt.edu/ead).

### Nondiscrimination, Anti-Harassment, and Anti-Retaliation

The Equal Opportunity, Affirmative Action, and Disability Services Department investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence. Vanderbilt's Title IX coordinator is Anita Jenious, EAD director.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, please contact the EAD. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department (VUPD).

The EAD also facilitates interim accommodations for students impacted by sexual misconduct and power-based personal violence. Some examples of interim accommodations include stay-away orders, adjusted course schedules, and housing changes.

Specific concerns pertaining to prohibited discrimination, harassment, or retaliation, including allegations of sexual

misconduct and other forms of power-based personal violence, should be directed to the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD), PMB 401809, 2301 Vanderbilt Place, Nashville, Tennessee 37240-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [vanderbilt.edu/ead](http://vanderbilt.edu/ead).

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

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

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the University official to whom the request should be addressed.
2. The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent. These exceptions include:
  - Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support-staff position (including University law enforcement personnel and health staff); contractors, consultants, and other outside service providers with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Disclosure to parents if the student is a dependent for tax purposes.
  - Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
  - Disclosure to a parent or legal guardian of a student, information regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 at the time of the disclosure to the parent/guardian.

FERPA provides the university the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for, below. Vanderbilt has designated the following as

directory information: the student's name, address, telephone number, email address, student ID photos, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed. Any student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except as required by statute.

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

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

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

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

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

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

## Vanderbilt Directory

Individual listings in the online People Finder Directory consist of the student's full name, Vanderbilt email address, and campus mailing address (if available). Students may elect to add additional contact information to their listings, including school, academic classification, local phone number, local address, permanent address, cellphone, pager, and fax numbers. 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), 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.

## Official University Communications

Certain federal statutes require that information be delivered to each student. Vanderbilt delivers much of this information via email. Official electronic notifications, including those required by statutes, those required by University policy, and instructions from University officials, will be sent to students' Vanderbilt email addresses: *user.name@vanderbilt.edu*. Students are required to be familiar with the contents of official University notifications, and to respond to instructions and other official correspondence requiring a response. Some messages will include links to the YES Communications Tool, which is a secure channel for official communication of a confidential nature.

The university makes every effort to avoid inundating students with nonessential email (often called "spam"), and maintains separate lists from which students may unsubscribe for announcements of general interest.

## University Courses

By tackling pressing real-world problems and addressing big questions, University Courses educate the whole student and promote lifelong learning. The courses leverage the natural synergies across Vanderbilt's ten schools and colleges, giving students the opportunity to reach beyond their area of study and interact with faculty at the intersection of disciplines. Each course promotes trans-institutional learning while providing opportunities to embrace diverse perspectives. For more information, visit [vu.edu/university-courses](http://vu.edu/university-courses).

## Vanderbilt Child and Family Center

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services and quality early childhood education and care to the children of faculty, staff, and students. The center's website at [childandfamilycenter.vanderbilt.edu](http://childandfamilycenter.vanderbilt.edu) provides information concerning child care, elder care, summer camps, tutoring services, and school-age child care. *Care.com* and the Vanderbilt Sitter Service provide back-up care options for dependents of all ages and evening, night, and weekend care.

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

## Vanderbilt University Police Department

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

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

The Police Department includes a staff of more than one hundred people, organized into three divisions under the Office of the Associate Vice Chancellor and Chief of Police: Operations Division (Main Campus, Medical Center, and 100 Oaks Precincts), Administrative Division, and Auxiliary Services Division. All of Vanderbilt's commissioned police officers have completed officer training at a state-certified police academy and are required to complete on-the-job training as well as attend annual in-service training. Vanderbilt police officers hold Special Police Commissions and have the same authority as that of a municipal law enforcement officer, while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods. When a Vanderbilt student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. The department also employs non-academy-trained officers called community service officers (commonly referred to as CSOs) who lend assistance 24/7 to the Vanderbilt community through services that include providing walking escorts, providing jump starts, and unlocking cars. For non-emergency assistance from a community service officer, dial (615) 322-2745 (2-2745 from an on-campus extension).

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

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

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. For complete information about the Vandy Vans service, including routes, stops, and times, please visit [vandyvans.com](http://vandyvans.com) or call (615) 322-2554.

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. Cellphone users can dial (615) 421-1911 to summon an emergency response on campus. Cellphone users should dial 911 for off-campus emergencies. Callers should be prepared to state the location from which they are calling.

**Security Notices**—In compliance with the U.S. Department of Higher Education and the Jeanne Clery Act, Security Notices are issued to provide timely warning information concerning a potentially dangerous situation on or near Vanderbilt University. This information is provided to empower our students and employees with the information necessary to make decisions or take appropriate actions concerning their own personal safety. Security Notices are distributed throughout Vanderbilt to make community members aware of significant crimes that occur at the university. They are distributed through Vanderbilt email lists and through the department's webpage, [police.vanderbilt.edu/crime-info/crime-alerts](http://police.vanderbilt.edu/crime-info/crime-alerts).

**Educational and Assistance Programs**—The Crime Prevention Unit of Vanderbilt University Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. VUPD provides additional services including property registration (for bikes, laptops, etc.), lost and found, weapons safekeeping, and Submit a Crime Tip. For further information on available programs and services, call (615) 322-7846 or visit [police.vanderbilt.edu](http://police.vanderbilt.edu).

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

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

This booklet is prepared with information provided by the Nashville Metropolitan Police Department, the Department of Student Athletics, Office of the Dean of Students, the Office of Housing and Residential Education, and the Vanderbilt University Police Department. It summarizes university programs,

policies, and procedures designed to enhance personal safety for everyone at Vanderbilt.

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

## Extracurricular Activities

### Student Centers

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

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

The Vanderbilt Student Life Center is the university's community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center|Rand Hall. The Student Life Center has more than 18,000 square feet of event and meeting space, including the 9,000-square-foot Commodore Ballroom, which is one of the most popular spaces to have events on campus. The center is also home to the Center for Student Professional Development, International Student and Scholar Services, Global Education Office, and Global Support Services.

The Commons Center is the community crossroads of The Ingram Commons living and learning community. It has it all: the Dining Hall and great food; a living room with a concert-grade grand piano, and the occasional live musical performance; a small rec room with cardio equipment, free weights, and weight machines; meeting and study rooms; and academic support services like the Writing Studio, the Center for Student Professional Development, and the CASPAR premajor advising center. The third floor of The Commons Center is the home of the Department of Political Science.

Alumni Hall was the original student center on campus when the building opened in 1925. Re-opened in fall 2013 after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the newly renovated Alumni Hall, students now have access to an exercise room as well as several new meeting and event spaces and the Bamboo Bistro. Two departments call Alumni Hall home, the Vanderbilt Institute for Digital Learning and, most recently, the Vanderbilt Graduate School.

Opened in fall 2014, Kissam Center is the fifth student center, and is part of the new Warren College and Moore College

residential living-learning communities. A completely new facility, Kissam Center is home to more meeting and event spaces as well as the Kissam Market and Kissam Kitchen.

### Recreation and Sports

Physical education is not required for graduate and professional students, but almost two-thirds of Vanderbilt University students participate in club sports, intramurals, activity classes, or other programs offered at the Vanderbilt Recreation and Wellness Center (VRWC). The large variety of programs available for meeting students' diverse interests include: thirty-two club sports teams; forty intramural sports (softball, flag football, basketball, table tennis, and soccer); an aquatics program offering swim lessons for all ages and abilities. Red Cross lifeguarding and CPR classes are also available. If being outside is more your style, you can choose from one of more than twenty adventure trips offered each semester or create your own adventure trip with tips and gear from the Outdoor Recreation staff. There are more than eighty group fitness classes a week and a variety of wellness offerings from "learn to box" to healthy eating through Vandy Cooks in the demonstration kitchen, Personalized Nutrition Coaching, and Nutrition Minute grab-and-go information on a variety of nutrition topics.

The VRWC is a 289,000-square-foot facility that houses a 25-yard, 15-lane swimming pool; four courts for basketball, volleyball, and badminton; five racquetball and two squash courts; a four-lane bowling alley; five group fitness classrooms, more than 14,000 square feet of weight/fitness room space; rock-climbing wall; mat room; seven multipurpose rooms; locker rooms; and a 120-yard turf field surrounded by a 300-meter track in the indoor field house. VRWC's exterior spaces include a sand volleyball court and more than seven acres of field space including three natural grass fields and one turf field.

All students pay a mandatory recreation fee which supports the facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

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



# 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 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 Applied Clinical Informatics, 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 Marketing, 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.

## Mission, Goals, and Values

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

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

In pursuit of these goals, Vanderbilt values most highly

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

## Accreditation

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor’s, master’s, professional, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call (404) 679-4500, or visit [sacscoc.org](http://sacscoc.org) for questions about the accreditation of Vanderbilt University.

Please contact the commission only in relation to Vanderbilt’s noncompliance with accreditation requirements. Normal inquiries about admission requirements, educational programs, and financial aid should be directed to the university.

The master’s, post-master’s certificate, and doctor of nursing practice nursing programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791.

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).

Vanderbilt University School of Nursing is a member of the American Association of Colleges of Nursing, One Dupont Circle NW, suite 530, Washington, DC 20056; (202) 463-6930.

The nurse-midwifery program is accredited by Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: (240) 485-1800; fax: 240-485-1818; email: [info@acnm.org](mailto:info@acnm.org); web: [midwife.org](http://midwife.org).

The U.S. Department of Education is located at 400 Maryland Avenue, SW, Washington, DC 20202-0498; telephone (800) USA-LEARN (800-872-5327).

## Communicating with the School of Nursing

### Academic Matters

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

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

### Administration and Operations

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

### Enrollment Management

Patricia A. Peerman, Assistant Dean for  
Enrollment Management  
210 Godchaux Hall  
(615) 322-3802

### Scholarships and Financial Aid

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

### Research Matters

Ann Minnick, Senior Associate Dean for Research  
424 Godchaux Hall  
(615) 343-2998

*Center for Research Development and Scholarship*  
Ann Minnick, Senior Associate Dean for Research  
424 Godchaux Hall  
(615) 343-2998

### Practice Matters

Pam Jones, Senior Associate Dean for Clinical and  
Community Partnerships

### Registrar

Sara A. Donahoe  
(615) 343-7839

### Informatics

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

### Cultural Diversity

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

### Student Affairs

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

### Mailing Address

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

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### Employment opportunities for spouses

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

### Housing

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

# School of Nursing

LINDA D. NORMAN, D.S.N., R.N., F.A.A.N., Dean  
 MAVIS N. SCHORN, Ph.D., C.N.M., F.A.C.N.M., Senior Associate Dean  
 for Academics  
 PAM JONES, D.N.P., M.S.N., R.N., Senior Associate Dean for Clinical  
 and Community Partnerships  
 ANN MINNICK, Ph.D., R.N., F.A.A.N., Senior Associate Dean for Research  
 SHEILA H. RIDNER, Ph.D., Director of the Ph.D. in Nursing Science Program  
 ELIZABETH WEINER, Ph.D., R.N., F.A.A.N., Senior Associate Dean for  
 Informatics  
 REBECCA RUE KECK, D.N.P., M.S.N., R.N., N.E.A.-B.C., Senior  
 Associate Dean for Administration and Operations, Chief  
 Administrative Officer  
 MARILYN DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice  
 JANA L. LAUDERDALE, Ph.D., R.N., Assistant Dean for Office of  
 Diversity and Inclusion  
 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  
 CRAIG CARMICHAEL, M.B.A., C.P.A., Vice President, Academic and  
 Research Enterprise  
 KRISTIE SMITH, M.Ed., Director of Student Financial Services  
 SARA A. DONAHOE, M.Ed., Assistant Registrar and Director of Nursing  
 Student Records

## Center for Research Development and Scholarship

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

## Faculty Senate v u SN Senator

JENNIFER KIM

## v u SN Executive Committee

Linda D. Norman, Chair. Terri Allison, Thomas Christenbery, Karen  
 D'Apolito, Sarah Fogel, Leslie Hopkins, Rebecca Keck, Jana  
 Lauderdale, Ann Minnick, Paddy Peerman, Sarah Ramsey, Geri  
 Reeves, Mavis Schorn, Clare Thomson-Smith, Patricia Trangenstein,  
 Betsey Usher, Dawn Vanderhoef, Elizabeth Weiner, Terry  
 Witherington, Kelly Wolgast. Ex officio: Sheree Allen, Michelle  
 Ardisson, Steve Barnes, Keeley Bowman, Michelle Collins, Teri  
 Crutcher, Marilyn Dubree, Karen Hande, Sharon Holley, Mary Ann  
 Jessee, Pam Jones, Betsy Kennedy, Ginny Moore, Alan Napier,  
 Brittany Nelson, Abby Parish, Sarah Putnam, Shelia Ridner, Brian  
 Widmar, Nancy Wise.

## 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 2017. Ex officio members for 2016/2020  
 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 Committee

The Curriculum Committees are responsible for reviewing and evaluating the  
 curriculum for each of their respective degree programs.

M.S.N. Program Curriculum Committee, Jennifer Kim, Chair.  
 D.N.P. Program Curriculum Committee, Karen Hande, Chair.  
 Ph.D. Program Curriculum Committee, Sheia H. Ridner, Chair.

### Nominating Committee

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

Ben Smallheer, 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.

Jennifer Wilbeck, Chair.

### 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.

Jessica Anne Rogers Searcy, Chair. Ex officio: Rebecca Keck, Patricia A.  
 Peerman, Sarah Ramsey.

### Student Admissions and Academic Affairs Executive Committee

The Student Admissions and Academic Affairs Executive Committee is re-  
 sponsible for reviewing and acting upon applications for admission to the  
 School of Nursing; 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 Committee, Anna Richmond, Chair.  
 D.N.P. Program SAAA Committee, Sharon Karp, Chair.  
 Ph.D. Program SAAA Committee, Melanie Lutenbacher, Chair.  
 Ex officio: Mavis Schorn, Patricia A. Peerman.

### Program Evaluation Committee

Michelle Ardisson, Angel Anthamatten, Thomas Christenbery, Courtney  
 Cook, Karen D'Apolito, Beth Donaghey, Vanya Hamrin, Sharon Holley,  
 Cathy Ivory, Susie Leming-Lee, Cathy Maxwell, Ginny Moore, Tonia  
 Moore-Davis, Mavis Schorn, Brian Widmar (Chair), Courtney Young-  
 Pitts.

### 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.

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

### Ph.D. Executive Committee

Sheila H. Ridner, Chair. Thomas Christenbery, Mary Dietrich, Sharon  
 Karp, Terrah Foster Akard.

## Ph.D. Subcommittees

### Admissions Committee

Terrah Foster Akard, Chair. Mary Dietrich, Mary Jo Gilmer, Todd Monroe, Shelagh Mulvaney, Jeremy Neal. Ex officio: Sheila H. Ridner.

### Curriculum Committee

Sheila H. Ridner, Chair. Bethany Andrews Rhoten, Elizabeth Weiner.

### Funding Committee

Sharon Karp, Chair. Jie Deng, Cathy Maxwell, Julia Phillipi. Ex officio: Sheila H. Ridner.

### Evaluation Committee

Thomas Christenberry, Chair. Jana Lauderdale, Vaughn Sinclair. Ex officio: Sheila H. Ridner.

## The Julia Hereford Society

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

The purpose of the Julia Hereford Society is to recognize and honor individuals who have demonstrated interest in and support for the nursing school, and through involvement build further understanding and commitment to the school's goals. This group strives to create and maintain a firm base of continuing unrestricted gift support, and through cultivation, identify those capable of large capital gifts. It also provides members with the opportunity to become better informed

about the purpose, programs, and plans of the school and its mission of excellence in nursing education, nursing research and nursing practice. The society plays a key role in helping to foster volunteer leadership development by providing opportunities for involvement in key roles within the society. The Julia Hereford Society continues to grow each year, which makes it possible for students to receive the scholarships generously provided by the society.

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

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

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

## School of Nursing Faculty Practice Network

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

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

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

The Vanderbilt Midwifery Practice provides women's health and prenatal services for patients at the West End Women's Health Center. They have delivery privileges at V.U. Medical Center, where they attend approximately 1,500 births each year. The faculty midwifery practice is a critical component of the academic program at Vanderbilt, ensuring clinical placements during three of four semesters and student access to culturally and economically diverse populations.

# Nursing Education at Vanderbilt

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

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

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

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

## VUSN Mission

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

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

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

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

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

## Philosophy of the School

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

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

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

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

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

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

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

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

The purpose of graduate education in nursing is to prepare students for advanced practice roles including nurse midwife,

nurse practitioner, clinical nurse specialist, clinical nurse leader, informatics nurse specialist, and nurse manager. At the master's level, graduate study provides the opportunity for in-depth theoretical knowledge which is the basis for advanced clinical practice. Students acquire research skills and a deeper knowledge of their nursing specialty.

Graduate education provides students the knowledge and skills for planning and initiating change in a health care system. For potential members of interdisciplinary health care management teams, the focus is on advanced patient care skills that will provide leadership and will influence nursing organizations within a variety of health care settings. It is acknowledged that preparation for the nurse educator role requires education beyond the master's degree.

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

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

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

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

### Code for Nurses

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

by considerations of social or economic status, personal attributes, or the nature of health problems.

### The Honor System

#### *Honor code statement:*

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

Vanderbilt students are bound by the Honor System inaugurated in 1875 when the university opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for the Honor System. The Honor System at Vanderbilt University School of Nursing is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires students to conduct themselves with honor in all aspects of their lives as advanced practice nurses-in-training. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire School of Nursing.

All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations, but also to all papers or written work, plans of care, and any clinical practice requirements submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the Vanderbilt University School of Nursing. Students are expected to become familiar with the Vanderbilt University *Student Handbook* and the School of Nursing *Student Handbook* (online at [vanderbilt.edu/student\\_handbook/](http://vanderbilt.edu/student_handbook/) and [www.nursing.vanderbilt.edu/current/handbook.pdf](http://www.nursing.vanderbilt.edu/current/handbook.pdf)), available at the time of registration, which contain the constitution and bylaws of the Honor Council and sections on the Nursing Student Conduct Council, Appellate Review Board, and related regulations.

#### *Nursing Honor Council*

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

#### *Student Conduct*

Vanderbilt University strives to provide an optimal living and learning environment for the entire campus community. Students are expected to respect themselves and others, to act responsibly, and to take responsibility for their actions. The Office of Student Accountability, Community Standards, and Academic Integrity promotes good citizenships within the

Vanderbilt University community through education. The student conduct system addresses student violations of university policy through fair, consistent, and confidential procedures. The student conduct system applies to all Vanderbilt students and student organizations; it addresses student misconduct allegations through procedures designed to provide a fair hearing and a just decision. The University's Office of Student Accountability, Community Standards, and Academic Integrity has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students. For more information, visit [vanderbilt.edu/studentconduct/](http://vanderbilt.edu/studentconduct/)

### *Nursing Student Conduct Council*

Although the university values personal freedom, celebration, and recreation, the policies and regulations that apply to student conduct at Vanderbilt are also informed by principles that value the health, safety, and well-being of students and other members of the university community, as well as their academic and personal success. The university's goal in establishing policies and holding students accountable for complying with them is to help students understand how their choices can affect not only their immediate neighbors, but also the university community as a whole.

Students and student organizations are expected to comply with all university policies, which are derived from tradition and evolve with contemporary practice. Ignorance of a policy is not a valid excuse for violating it. Grounds for corrective action cannot always be the subject of precise statement; however, when commonly held standards of conduct are broken, students must be held accountable if the university community is to be sustained.

The Office of Student Accountability, Community Standards, and Academic Integrity (<http://www.vanderbilt.edu/studentaccountability/>) has original jurisdiction in all cases of non-academic misconduct involving undergraduate, 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.

### **Out of State Requirements**

Vanderbilt University School of Nursing is required to meet state higher education requirements and state board of nursing requirements for students who reside outside of Tennessee.

#### *Georgia:*

Georgia Board of Nursing restricts students entering the M.S.N. program without an R.N. license from completing any specialty year clinical practica in Georgia. Students entering with an R.N. license may complete clinical practica in Georgia.

#### *Louisiana:*

Due to Louisiana Board of Nursing regulations, students entering the M.S.N. program without an R.N. license may not complete the specialty year clinical practica in Louisiana. Students entering with an R.N. license may complete clinical practica in Louisiana.

#### *New York:*

Due to requirements of the New York Office of College and University Evaluation and the New York Office of the Professions, VUSN will accept nurse students residing in New York to our M.S.N. or post-master's certificate specialties that lead to advanced practice licensure (i.e. AGACNP, AGPCNP, ENP, FNP, NNP, NMW, NMW/FNP, PNP, PMHNP, WHNP, WHNP/AGPCNP). Students may reside in New York but must complete clinical preceptorships in another state. VUSN will admit New York registered nurse students to the M.S.N. and post-master's certificate specialties of Health Care Leadership and Nursing Informatics, the D.N.P., and the Ph.D. in Nursing Science program as these programs do not lead to additional advanced practice licensure.

#### *North Carolina:*

Vanderbilt University is a participating institution in the State Authorization Reciprocity Agreement (SARA). North Carolina is a member of SARA, and Vanderbilt is approved to offer programs and courses, such as M.S.N., post-master's certificate, and programs, that are in compliance with SARA policies and standards.

### **Transfer Credit**

In order to be eligible for transfer credit, the course work must be completed (a) within the last five years (b) prior to enrollment at VUSN, (c) at the same academic level (equivalent master's or equivalent doctoral level), and (d) from a regionally accredited institution or from an ACEN- or CCNE-accredited institution.

Only the credit hour value, and not the grade point average, will be posted to the student's Vanderbilt transcript. Courses are evaluated for transfer credit only after the student has been admitted to a degree or certificate program. A student who

seeks transfer credit must submit the request to the assistant university registrar/director of nursing student records at least six weeks before the course begins. Transfer credit is granted on a course-by-course basis, approved for a maximum of six credit hours and considered only for courses in which student earned a B- or better. Transfer credit is evaluated based on VUSN course equivalent content (for required courses), credit allotment, and satisfactory completion of courses. Transfer credit is approved by the faculty course coordinator and the academic director of the student's program.

### Program of Studies

Students are expected to follow the program of studies outlined in the Student Handbook: [nursing.vanderbilt.edu/current/handbook.pdf](http://nursing.vanderbilt.edu/current/handbook.pdf)

A student may change specialty focus or status of enrollment based on the following terms.

1. A student may change status from full time to part time status. Due to the sequential nature of the nursing curriculum students are usually not able to change from part time to full time status.
2. A change of status may prevent a student from taking courses in the planned sequence.
3. A D.N.P. student must meet with his/her faculty adviser during the first D.N.P. intensive session to discuss his/her program of study.
4. A request for a change of specialty must be submitted by May 1 prior to the specialty year and approved by the academic director. The change in specialty decision is on a space-available basis. Students should contact the assistant dean for enrollment management for the appropriate forms.
5. A student who is on academic probation and who wishes to alter his/her program of study must have the proposed program reviewed by the academic director and the student admissions and academic affairs committee.
6. A student requesting a change must complete the change form and obtain appropriate signatures: [nursing.vanderbilt.edu/current/status.pdf](http://nursing.vanderbilt.edu/current/status.pdf)

When an absence from the school for one or more semesters is anticipated, the student must submit a Request for Leave of Absence form ([nursing.vanderbilt.edu/current/leave.pdf](http://nursing.vanderbilt.edu/current/leave.pdf)) through the student's faculty adviser and forward it to the School of Nursing registrar's office for official processing. Refer to section on Leave of Absence.

### International Students

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

**English Language Proficiency.** Proficiency in written and oral English is required for enrollment in the nursing program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with the application, unless they have demonstrated competence while obtaining a degree from an accredited American institution. International students transferring from unfinished degree programs of other universities in the United States must present TOEFL or IELTS scores.

In addition, an interview with the specialty director and an M.S.N. Student Admissions and Academic Affairs (SAAA) committee representative, in person or by telephone, may be required.

The International TOEFL is administered at test centers throughout the world at different times during the year. Applicants may access information regarding the TOEFL exam, including registration and sample tests, at [toefl.org](http://toefl.org). Inquiries and requests for application forms should be addressed to TOEFL, Box 6151, Princeton, New Jersey 08541-6151 U.S.A. The minimum acceptable score on the Test of English as a Foreign Language is 100 on the Internet-based test or 230 on the computer-based test. The minimum acceptable score on the IELTS is 6.5. For more information on the IELTS test, go to [ielts.org](http://ielts.org).

International student applicants who have completed college or university coursework at an institution in a country other than the United States must obtain a complete course-by-course evaluation of foreign transcripts, degrees, and other official documentation. Evaluating agencies include (1) World Education Services, Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087; telephone (212) 966-6311; website: [wes.org](http://wes.org); (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3412; website: [www.ece.org](http://www.ece.org); and (3) Josef Silny and Associates, Inc., 7101 SW 102 Avenue, Miami, FL 33173; telephone (305) 273-1616; website: [jsilny.com](http://jsilny.com).

**English Instruction.** Applicants whose proficiency in English is low or marginal will be required to enroll in an English language program before beginning academic studies. Vanderbilt offers such a program at the English Language Center (ELC), located at 1208 18th Avenue South. Intensive, semi-intensive, or part-time English study is offered throughout the year. Non-credit enrollment in at least one academic course may be recommended while the student is improving proficiency in English. Academic studies for credit may begin after recommendation by ELC in consultation with the student's academic adviser. For more information, visit ELC online at [vanderbilt.edu/elc](http://vanderbilt.edu/elc) or call (615) 322-2277.

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

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

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

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

**Additional Requirements.** Prior to admission, international applicants who are nurses must have passed the Commission on



Graduates of Foreign Nursing Schools (CGFNS) examination and the NCLEX–RN licensing examination. Information on the CGFNS may be obtained by writing the commission at 3600 Market Street, Suite 400, Philadelphia, Pennsylvania 19104-2651, U.S.A., or by calling (215) 222-8454 or at [cgfns.org](http://cgfns.org). The CGFNS exam is given in March, August, and November in forty-six locations worldwide, though not in Nashville. Information on the NCLEX–RN licensing exam may be obtained from the Tennessee Board of Nursing, 665 Mainstream Drive, 2nd Floor, Nashville, Tennessee 37243, U.S.A.; telephone (615) 532-5222; website: [state.tn.us/health](http://state.tn.us/health).

*Information.* Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, Student Life Center, 310 25th Avenue South, Suite 103, Nashville, TN 37240, U.S.A.; [vanderbilt.edu/iss/](http://vanderbilt.edu/iss/); telephone (615) 322-2753.

## Calendar

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

In the R.N. pre-specialty year and in selected specialties, course content is taught in a modified learning (block) format via the following: (1) courses offered in concentrated blocks of time on campus including weekends up to four times per semester, (2) online conferencing, and (3) digital video and distributed-learning methods that allow for continued faculty contact between sessions. Block schedules are available on the VUSN website prior to each semester at [www.nursing.vanderbilt.edu/current/current.html](http://www.nursing.vanderbilt.edu/current/current.html)—then search under Academic Support Services by semester. Students are expected to be familiar with these dates and to conform to them.

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

The *Vanderbilt View* and the *VUMC Reporter*, issued by the Division of Public Affairs, contain notices of all events and announcements pertaining to the university and medical center communities. My VU is an online service that includes a calendar of events as well as articles of interest. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

## Faculty Advisers

Each student will be assigned a faculty adviser who will collaborate with the student to promote successful completion of program requirements. The advising relationship consists of scheduled sessions each semester to ensure each student is afforded every opportunity for success. The complete program of studies should be approved within the first semester of enrollment. The assistant dean for enrollment management, Paddy Peerman, serves as adviser to special students taking master's-level courses.

## Leave of Absence

A student who is temporarily unable to continue his or her course of study or who, for personal reasons, needs to take a leave of absence from academic course work temporarily, with a written intention of returning, must request a leave of absence (LOA) from VUSN. The following policies apply:

1. LOA granted for a minimum of one semester or a maximum of one calendar year.
2. LOA is approved at the discretion of the academic director and the senior associate dean for academics and is for a specified period of time.
3. Approved LOA semesters can be sequential or non-sequential, but the total length of time on leave may not exceed three semesters during the plan of study.
4. Time spent on LOA is included in the total time taken to complete the degree.
5. Students in any academic program at VUSN must take an LOA if they are not enrolled in course work during a semester. The only exception is during the A.S.N.–M.S.N. curriculum. (There is no course work during the summer until specialty courses begin. These summers do not require an LOA.)
6. A student on LOA is required to keep the VUSN assistant university registrar and director of nursing student records informed of plans to return to school.
7. Students who do not comply with the leave of absence policy may be administratively withdrawn from Vanderbilt University School of Nursing. Reasons for an administrative withdrawal may include, but are not limited to (a) a student discontinues class attendance without withdrawing from the course or completing the leave of absence process; (b) a student fails to register for a subsequent semester's work at the end of the initial approved LOA, without an approved LOA extension; and (c) a student fails to return to VUSN following the approved LOA without an approved extension (Note: LOAs may not exceed three semesters total in a plan of study).

Students must complete the LOA form on the website ([nursing.vanderbilt.edu/current/leave.pdf](http://nursing.vanderbilt.edu/current/leave.pdf)). Details regarding the process for taking an LOA, as well as required procedures to return from an LOA are in the *Student Handbook* at [nursing.vanderbilt.edu/current/handbook.pdf](http://nursing.vanderbilt.edu/current/handbook.pdf).

## Medical Leave of Absence Policy

A student who is temporarily unable to continue his or her course of study due to a medical reason must request a medical leave of absence (MLOA) from VUSN. In addition to the LOA process outlined above, the student must complete the Dean of Students requirements found at [vanderbilt.edu/healthydores/taking-time-off/](http://vanderbilt.edu/healthydores/taking-time-off/). The senior associate dean for academics approves the MLOA request and forwards the signed form to the student, the Center for Student Wellbeing, and the academic director. The Center for Student Wellbeing acknowledges the student's approval for an MLOA. Please refer to the VUSN *Student Handbook* for details regarding returning from MLOA

## Withdrawal from the University

### Policy

A student may voluntarily withdraw from VUSN. Once a student withdraws, he/she is not permitted to attend classes or use school services. If the student withdraws, he/she may be considered for readmission by completing the application process. (Course withdrawal policies may apply.)

### Process

To withdraw from the school, the following process must be completed.

1. Student meets with the academic director and the director of student financial services to discuss the decision.
2. Student signs and sends the withdrawal form to the academic director. [nursing.vanderbilt.edu/current/forms.html](http://nursing.vanderbilt.edu/current/forms.html)
3. Please check page 73 of the *Student Handbook* for withdrawal policies and additional requirements.
4. Academic director sends the signed form to the director of student financial services.
5. Director of student financial services recalculates the eligibility for federal Title IV student financial assistance for the student (if appropriate), signs the form, and sends to the senior associate dean for academics.
6. Senior associate dean for academics signs and sends the form to the assistant university registrar.
7. Registrar finalizes the request and notifies the student and all VUSN officials (e.g., adviser, course faculty, academic director, senior associate dean for academics, director of student financial services, Student Accounts).

### Student Handbook

The *School of Nursing Student Handbook* contains important curriculum information, student conduct standards, and policies and procedures that define community expectations for students enrolled at Vanderbilt University School of Nursing. It is the responsibility of each student to become familiar with the *Student Handbook*. Questions regarding the *Student Handbook* should be directed to the assistant dean for student affairs. The handbook is updated annually and is available on the VUSN website at [nursing.vanderbilt.edu/current/handbook.pdf](http://nursing.vanderbilt.edu/current/handbook.pdf).

In addition, Vanderbilt University publishes a *Student Handbook* that contains detailed information regarding university policies and regulations, the honor system, student accountability, residential life, alcohol and drug policies, and sexual misconduct and other forms of power-based personal violence. It is available at [vanderbilt.edu/student\\_handbook/index.php](http://vanderbilt.edu/student_handbook/index.php).

### Change of Address and Telephone Number

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

### Alcohol and Controlled Substance Policy

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

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

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

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

Nursing students are not allowed to attend class, lab, or clinical practice under the influence of alcohol or controlled substances (prescribed or not prescribed). Students suspected of using such substances will be asked to submit to voluntary breath, blood, or urine screening as a condition of progression. Some clinical placement sites require alcohol and drug screening. Additional standards of conduct, standards, and procedures may be found in the *Student Handbook* online at [vanderbilt.edu/student\\_handbook?s=alcohol+and+controlled+substances](http://vanderbilt.edu/student_handbook?s=alcohol+and+controlled+substances).

## 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 an online learning management system. Wireless access is available throughout the VUSN physical campus so that students can connect portable devices to the Vanderbilt network. Orientation activities include the configuration of computers, tablets, and smart phones so that students can connect to online 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, while allowing for continued faculty contact with students. Electronic delivery of lectures is video-streamed live and/or captured in digitized video format.

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

The Frist Nursing Informatics Center (second floor, Frist Hall) was dedicated in 2005 and houses all the informatics faculty and staff. The informatics support team (twenty-six positions) consists of administrators, programmers, networking specialists, graphic designers, videographers, instructional designers, and multimedia developers. The support team is available to support all students and can be contacted via telephone and email. A twenty-seven-unit computer laboratory is provided, along with an eight-unit testing laboratory. Besides providing the day-to-day support for VUSN faculty, staff, and students, the informatics specialty in nursing is also offered. All of these facets combine to make VUSN a progressive informatics experience for students, faculty, and staff.

## Resources and Requirement for Students

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

VUSN recommends that students have a contemporary desktop and/or laptop computer, printer, and an Internet service provider with high speed Internet access such as the services offered by cable companies (Comcast, Charter, Time-Warner etc.), DSL service provided by your phone company, or the uVerse service offered by AT&T. All programs require a personal computer. All students need an Internet connection of at least 1000Kb/sec download and 1000Kb/sec upload times.

Satellite (HughesNet) or 3G cell systems (VerizonWireless, Sprint/Nextel, ATT, Cricket etc.) connectivity is not supported.

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

## Expectations for Student Home Computer and Other Resources:

1. A Windows computer with an i5 processor or better
  - a. 4GB RAM or better, 250 GB hard drive or better, CDRW/DVDRW drive
  - b. A full duplex sound card and speakers
  - c. 65,000-color video display card set to display at least 1024x768 or higher
  - d. An Ethernet card (built-in, Cisco-compliant wireless capability is also recommended)
  - e. Windows 7 or later
  - f. Microsoft Office 2013 (Windows), or 2011 (Mac), may be purchased at a steep discount from the Vanderbilt Software Store
- 1a. Macintosh OSX 10.7 or better. If you have a Macintosh, you are required to have Bootcamp or equivalent with an installation of Microsoft Windows.
2. Cable or DSL Internet service
3. Shareware/free software:
  - a. Microsoft Internet Explorer, Firefox, and Google Chrome browsers (latest versions)
  - b. Adobe Acrobat Reader's latest version ([adobe.com/prodindex/acrobat/readstep.html](http://adobe.com/prodindex/acrobat/readstep.html))
  - c. Microsoft Security Essentials ([www.nursing.vanderbilt.edu/techtools.html](http://www.nursing.vanderbilt.edu/techtools.html))
  - d. Adobe Flash Player ([adobe.com](http://adobe.com))
  - e. QuickTime Player ([apple.com/quicktime/download/](http://apple.com/quicktime/download/))
  - f. Skype for Business
  - g. Other resources:
    - i. See our Program Technology Requirements Web page ([www.nursing.vanderbilt.edu/tools/techttable.html](http://www.nursing.vanderbilt.edu/tools/techttable.html))
    - ii. Personal USB drive (thumb drive) for moving files from computer to computer
    - iii. A printer

Macintoshes must have at least OSX 10.7+, 2GB RAM, Intel processor, fast Internet connection, latest version of Firefox and Google Chrome Web browsers. (Macintosh owners who use Windows with Bootcamp should install appropriate Windows virus protection and Windows OS updates on a frequent schedule for adequate security.) A fast Internet

connection through a cable or telephone company (broadband) is required for all students, including distance students. The Informatics specialty requires broadband.

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

## School of Nursing Facilities

### *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

multi-media classroom with installed networking for seventy-five students, a health-assessment/multi-purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two large and two small classrooms have installed infrastructure capable of video streaming live lectures. Godchaux Hall, the Annex, and Frist Hall are joined by a common Atrium. Thus, the three buildings of the School of Nursing and the Atrium form a self-contained, cohesive instructional and social complex.

*The Frist Nursing Informatics Center (FNIC).* The FNIC student computer labs, located in Patricia Champion Frist Hall, are equipped with twenty-seven Dell Precision 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 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.

## Affiliated Clinical Education Facilities

### *Vanderbilt University Hospital*

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

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

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

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

The Monroe Carell Jr. Children's Hospital at Vanderbilt opened as a stand-alone facility in 2004, and is a place of hope and healing for pediatric patients and their families. Recognized as one of the premier children's hospitals in the nation by *U.S. News and World Report* for nine 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 Tennessee, providing services including neurosurgery, cancer treatment, trauma care, transplant, and much more. Children's Hospital operates the region's only Level I pediatric trauma unit and a neonatal intensive care unit with the highest designated level of care.

The facility is filled with state-of-the-art equipment and information systems to provide the best treatment for patients. It offers a variety of family accommodations to help fulfill its mission of patient-and family-centered care. In addition, Children's Hospital is a top-ranked teaching and research facility. As a nonprofit organization, the hospital cares for children of Tennessee and surrounding states regardless of their ability to pay.

### *Vanderbilt Psychiatric Hospital*

Vanderbilt Psychiatric Hospital, which opened in 1985, provides inpatient and partial hospitalization services to children, adolescents, and adults with psychiatric and substance abuse problems. Services include 24-hour crisis assessment and a year-round accredited school for children and adolescents.

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

### *The Vanderbilt Clinic*

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

### *Vanderbilt Stallworth Rehabilitation Hospital*

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

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

### *Vanderbilt-Ingram Cancer Center*

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

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

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

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

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

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

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

### *Vanderbilt Diabetes Center*

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

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

### *Center for Experiential Learning and Assessment (CELA)*

The Center for Experiential Learning and Assessment (CELA) provides an educationally rich simulation environment for training our students and other health care professionals to practice the highest quality clinical care. Simulation technology has now become a standard for medical education, surgical training, and health care team training. Such programs have resulted in improved performance, quicker response time, and less deviation from practice standards. Healthcare simulators increase trainee confidence and competence, improve patient safety, and can also yield cost and process efficiencies. Our work is grounded in theory-based research and informed by the best educational practices for competent clinical practice. CELA is also instrumental in conducting rigorous research that extends our knowledge and practice of experiential learning and assessment by simulations. The center consists of three programs: the Program in Human

Simulations, the Simulation Technologies Program, and the Program in Surgical and Anatomical Simulation. The first program brings the traditional standardized patient methods toward a broader use of simulations involving all aspects of human interaction in medicine. The Simulation Technologies Program emphasizes the sophisticated use of computers, task trainers, virtual reality and mannequin-based technologies to simulate clinical challenges. The Program in Surgical and Anatomical Simulation is possible thanks to cadaveric gifts made through the Anatomical Donations Program. All programs provide both unique and integrated approaches to training our medical students in a safe and effective educational environment.

#### *Rudolph A. Light Hall*

Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the Department of Biochemistry, the Department of Molecular Physics and Biophysics, and the Howard Hughes Medical Institute.

#### *Ann and Roscoe Robinson Medical Research Building*

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

#### *Frances Preston Medical Research Building*

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

#### *Medical Research Building III*

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

#### *Medical Research Building IV*

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

#### *Medical Center North*

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

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

#### *Vanderbilt Health One Hundred Oaks*

This 440,000-square-foot doctors' office suite opened for patient care in 2009 and is designed for easy access off the interstate highway system, abundant surface parking,

automated check-in, and integrated services, labs, and radiology. It houses numerous specialty clinics, primary care services, and advanced imaging facilities.

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

#### *Vanderbilt Health Williamson County*

Vanderbilt Health Williamson County offers more than 250 physicians in practices ranging from primary care to sports medicine, GI, cancer care, imaging, and pediatrics.

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

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

The Vanderbilt Dayani Center is a medically based fitness/health promotion center that specializes in modifying risk factors, for conditions including cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking. It was the first Certified Medical Fitness Center in Tennessee, is closely aligned with the Department of Physical Medicine and Rehabilitation, and serves patient care, research, and education functions within VUMC.

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

#### *VUMC Strategy and Innovation Office*

The Strategy and Innovation Office's mission is to accelerate change in health care. It provides methods for reducing time to results, conducts research through demonstration projects, and supports active learning through sessions that leverage facts during solution design.

[mc.vanderbilt.edu/root/vumc.php?site=strategyandinnovation](http://mc.vanderbilt.edu/root/vumc.php?site=strategyandinnovation)

#### *Vanderbilt Heart and Vascular Institute*

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

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

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

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, throat, head, and neck.

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

#### *Vanderbilt Transplant Center*

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

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

## 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 should regularly consult with the pre-nursing adviser, Jana Lauderdale in the School of Nursing, to assist them in planning their program of studies.

Qualified students may be admitted to the Master of Science in Nursing program after earning a baccalaureate degree at Vanderbilt or after completing the pre-nursing program of studies in either the College of Arts and Science or Peabody College. Students are encouraged to review the undergraduate senior-year-in-absentia information available at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu), or email the School of Nursing at [vsun-admissions@vanderbilt.edu](mailto:vsun-admissions@vanderbilt.edu) for further details of the program. A handbook for pre-nursing students is available at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu).

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

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

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

Students interested in this program should consult the pre-nursing adviser, Jana Lauderdale, at (615) 343-2228 ([jana.lauderdale@vanderbilt.edu](mailto:jana.lauderdale@vanderbilt.edu)) or the assistant dean for enrollment management, Paddy Peerman, at (615) 322-3802 ([paddy.peerman@vanderbilt.edu](mailto:paddy.peerman@vanderbilt.edu)) for advice on planning undergraduate studies to meet the program’s requirements. Participation

in the student organization, Pre-Nursing Society, is strongly recommended.

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

### Pre-Nursing Studies at Peabody College

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

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

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

### Senior-in-Absentia Programs

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

While specific details vary in each senior-in-absentia program, these programs generally require students to spend three years at their liberal arts college, completing general curriculum requirements for the baccalaureate degree and satisfying the prerequisite courses for admission to the School of Nursing. Students apply for admission to the School of Nursing by November 1 of their junior year. If accepted, the student enrolls at Vanderbilt in the fall semester of the senior year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt, the student is awarded a baccalaureate degree from his or her undergraduate

school. The student then continues for at least an additional four semesters (summer, fall, spring, and summer) to earn a master of science in nursing from Vanderbilt University.

Currently, senior-in-absentia programs have been formalized with schools in the following states:

**Alabama**

- Birmingham-Southern College in Birmingham, Ala.

**Georgia**

- Covenant College in Lookout Mountain, Ga.

**Illinois**

- Wheaton College in Wheaton, Ill.

**Tennessee**

- Bryan College in Dayton, Tenn.
- Fisk University in Nashville, Tenn.
- Maryville College in Maryville, Tenn.
- Trevecca Nazarene University in Nashville, Tenn.
- Vanderbilt University College of Arts and Science in Nashville, Tenn.
- Vanderbilt University Peabody College in Nashville, Tenn.

**Virginia**

- Mary Baldwin College in Staunton, Va.
- Randolph College in Lynchburg, Va.

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

## Vanderbilt Academic Partnerships

The School of Nursing also has an affiliation with Centre College in Danville, Kentucky, Milsaps College in Jackson, Mississippi, 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, Milsaps, Rhodes, and the University of the South to take key prerequisite courses needed to apply for admission to the M.S.N. program at Vanderbilt.

Please contact the Office of Admissions, Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800; [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu) for further details.



# The M.S.N. Degree

## DEGREE OFFERED: Master of Science in Nursing

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

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

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

## Degree Requirements

For students entering with a B.S.N., the M.S.N. is based on a minimum of 39 credit hours. All degree requirements must be completed within three years of first enrollment. The grade of B- or higher in each clinical course, no more than one grade below B- in any didactic course, and an overall 3.0 grade point average is required to complete the degree.

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

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

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

## Certification

Students entering with a bachelor's or higher degree in a non-nursing field, upon completing the M.S.N. program, will be licensed as Registered Nurses and will be eligible to sit for national certification exam in their specialties and for Advanced Practice Registered Nurse licensure as either a nurse practitioner or a nurse-midwife. Students entering with an A.S.N., A.D.N., Hospital Diploma, or B.S.N., after completing M.S.N. degree requirements, will be eligible to sit for national certification exam in their specialties and for Advanced Practice Registered Nurse licensure as either a nurse practitioner or a nurse-midwife. Students entering the Post-Master's Certificate Program will be eligible to sit for national certification exam in their specialties and for Advanced Practice Registered Nurse licensure as either a nurse practitioner or a nurse-midwife after completion of the certificate. Graduates of the Health Care Leadership and Nursing Informatics specialties are not required to obtain Advanced Practice Registered Nurse licensure.

Graduates are encouraged to become certified in their specialty and should consult their academic 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 work hours after graduation.

Certification examinations from American Nursing Credentialing Center include adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, informatics, psychiatric-mental health nurse practitioner, pediatric primary care nurse practitioner, and advanced nursing executive examinations. Graduates of the adult-gerontology primary care nurse practitioner and family nurse practitioner specialties are also eligible to take the certification exam offered by the American Academy of Nurse Practitioners.

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

## Admission

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

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

Vanderbilt School of Nursing considers the Internet communication link an essential learning resource for M.S.N. and P.M.C. students. Students are required to have a home computer, printer, and Internet service provider that has high-speed, broadband Internet access. VUSN students should review the Resources and Requirements for Students in the Nursing Education at Vanderbilt section of this catalog.

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

Admission is based on the following factors:

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

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

4. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the six application questions.
5. *Interview.* An interview by telephone may be required in certain specialties or for applicants for whom English is not their native language.
6. *Letters of Recommendation.* Three letters of professional or academic recommendation are required. Personal letters of recommendation are not acceptable. Applicants to the M.S.N. or post-master's certificate program in the neonatal nurse practitioner specialty must provide recommendations from an NNP and a neonatologist that have worked with the applicant in a clinical setting.
7. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended to the Center for Data Management.
8. *Current R.N. Licensure or Eligibility for R.N. Licensure.* Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. Students admitted contingent upon NCLEX-RN examination results are subject to immediate withdrawal from courses with a clinical component if R.N. licensure is not obtained.
9. *Prerequisite Courses.* An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.
10. *M.S.N./M.T.S. and M.S.N./M.Div. Programs.* Students applying for the dual degree M.S.N./M.T.S. or M.S.N./M.Div. programs must apply and be admitted to both the School of Nursing and the Divinity School.

### Admission to the M.S.N. Program without a B.S.N.

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

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

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

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

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

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

*Statistics (3 hours).* An introductory course in statistics that includes descriptive and inferential statistical techniques is required.

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

*Natural Sciences (11 hours).* Natural Science courses in human anatomy and physiology and microbiology are required.

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

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

### Admission Criteria

Admission is based on the following factors:

1. *Grade Point Average.* It is recommended that the applicant have at least a *B* average.
2. *Standardized Test Scores.* Applicants are required to have taken the Graduate Record Examination within five years of the application date. See Admission to the M.S.N. Program with a B.S.N. for recommended scores and additional details.
3. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the six application questions.
4. *Interview.* An interview by telephone may be required in certain specialties or for applicants for whom English is not their native language.

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

Applicants must have a negative criminal conviction history to be eligible to apply for R.N. licensure. See section on Tennessee Board of Nursing Eligibility Requirements for Licensure for further details. For more information, visit [www.nursing.vanderbilt.edu/clinicalplacement/index.html](http://www.nursing.vanderbilt.edu/clinicalplacement/index.html).

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

### Application Procedure

The link to the online application for the M.S.N. program is found at <https://apply.vanderbilt.edu/apply>. A \$50 non-refundable fee is required when the application is submitted. The School of Nursing begins reviewing applications for admission to its new fall class beginning November 1 of the previous year. Applicants are encouraged to apply by November 1 to be considered for their intended specialty. However, applications received after November 1 are reviewed on a rolling basis until the class is full.

All information submitted in the application process must be the applicant's own work, factually true, and honestly presented. Applicants providing false information may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree.

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

Admitted students may apply for one deferral of admission, not to exceed one year, which must be approved by the SAAA committee. After one year the student must reapply for admission.

### Student Classification

The following classifications apply to all M.S.N. and post-master's certificate students.

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

A full-time student in the program normally will enroll for a minimum of 12 and a maximum of 16 credit hours a semester.

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

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

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

## 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 including nurse-midwives, nurse practitioners, nurse informaticists, and nurse managers 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., an A.S.N., or a bachelor's degree other than nursing. Students

who must complete the pre-specialty component of the program, 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.

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

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

## Part-Time Studies

Pre-specialty level students have five years from first enrollment to complete all M.S.N. degree requirements and are required to complete the pre-specialty component as full-time students, except for R.N.s who may complete the pre-specialty year part time. Upon completion of the pre-specialty component, students have the option to complete the specialty component as part-time students.

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

Part-time specialty-year students should meet regularly with their faculty advisers.

## Pre-Specialty Curriculum for Entry with Degree in Field other than Nursing

Level Director: Mary Ann Jessee

FALL SEMESTER I	HOURS
<b>NURS 5101 {215}</b> Legal and Ethical Accountability in Professional Nursing Practice	2
<b>NURS 5105 {225}</b> Enhancement of Community and Population Health I	3
<b>NURS 5103 {235}</b> Human Experience of Health and Illness Across the Lifespan I	4
<b>NURS 5115 {245}</b> Fundamentals of Clinical Practice	5
<b>NURS 5106 {255A}</b> Pharmacology for Nursing Care I	2
	16
SPRING SEMESTER II	
<b>NURS 5201 {216}</b> Inquiry and Evidence in Professional Nursing Practice	2
<b>NURS 5205 {226}</b> Enhancement of Community and Population Health II	3
<b>NURS 5203 {236}</b> Human Experience of Health and Illness Across the Lifespan II	5
<b>NURS 5215 {246}</b> Integration of Theoretical and Clinical Aspects of Nursing I	3
<b>NURS 5206 {255B}</b> Pharmacology for Nursing Care II	2
	15
SUMMER SEMESTER III	
<b>NURS 5301 {217}</b> Leadership and Management in Professional Nursing Practice	2
<b>NURS 5305 {227}</b> Enhancement of Community and Population Health III	2
<b>NURS 5303 {237}</b> Human Experience of Health and Illness Across the Lifespan III	4
<b>NURS 5315 {247A}</b> Integration of Theoretical and Clinical Aspects of Nursing II	1
<b>NURS 5325 {247B}</b> Capstone Clinical Practicum	2
<b>NURS 5306 {256}</b> Pharmacology for Nursing Care III	1
	12
<b>Total: 43</b>	

## Pre-Specialty Curriculum for A.S.N. to M.S.N. Entry

Level Director: Sarah Fogel

FALL SEMESTER I	
<b>NURS 5401 {218A}</b> Critical Thinking, Supporting Evidence, and Communication, Part I	3
<b>NURS 5402 {228}</b> Epidemiology and Population-Based Nursing	3
<b>NURS 5303 {237}</b> Human Experience of Health and Illness Across the Lifespan III	4
<b>NURS 5403 {238}</b> Health Care Systems and the Role of the Nurse as the Facilitator of Learning	3
	13
SPRING SEMESTER II	
<b>NURS 5501 {218B}</b> Critical Thinking, Supporting Evidence, and Communication, Part II	2
<b>NURS 5502 {219}</b> Ethics in Nursing Practice	2
<b>NURS 5505 {248}</b> Health Assessment for the R.N.	3
<b>NURS 5515 {249}</b> Providing Care at the Community Level	3
<b>NURS 5506 {259}</b> Pharmacology for the R.N.	3
	13
SUMMER SEMESTER III	
No courses required	
<b>Total: 26</b>	

## 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 (65 hours), Family Nurse Practitioner/Acute Care Nurse Practitioner: Emergency Care Focus (64 hours), Neonatal Nurse Practitioner (42 hours), and Women's Health/Adult Gerontology Primary Care Nurse Practitioner (56 hours).

### Core Courses (9 semester hours)

NURS 6050 {399A}, 6060 {399B}, and 6070 {395} encompass content that is essential for all master's degree students and allow students across specialties to share experiences.

NURS 6050 {399A} and NURS 6060 {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 6070 {395}) provides the foundation for understanding the health care environment and the advanced practice nurse's role in health care.

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

### Specialty Courses (30 semester hours minimum)

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

### Electives (0–6 semester hours)

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

### Thesis (0–6 semester hours)

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

## *Adult-Gerontology Acute Care Nurse Practitioner*

SPECIALTY DIRECTOR Brian Widmar  
 PROFESSOR Joan E. King  
 ASSOCIATE PROFESSORS Terri Allison, Thomas Christenbery, Brian  
 Widmar, Jennifer L. Wilbeck  
 RESEARCH ASSOCIATE PROFESSOR Nancy Wells  
 ASSISTANT PROFESSORS Sharon Bryant, Courtney Cook, Tony Smith  
 INSTRUCTORS Sarah Davis, Michael Gooch, Catherine E. Lucid, Megan  
 Shifrin

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, cardiology, cardiac surgery, orthopaedics, emergency medicine, diabetes, general surgery, pulmonology, transplantation, 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 specialty 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 6105 {305B}** Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner (1 credit hour)  
**NURS 6101 {305F}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6102 {306A}** Advanced Physiology and Pathophysiology (4 credit hours)  
**NURS 6103 {307C}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6113 {340A}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

#### **SPRING II**

- NURS 6123 {340B}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours)  
**NURS 6115 {342A}** Adult-Gerontology Acute Care Nurse Practitioner Practicum (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)  
 Elective (2 credit hours)

#### **SUMMER III**

- NURS 6133 {340C}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)  
**NURS 6195 {343}** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

**NOTE: Hospitalist option = 40 credit hours. Intensivist option = 41 credit hours.**

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

SPECIALTY DIRECTOR Courtney Pitts, Brian Widmar  
SPECIALTY COORDINATOR Jennifer L. Willbeck

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

THIS master of science in nursing specialty 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.

The specialty 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.

This program also satisfies eligibility criteria for the Emergency Nurse Practitioner certification (ENP-C) examination to be offered by the American Academy of Nurse Practitioners.

## Adult-Gerontology Acute Care Nurse Practitioner Component

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

## Family Nurse Practitioner Component

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

## Emergency Care Focus Component

Three courses have been designed to address the unique aspects and complexities of emergency care: NURS 6301 {396F} Concepts in Emergency Care, NURS 6305 {397A} Practicum in Emergency Care I, and NURS 6315 {397B} Practicum in Emergency Care II. Additionally, other courses have been modified to allow for varied learning experiences necessary for the ENP. The AG-ACNP/FNP-emergency care focus specialty is offered in a modified block format which includes: (1) visits to campus 3-4 times per semester for 2-5 days, (2) on-line conferencing, and (3) distributed learning methods allowing for continued faculty contact between sessions. Clinical placements can be arranged in the student's "home" area provided a suitable agency and preceptor are available. Sites and preceptors are subject to VUSN faculty approval.

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

### FALL I

- NURS 6305 {305B}** Advanced Health Assessment Applications for the Adult-Gerontology ACNP/Family Nurse Practitioner (1 credit hour)  
**NURS 6101 {305F}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6102 {306A}** Advanced Physiology and Pathophysiology (4 credit hours)  
**NURS 6103 {307C}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6113 {340A}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

### SPRING II

- NURS 6123 {340B}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours)  
**NURS 6125 {342B}** Adult-Gerontology Acute Care Nurse Practitioner Practicum (2 credit hours)  
**NURS 6521 {361A}** The Context of Primary Care: Family Nurse Practitioners Domains and Core Competencies for Practice (2 credit hours)  
**NURS 6301 {396F}** Concepts of Emergency Nursing (3 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

### SUMMER III

- NURS 6133 {340C}** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)  
**NURS 6185 {343B}** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6385 {397A}** Practicum in Emergency Care I (1 credit hour)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)



**FALL IV**

- NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6030 {309A}** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 6535 {363A}** Practicum in Primary Health Care of the Adult for Dual Specialty (3 credit hours)

**SPRING V**

- NURS 6531 {309B}** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**NURS 6532 {309D}** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**NURS 6032 {309E}** Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)  
**NURS 6525 {362}** Practicum in Primary Health Care of the Child and Adolescent (2 credit hours)  
**NURS 6595 {364A}** Family Nurse Practitioner Preceptorship for AG-ACNP/FNP Dual Specialty (3 credit hours)  
**NURS 6395 {397B}** Practicum in Emergency Care II (1 credit hour)

**Total: 64 credit hours**

Archived 2016/2017  
School of Nursing Catalog

## Adult-Gerontology Primary Care Nurse Practitioner

SPECIALTY DIRECTOR Leslie Welch Hopkins  
 PROFESSOR Kenneth A. Wallston  
 ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes  
 ASSOCIATE PROFESSORS Rolanda Johnson, Stephen D. Krau  
 ASSISTANT PROFESSORS Linda M. Beuscher, John Travis Dunlap,  
 Sarah C. Fogel, Leslie Welch Hopkins, Leonard M. Hummel, Jennifer  
 L. Kim, Abby Parish, Patricia A. Peerman, Lois J. Wagner  
 INSTRUCTORS Karen Hande, Kanah May Lewallen, Blaire B. Morris,  
 Carrie Plummer, Melissa Smith  
 LECTURERS Joshua Barnes, Anne Brown, Sharon A. Jones, Lynne  
 McFarland, Christy L. Sparkman

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 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.

THE Adult-Gerontology Primary Care Nurse Practitioner specialty prepares advanced practice nurses to care for patients 13 years of age and up in a variety of settings. Graduates meet the requirements for the new Adult-Gerontology Primary Care Nurse Practitioner certification exam offered by the American Nurses Credentialing Center or the American Association of Nurse Practitioners (AANP). There is a significant emphasis on disease prevention and health promotion, in addition to the treatment of common acute and chronic conditions of adults.

### Adult-Gerontology Primary Care Nurse Practitioner

#### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6205 {305B}** Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)  
**NURS 6020{307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6034 {310A}** Adult-Gerontology Primary Care I (3 credit hours)

#### SPRING II

- NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 6032 {309E}** Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)  
**NURS 6234 {310B}** Adult-Gerontology Primary Care II (3 credit hours)  
**NURS 6236 {310C}** Advanced Concepts in the Care of the Elderly (2 credit hours)  
**NURS 6215 {365A}** Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6231 {368}** Essential Procedures for the Primary Care Provider (2 credit hours)  
**NURS 6237 {310D}** Concepts of Mental Health for Adults (1 credit hour)  
**NURS 6295 {365B}** Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 40 credit hours**

## Family Nurse Practitioner

SPECIALTY DIRECTOR Courtney Pitts

ASSISTANT PROFESSORS Angela Anthamatten, Roberta Bradley,  
Steven Busby, Queen Henry-Okafor, Geri Reeves, Courtney Pitts,  
Carol Ziegler

INSTRUCTORS Shannon Cole, Melissa Glassford, Mary Lauren Pfeiffer,  
Anna Richmond, Randy Smith, Jannyse Starks

THIS specialty prepares graduates to deliver comprehensive primary care to individuals, from infancy through adulthood.

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

### Family Nurse Practitioner

#### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6505 {305B}** Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)  
**NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6030 {309A}** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)

#### SPRING II

- NURS 6531 {309B}** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**NURS 6532 {309D}** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**NURS 6032 {309E}** Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)  
**NURS 6555 {360A}** Practicum in Primary Health Care of the Family (4 credit hours)  
**NURS 6521 {361A}** The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (2 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6565 {360B}** Practicum in the Primary Health Care of the Family (1 credit hour)  
**NURS 6575 {360C}** Clinical Decision Making for the Family Nurse Practitioner (1 credit hour)  
**NURS 6585 {364}** Family Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

## Health Care Leadership

ACTING SPECIALTY DIRECTOR Clare J. Thomson-Smith  
 PROFESSORS Linda D. Norman, Bonita Pilon  
 ASSOCIATE PROFESSOR Pamela Jones  
 ASSISTANT PROFESSORS Debbie A. Arnow, Susan Cooper, Terri  
 Crutcher, Carol Etherington, Treasa Leming-Lee, Clare J. Thomson-  
 Smith, Richard Watters, Kelly Wolgast  
 INSTRUCTORS Rebecca R. Keck, Christian Ketel, Julie Perry

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.

Admission to the Health Care Leadership M.S.N. and the Post-Master's Certificate program is suspended for 2016/2017. Students enrolled or on LOA will be able to complete degree or certificate requirements.

### Health Care Leadership

<b>NURS 6401 {380}</b>	Organizational Behavior (3 credit hours)
<b>NURS 6040 {381A}</b>	Introduction to Health Informatics (3 credit hours)
<b>NURS 6402 {382}</b>	Leadership (3 credit hours)
<b>NURS 6025 {383A}</b>	Continuous Quality Improvement and Outcomes Measures (3 credit hours)
<b>NURS 6404 {384}</b>	Directed Reading (2 credit hours)
<b>NURS 6041 {385A}</b>	Health Care Financial Management (3 credit hours)
<b>NURS 6485 {386}</b>	Management Practicum I (3 credit hours)
<b>NURS 6495 {387}</b>	Management Practicum II (4 credit hours)
<b>NURS 6408 {388}</b>	Management Strategies for Health Care Systems (3 credit hours)
<b>NURS 6409 {389}</b>	Health Care Management of Populations (3 credit hours)
<b>NURS 6070 {395}</b>	Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
<b>NURS 6050 {399A}</b>	Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)
<b>NURS 6060 {399B}</b>	Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

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 School of Nursing Catalog

## Neonatal Nurse Practitioner

SPECIALTY DIRECTOR Karen D'Apolito  
 PROFESSOR Karen D'Apolito  
 INSTRUCTOR Nancy L. Kraft, Patti A. Scott

THE Neonatal Nurse Practitioner specialty (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 specialty 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 specialty emphasizes a developmental approach to the care of high-risk neonates and infants. The curriculum 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 hospitals with a delivery service, Level II and Level III nursing. 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. NRP and PALS certification is required prior to beginning classes. A minimum of two years of current experience in a high-level II or III NICU is required prior to beginning clinical in the spring semester.

### Neonatal Nurse Practitioner

#### FALL I

- NURS 6605 {305C}** Advanced Neonatal Health Assessment (3 credit hours)  
**NURS 6602 {306C}** Developmental/Neonatal Physiology (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6610 {316}** Neonatal Nursing Birth Through 2 Years of Age (3 credit hours)  
**NURS 6614 {317A}** Neonatal Pathophysiology and Management I (3 credit hours)

#### SPRING II

- NURS 6621 {307D}** Advanced Neonatal Pharmacotherapeutics (3 credit hours)  
**NURS 6620 {315}** Introduction to Advanced Procedures for Neonatal Nurse Practitioners (3 credit hours)  
**NURS 6624 {317B}** Neonatal Pathophysiology and Management II (3 credit hours)  
**NURS 6615 {318}** Neonatal Practicum (3 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6695 {319}** Neonatal Preceptorship (6 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 42 credit hours**

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

#### FALL I—6 credit hours by evaluation

- NURS 6605 {305C}** Advanced Neonatal Health Assessment (3 credit hours)—credit by exam (written and demonstration)  
**NURS 6602 {306C}** Developmental/Neonatal Physiology (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6610 {316}** Neonatal Nursing Birth Through 2 Years of Age (3 credit hours)  
**NURS 6614 {317A}** Neonatal Pathophysiology and Management I (3 credit hours)—credit by written exam

#### SPRING II—3 credit hours by evaluation; 6 credit hours by validation

- NURS 6621 {307D}** Advanced Neonatal Pharmacotherapeutics (3 credit hours)  
**NURS 6620 {315}** Credit by evaluation and validation (completion of procedure checklist)  
**NURS 6624 {317B}** Neonatal Pathophysiology and Management II (3 credit hours)—credit by written exam  
**NURS 6615 {318}** Neonatal Practicum (3 credit hours)—credit by validation (completion of case situation)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III—6 credit hours by validation

- NURS 6695 {319}** Neonatal Preceptorship (6 credit hours)—credit by validation using case studies  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 42 credit hours**

## Nurse-Midwifery

SPECIALTY DIRECTOR Michelle R. Collins  
 PROFESSORS Michelle R. Collins, Mavis N. Schorn,  
 ASSOCIATE PROFESSORS Sharon L. Holley, Deanna C. Pilkenton  
 INSTRUCTORS Melissa G. Davis, Tonia Moore-Davis, Linda Hughlett,  
 Jeremy Neal

THE Nurse-Midwifery specialty prepares students to manage the obstetric and primary health care needs of women across the lifespan as well as the care of the normal newborn.

Nurse-midwifery courses are based on the American College of Nurse-Midwives (ACNM) "Core Competencies for Basic Midwifery Practice: December 2012," which include the "Hallmarks of Midwifery Care." Students will obtain clinical experience in a variety of nurse-midwifery practices that meet the "Standards of Midwifery Practice" of the ACNM.

Graduates will be eligible to take the American Midwifery Certification Board (AMCB) exam. The Nurse-Midwifery program is accredited by the (ACNM) Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1802; Web: [midwife.org/acme](http://midwife.org/acme).

### Nurse-Midwifery

#### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6805 {305B}** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)  
**NURS 6811 {306B}** Reproductive Anatomy and Physiology (2 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6810 {327A}** Women's Health for Nurse-Midwifery (3 credit hours)  
**NURS 6812 {333}** Evolution of Midwifery in America (2 credit hours)

#### SPRING II

- NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6030 {309A}** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 6821 {330}** Antepartal Care for Nurse-Midwifery (3 credit hours)  
**NURS 6815 {331}** Nurse-Midwifery Practicum I (2 credit hours)  
**NURS 6545 {363C}** Practicum in Primary Health Care of the Adult (2 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6831 {334}** Skills for Nurse-Midwifery (1 credit hour)  
**NURS 6835 {335}** Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)  
**NURS 6836 {336}** Intrapartum Care for Nurse-Midwifery (3 credit hours)  
**NURS 6838 {338}** Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

#### FALL IV

- NURS 6841 {304B}** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)  
**NURS 6895 {339}** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

**Total: 53 credit hours**

## Nurse-Midwifery/Family Nurse Practitioner

SPECIALTY DIRECTORS Michelle R. Collins, Courtney Pitts  
For listing of faculty for Nurse-Midwifery/Family Nurse Practitioner, see both Nurse-Midwifery and Family Nurse Practitioner.

THIS is an exciting opportunity for individuals to gain dual certification in both specialties in order to manage the obstetric and primary health needs of women across the lifespan as well as those of the entire family. While enrolled in and following completion of the nurse-midwifery specialty, students take prescribed Family Nurse Practitioner courses. Emphasis is on expansion of the knowledge and skills required in the management of a family-centered approach to health promotion, risk

reduction, and intervention in illness. Through the combination of Nurse-Midwifery and Family Nurse-Practitioner specialties, the Family Nurse Practitioner/Nurse-Midwifery graduate is prepared as an advanced practice nurse and midwife to deliver comprehensive primary care to individuals from birth 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 specialty is accredited by the (ACNM) Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: 240-485-1802; Web: [midwife.org/acme](http://midwife.org/acme).

### Nurse-Midwifery/Family Nurse Practitioner

#### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 6805 {305B}** Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)  
**NURS 6811 {306B}** Reproductive Anatomy and Physiology (2 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6810 {327A}** Women's Health for Nurse-Midwifery (3 credit hours)  
**NURS 6812 {333}** Evolution of Midwifery in America (2 credit hours)

#### SPRING II

- NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6030 {309A}** Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)  
**NURS 6821 {330}** Antepartal Care for Nurse-Midwifery (3 credit hours)  
**NURS 6815 {331}** Nurse-Midwifery Practicum I (2 credit hours)  
**NURS 6545 {363C}** Practicum in Primary Health Care of the Adult (2 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6831 {334}** Skills for Nurse-Midwifery (1 credit hour)  
**NURS 6835 {335}** Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)  
**NURS 6836 {336}** Intrapartum Care for Nurse-Midwifery (3 credit hours)  
**NURS 6838 {338}** Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

#### FALL IV

- NURS 6841 {304B}** Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)  
**NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 6895 {339}** Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

#### SPRING V

- NURS 6531 {309B}** Advanced Practice Nursing in Primary Care of the Child (2 credit hours)  
**NURS 6532 {309D}** Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)  
**NURS 6555 {360A}** Practicum in Primary Health Care of the Family (2 credit hours)  
**NURS 6521 {361A}** The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)  
**NURS 6585 {364}** Family Nurse Practitioner Preceptorship (4 credit hours)

**Total: 65 credit hours**

## Nursing Informatics

SPECIALTY DIRECTOR Patricia Trangenstein  
 PROFESSORS Jeff Gordon, Catherine Ivory, Patricia Trangenstein,  
 Elizabeth Weiner

THE Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics 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 specialty 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 6040 {381A}** Introduction to Health Informatics (3 credit hours)  
**NURS 6711 {381B}** Technology Components of Informatics (2 credit hours)  
**NURS 6712 {381D}** Desktop Maintenance (1 credit hour)\*  
**NURS 6025 {383B}** Continuous Quality Improvement and Outcomes Measurement (2 credit hours)  
**NURS 6041 {385A}** Health Care Financial Management (3 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)

#### SPRING II

- NURS 6725 {381C}** Web Development for Health Care Applications (3 credit hours)  
**NURS 6722 {381G}** Consumer Health Care Informatics (2 credit hours)  
**NURS 6723 {392A}** Informatics of Clinical Practice (3 credit hours)  
**NURS 6715 {392B}** Clinical Informatics Practicum I (2 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 6735 {381E}** Database Design for Health Care Applications (2 credit hours)  
**NURS 6732 {381W}** Project Management (2 credit hours)  
**NURS 6731 {392C}** Informatics of Evidence-Based Practice (3 credit hours)  
**NURS 6795 {392D}** Clinical Informatics Practicum II (2 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

\* This course is pass/fail only.



# *Pediatric Nurse Practitioner*

## **Primary Care**

SPECIALTY DIRECTOR, PRIMARY CARE Brittany H. Nelson  
 PROFESSORS Mary Jo Gilmer, Mary Fran Hazinski  
 RESEARCH PROFESSOR Patricia C. Temple  
 ASSISTANT PROFESSORS SHARON KARP, Brittany H. Nelson, Terry  
 Witherington,  
 INSTRUCTORS Carl Anderson, Margaret S. Anderson, Susan Beaird,  
 Sharon Fleming, Lani Liehr, Natalie Owen  
 LECTURERS

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.

The Pediatric Nurse Practitioner–Primary Care specialty 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 specialty is available for students with or without a nursing background. A post-masters certificate program is available, and an individualized program of study will be developed based on the applicant's prior transcript and requirements for the Pediatric Nurse Practitioner Primary Care Certification exam.

### *Pediatric Nurse Practitioner–Primary Care*

#### **FALL I**

- NURS 7013 {305D}** Advanced Health Assessment and Clinical Reasoning (2 credit hours)  
**NURS 7015 {305E}** Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 7011 {311}** Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)  
**NURS 7012 {312A}** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)

#### **SPRING II**

- NURS 7023 {307E}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 7021 {312B}** Advanced Practice Nursing in Pediatric Primary Care, part II (3 credit hours)  
**NURS 7035 {314A}** Practicum in Primary Health Care of Children (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### **SUMMER III**

- NURS 7032 {313}** Current Issues in the Delivery of Advanced Pediatric Care (3 credit hours)  
**NURS 7085 {314B}** Advanced Pediatric Primary Care Preceptorship (5 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

# Pediatric Nurse Practitioner

## Acute Care

SPECIALTY DIRECTOR, ACUTE CARE Sheree Allen

PROFESSORS Mary Jo Gilmer, Mary Fran Hazinski

RESEARCH PROFESSOR Patricia C. Temple

INSTRUCTORS Sheree Allen, Carl Anderson, Margaret S. Anderson,

Carly M. Bhawe, Marie E. Bullock, Kristin C. Campbell, Priya B.

Champaneria, Susan P. Conrad, Beverly M. Cotton, Cynthia Y. Driskill,

Amy M. Edwards, Heather Flynn, Tempie M. Harris, Stacy L. Hawkins,

Mary Jessee, Erika L. Kreitels, Lani Liehr, Carol D. Moore, Brittany H.

Nelson, LaTeesa Posey-Edwards, Agnes Read, Stephanie M. Spence,

Patsy C. Trimble, Laura S. Winslow, Terry Witherington, Sarah Wray

LECTURERS Kristen Berry, Karen T. Jenks, Jennifer Nelson, Kim K.

Steanson

THE Pediatric Nurse Practitioner–Acute Care (PNP-AC) specialty is designed to prepare pediatric nurse practitioners to provide care for acutely, critically, and chronically ill pediatric patients and their families. This specialty is available for R.N.'s who have a minimum of one year of acute care experience with children. 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 certificate program in this specialty, which can be completed in two semesters of part-time study. A post-master's certificate student will have an individualized curriculum based on courses that will transfer and requirements for the pediatric nurse practitioner acute care certification exam.

## Pediatric Nurse Practitioner–Acute Care

### FALL I

- NURS 7013 {305D}** Advanced Health Assessment and Clinical Reasoning (2 credit hours)  
**NURS 7025 {305G}** Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner (1 credit hour)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 7011 {311}** Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)  
**NURS 7012 {312A}** Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)

### SPRING II

- NURS 7024** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 7022 {312C}** Advanced Practice Nursing in Pediatric Acute Care I (3 credit hours)  
**NURS 7045 {314C}** Advanced Practice Nursing in Pediatric Acute Care Practicum I (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

### SUMMER III

- NURS 7031 {312D}** Advanced Practice Nursing in Pediatric Acute Care II (3 credit hours)  
**NURS 7095 {314D}** Advanced Practice Nursing in Pediatric Acute Care Practicum II (5 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

## *Psychiatric-Mental Health Nurse Practitioner (Lifespan)*

SPECIALTY DIRECTOR Dawn M. Vanderhoef  
 PROFESSOR EMERITA Joyce K. Laben  
 PROFESSORS Susan M. Adams, Vaughn G. Sinclair  
 ASSOCIATE PROFESSOR Vanya Hamrin  
 ASSISTANT PROFESSORS Jennifer Scroggie, Sandra S. Seidel, Megan  
 Simmons, Dawn M. Vanderhoef  
 INSTRUCTORS Chance Allen, Edith E. Cloyd, Michele A. Martens,  
 Melissa Ott, LeTizia Smith, Rose Vick

THIS specialty focuses on the mental health care needs of individuals across the life-span within the context of their environment. Course content and a clinical practicum prepare students to use clinical judgment and critical thinking in the

performance of comprehensive (physical and mental health) assessments, differential diagnoses, prescription of psychopharmacologic agents, and non-pharmacologic interventions, including case management; individual, group, and family psychotherapy; and mental health consultation/liaison. Students will have a primary mental health placement site over three semesters and additional supplemental clinical rotations to meet training requirements across the lifespan. Legal, ethical, social, cultural, financial, and policy issues that impact the delivery of mental health services and the PMHNP role are integrated throughout the curriculum.

Graduates of this specialty will be eligible to take the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner (Lifespan) certification exam.

### *Psychiatric-Mental Health Nurse Practitioner (Lifespan)*

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

#### **FALL I**

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 7205 {305B}** Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner (1 credit hour)  
**NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 7211 {350}** Models and Theories of Psychiatric Mental Health Nursing (2 credit hours)  
**NURS 7215 {351}** Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan (3 credit hours)

#### **SPRING II**

- NURS 7221 {352}** Neuroscience for Mental Health Practitioners (2 credit hours)  
**NURS 7222 {353}** Psychopharmacology (2 credit hours)  
**NURS 7223 {354}** Theoretical Foundations of Psychiatric-Mental Health Nursing with Groups and Families (2 credit hours)  
**NURS 7225 {356}** Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups, and Families (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### **SUMMER III**

- NURS 7231 {357}** Population-based Mental Health Care Across the Lifespan (2 credit hours)  
**NURS 7295 {358A}** Psychiatric-Mental Health Nurse Practitioner Preceptorship (4 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 40 credit hours**

## Women's Health Nurse Practitioner

SPECIALTY DIRECTOR Ginny Moore  
 ASSOCIATE PROFESSOR Jennie Hensley  
 ASSISTANT PROFESSOR Ginny Moore  
 INSTRUCTORS Erin DeBruyn, Margaret (Amy) Hull, Jessica Anne Rogers

THE Women's Health Nurse Practitioner specialty begins with the study of well-woman gynecologic and low-risk obstetric care. From this foundation, the specialty progresses to the study of high-risk obstetrics and deviations from normal gynecology. Emphasis is on health promotion of women from adolescence through advanced years. This specialty prepares the student for entry level advanced practice as a Women's Health Nurse Practitioner.

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

### Women's Health Nurse Practitioner

#### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)  
**NURS 7305 {305B}** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)  
**NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)  
**NURS 6034 {310A}** Adult-Gerontology Primary Care I (3 credit hours)  
**NURS 7310 {327A}** Women's Health for Advanced Practice Nursing I (3 credit hours)

#### SPRING II

- NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)  
**NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)  
**NURS 7320 {327B}** Women's Health for Advanced Practice Nursing II (3 credit hours)  
**NURS 7315 {328}** Practicum in Women's Health (4 credit hours)  
**NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)

#### SUMMER III

- NURS 7330 {326}** Women's Health Issues (1 credit hour)  
**NURS 7395 {329}** Preceptorship in Women's Health (5 credit hours)  
**NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)  
**NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)

**Total: 39 credit hours**

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 School of Nursing Catalog

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

SPECIALTY DIRECTORS Ginny 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-Gerontology Primary Care Nurse Practitioner.

THE Women's Health Nurse Practitioner (WHNP)/Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty 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 specialty 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 specialty have the opportunity to gain certification as a Women's Health Nurse Practitioner through the National Certification Corporation (NCC) and as an Adult-Gerontology Primary Care Nurse Practitioner through the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP). 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.

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

### FALL I

- NURS 6011 {305A}** Advanced Health Assessment and Clinical Reasoning (3 credit hours)
- NURS 6020 {307}** Advanced Pharmacotherapeutics (3 credit hours)
- NURS 6034 {310A}** Adult-Gerontology Primary Care I (3 credit hours)
- NURS 6205 {305B}** Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)
- NURS 7305 {305B}** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
- NURS 7310 {327A}** Women's Health for Advanced Practice Nursing I (3 credit hours)

### SPRING I

- NURS 6010 {308}** Pathophysiologic Concepts (3 credit hours)
- NURS 6031 {309C}** Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
- NURS 6050 {399A}** Scientific Underpinnings for Advanced Nursing Practice (3 credit hours)
- NURS 6234 {310B}** Adult-Gerontology Primary care II (3 credit hours)
- NURS 6215 {365A}** Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)

### SUMMER I

- NURS 6060 {399B}** Conceptualization and Integration of Evidence for Advanced Nursing Practice (3 credit hours)
- NURS 6231 {368}** Essential Procedures for the Primary Care Provider (2 credit hours)
- NURS 6236 {310C}** Advanced Concepts in the Care of the Elderly (2 credit hours)
- NURS 7315 {328}** Practicum in Women's Health (4 credit hours)
- NURS 7320 {327B}** Women's Health for Advanced Practice Nursing II (3 credit hours)

### FALL II

- NURS 6070 {395}** Advanced Practice Nurse Role Within the U.S. Health Care Delivery System (3 credit hours)
- NURS 6237 {310D}** Concepts of Mental Health for Adults (1 credit hour)
- NURS 6295 {365B}** Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)

### SPRING II

- NURS 7330 {326}** Women's Health Issues (1 credit hour)
- NURS 7395 {329}** Preceptorship in Women's Health (5 credit hours)

**Total: 56 credit hours**

## Dual Degree Programs

Dual degree programs attract outstanding students to both schools and will encourage interdisciplinary work and intra-school collaboration. Students apply to VUSN and Vanderbilt Divinity School separately and must be accepted by both to pursue the dual degree. Ideally, students will apply for dual 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.

### Curriculum Planning

Individual curriculum plans for dual 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.

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

### M.S.N./M.T.S. Program

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 Practica requirements. Any awarding of joint credit will require approval of both V.D.S. Field Education and V.U.S.N. specialty director.

#### For Pre-Specialty Entry

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 B.S.N. Entry

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. Program

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 Practica requirements.

#### For Pre-Specialty Entry

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 B.S.N. Entry

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)

# Academic Regulations

## Orientation

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

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

## Registration

The School of Nursing requires continuous registration of all degree and certificate 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 only completing an incomplete grade are charged one-half credit hour tuition.

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

## New Student Requirements

**Background Check Requirement:** Upon acceptance, all full- and part-time M.S.N, Post-Master's Certificate, and D.N.P. students 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 full- and part-time M.S.N, Post-Master's Certificate, and D.N.P. 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:

The State of Tennessee requires certain immunizations for all students (including distance graduate and professional students). *Vanderbilt University will hold student registration for those who are not in compliance with the requirements.*

All full- and part-time M.S.N, Post-Master's Certificate, and D.N.P. students are required to complete the new student immunization/certification requirements outlined below through [CastleBranch.com](http://CastleBranch.com) (initiated by proper code below).

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

## How to Meet Requirements

1. Student **background check** and submitting requirements:
  - a. Go to [CastleBranch.com](http://CastleBranch.com) (should not be completed more than 3 months prior to student orientation).
  - b. M.S.N, Post-Master's Certificate, and D.N.P. students enter package code: VA14bgt
  - c. Enter payment information—Visa, MasterCard (credit or debit), or money order mailed to [CastleBranch.com](http://CastleBranch.com). (NOTE: There is a processing fee for money orders.) 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 August 1, for fall, and December 1, for spring. 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. Photographs of documentation cannot be accepted. Forms indicated below are available in your [CastleBranch.com](http://CastleBranch.com) account.

2. **Physical exam** within six months of acceptance to the program, authenticated by a physician, an A.P.R.N., or a P.A., documenting evidence of good physical and mental health. Use the Health Questionnaire form. (Forms available at [CastleBranch.com](http://CastleBranch.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 at least 28 days apart OR lab evidence of varicella immunity (positive titer)
5. **Hepatitis B:** Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the three-part series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.
6. **Tetanus–Diphtheria–Pertussis (Tdap):** Documentation of vaccination within last ten years
7. Initial two-step **tuberculin skin test** (injections placed 1–3 weeks apart)
  - If both readings are negative, repeat one-step TB annually.
  - If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form confirming the absence of symptoms by a physician, an A.P.R.N., or a P.A. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow up with a medical evaluation.
8. **Influenza:** Annual flu vaccination is required or student must obtain an approved exemption through Vanderbilt’s Executive Influenza Exemption Committee. Exemptions are allowed for sincerely held religious and personal beliefs and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season. Beliefs may change over time, medical conditions change, and new types of vaccine become available. For information on how to apply for an exemption, contact [lisa.boyer@vanderbilt.edu](mailto:lisa.boyer@vanderbilt.edu) or call (615) 343-3294.

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](http://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**. All entry levels and specialties require the American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. BLS provided by the AHA is the only BLS card accepted. Pediatric Advanced Life Support (PALS) will be required by the PNP-AC and NNP specialties. NNP will also require the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.
11. Copy of an unencumbered **Registered Nurse's license** in the state(s) where you reside/work or will be doing clinical training (if applicable). In addition, D.N.P. students must have Advance Practice Registered Nurse (APRN) designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
12. **HIPAA and OSHA safety training** is required annually by academic year. 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.

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

Due to certain restrictions, VUSN is not able to accommodate clinical placements in all locations. Please review the Out of State Requirements section of this catalog.

### Current Student Requirements

#### Disclosure of Offenses Post-background Check Completion

Current full- and part-time M.S.N, Post-Master's Certificate, and D.N.P. 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 full- and part-time M.S.N, Post-Master's Certificate, and D.N.P. students must maintain current documentation within [mycb.castlebranch.com](http://mycb.castlebranch.com) throughout enrollment. (There is an annual fee of \$20 for students who must maintain the Magnus Immunization Tracker.)

*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.*

Students are required to update the following date dependent documentation in [mycb.castlebranch.com](http://mycb.castlebranch.com) when due:

1. Students must have current **health insurance** coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit [vanderbilt.edu/student\\_health/student-health-insurance](http://vanderbilt.edu/student_health/student-health-insurance). Health insurance is required of all students by Vanderbilt University. Clinical sites require the student to have health insurance to cover any illness or injury that he or she may incur during the clinical training experience. Students who change providers should contact [lisa.boyer@vanderbilt.edu](mailto:lisa.boyer@vanderbilt.edu) or call (615) 343-3294.
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 [mycb.castlebranch.com](http://mycb.castlebranch.com)) confirming the absence of symptoms by a physician, an A.P.R.N., or a P.A.
3. Current **CPR certification**. All entry levels and specialties require the American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. BLS provided by the AHA is the only BLS card accepted. Pediatric Advanced Life Support (PALS) will be required by the PNP-AC and NNP specialties. NNP will also require the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.
4. **HIPAA and OSHA safety training** is required annually by academic year. 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.
5. Copy of an unencumbered **Registered Nurse's license** in the state(s) where the student will be doing clinical training (if applicable). In addition, D.N.P. students must have Advance Practice Registered Nurse (APRN) designation in their home state or equivalent and national board certification in their area of specialty as appropriate.
6. **Influenza**: Annual flu vaccination is required or student must obtain an approved exemption through Vanderbilt's Executive Influenza Exemption Committee. Exemptions are allowed for sincerely held religious and personal beliefs and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season. Beliefs may change over time, medical conditions change, and new types



of vaccine become available. For information on how to apply for an exemption, contact [lisa.boyer@vanderbilt.edu](mailto:lisa.boyer@vanderbilt.edu) or call (615) 343-3294.

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

Due to certain restrictions, VUSN is not able to accommodate clinical placements in all locations. Please review the Out of State Requirements section of this catalog.

### Student Requirements When Returning from Leave of Absence

Any full- or part-time M.S.N., Post-Master's Certificate, and D.N.P. student 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 no more than 30 days prior to return. Enter package code VA14bc in the "Place Order" box on the [CastleBranch.com](http://CastleBranch.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.

### 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 a course and receive the grade *W* (withdrawal) according to the date published in the School of Nursing 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 School of Nursing Calendar or after the course is half completed, except under extenuating circumstances. If a Vanderbilt course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

### 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.

### Attendance and Absence Policy

Students are expected to attend/participate in all courses regardless of educational format. The Blackboard Learning Management System serves as the record of student participation and attendance in the online course environment. For face-to-face classes, student participation during in-class academic activities verifies attendance. Course instructors may set specific policies about absence from their courses. The School of Nursing does not distinguish types of absences. An instructor is under no obligation to accommodate students who are absent or who miss work without prior notification and make-up arrangements. A student who misses an examination, work assignment or other project because of observance of a religious holiday will be given the appropriate accommodation to complete the work missed within a reasonable time after the absence. As a general rule, students incur no administrative penalties for a reasonable number of absences from class, laboratory, or clinical, but they are responsible for the academic consequences of absence. A student whose lack of attendance has led to academic peril is subject to the academic policies of the School of Nursing. For tuition refund purposes, the last day of attendance is determined by review of the Blackboard Learning Management System for active participation in an online course and/or participation in a face-to-face course.

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

### Inclement Weather Policy

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

## Credit Hours

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

## Course Load

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

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

*Full time:* Registered for 12 or more hours

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

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

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

## Ratio of Credit Hours to Clock Hours

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

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

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

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

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

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

*Practicum.* A separate clinical course in which knowledge, theories and concepts of nursing, and other disciplines are applied to the patient/client. When the student is in the clinical area, supervision may be by a combination of regular faculty, adjunct faculty, or clinical teaching associate (CTA). The regular faculty must be in contact with the student either face to face, by email, or by telephone, and will meet with the student at regular

intervals to review his or her objectives. The amount of supervision will vary depending upon the clinical setting and the level of learning. The student will recognize that the regular faculty member is responsible for assessing student learning and will be aware of the student's progress toward meeting the clinical objectives (one credit hour for five hours' activity per week—1:5).

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

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

## Examinations

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

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

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

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

## Grade Reports

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

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

## Program Evaluation

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

## Clinical Placement, Practica, and Preceptorships

Clinical sites are chosen for their ability to provide student clinical experiences consistent with course requirements and the mission of the school. Due to regulatory requirements or availability of preceptors, VUSN may not be able to accommodate clinical placements in all areas of the country. The Clinical Placement Department in conjunction with the faculty will arrange all clinical sites for students unless the placement site is outside of the Middle Tennessee region. Students during their Pre-specialty year will be placed in group clinical experiences. These group experiences may be in a hospital or community setting. Students during their Specialty year have required practica and preceptorships with individual preceptors in the community.

The Clinical Placement Department works with students and faculty to locate practica and preceptorship sites. Students may complete their clinical practica and preceptorships in their hometowns or outside of the Middle Tennessee region. Students and faculty share the responsibility for locating these clinical sites. Guidelines for selecting an appropriate site are available from each specialty director. Preceptorship sites are selected based on how they fit with the specialty and the students' learning needs. Clinical sites located up to two hours one direction outside the Middle Tennessee area are considered to be local placements. An Affiliation Agreement must be in place with all sites where a student will obtain clinical experience. This includes the practice site as well as any ancillary sites a preceptor may take the student, such as hospitals, surgery centers, nursing homes, charitable clinics, etc. A student may not go with the preceptor to a site where the school does not have an active affiliation agreement. Faculty must approve any additional sites for the student's clinical experience to ensure that the sites are necessary or appropriate to the student's clinical objectives. The number of sites and contracts will be limited per student.

All requirements for clinical placements should be completed and on file (see Registration) at the time of enrollment. Health Care Leadership program students may be asked to complete the immunization/certification requirements depending upon the nature of their clinical situation. Clinical preceptors and/or agencies may require a drug screening or additional criminal background check. Costs associated with these processes will be the responsibility of the student.

## Transportation and Lodging

Students are responsible for their own transportation to and from all clinical facilities and field trips. 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

Student dress code requirements are listed in the *Student Handbook*.

### Academic Standards

#### Good Academic Standing

Good academic standing for M.S.N. and post-master's certificate students is defined as both a semester GPA of 3.0 or higher, a cumulative GPA of 3.0 or higher, no grade below C– in a didactic course, and no grade below B– in a course with a clinical component.

#### Completion of Program

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

Students admitted to an M.S.N. specialty with a B.S.N. and post-master's students must complete the curriculum within three calendar years. Leaves of absence are counted in this time frame.

#### Grading System

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

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

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

I. *Incomplete*. An incomplete grade is a temporary grade given to a student who has been authorized to receive an extension and stands until the work has been completed. At least two weeks prior to the last day of classes for the semester the student must (a) explain to the course coordinator the unforeseen circumstances that have prevented him/her from completing course work on time; (b) demonstrate that

a substantial portion of the course has been completed and is of passing quality; (c) confer with the course coordinator (and committee chair, if applicable, for D.N.P. students) to determine an agreed-upon date to complete all course work; (d) download and sign the Contract for Incomplete Grade (nursing.vanderbilt.edu/current/incomgradecontract.pdf); and (e) email the contract to the course coordinator to sign.

Students are expected to have ongoing and timely communication with the course coordinator. Incomplete grade requests made during the final two weeks of class will be subject to an internal review by the academic director who will make a determination if the student receives an Incomplete or an F for the course.

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

I. *Incomplete in clinical course*. Students receiving a grade of I in a clinical course must register for zero hours of NURS 5999 {3000}—Clinical Continuation. Tuition is charged at a rate of 0.5 credit hours.

*Late work*. Course assignments must be turned in on the date specified by the syllabus or 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.

- One grade less than B– in a didactic course is permitted in each level of the M.S.N. program, the pre-specialty and specialty level. A second didactic course grade less than a B– in the level requires that the course be repeated.
- A grade of less than B in a course with a clinical component requires that the course be repeated.
- A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
- Nursing courses may be repeated only once.
- 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.
- Courses taken for a letter grade may not be repeated on a pass/fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade.
- Only the latest grade counts in calculation of the grade point average.

#### Academic Probation/Dismissal

M.S.N. and post-master's certificate students are expected to maintain a 3.0 grade point average **each semester**. The

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

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

#### *Appeal Process for M.S.N. and D.N.P. SAAA Committee Probation/Dismissal Decisions*

##### **Grounds for Appeal**

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. Any student who has been subject to an adverse determination by the SAAA committee regarding academic standing may petition for a review of the determination on the following grounds: (a) academic sanction was not applied according to the published academic policies, (b) insufficient information to support the determination of the SAAA Committee, or (c) new information

that was not reasonably available for the initial presentation to the SAAA Committee, the introduction of which would reasonably be expected to affect the committee's determination. For further details, refer to the *Student Handbook* at <http://www.nursing.vanderbilt.edu/current/handbook>.

##### *Readmission*

An M.S.N. or post-master's certificate (PMC) student who has been dismissed or has withdrawn from the program may apply for readmission after an intervening period of at least one semester. The student will complete a new online application available at <https://apply.vanderbilt.edu/apply/>. If additional course(s) have been completed since the applicant was last enrolled at Vanderbilt, the applicant will need to provide an official transcript of the completed course(s).

A student on an approved leave of absence (LOA) who does not register at the conclusion of the stated leave period is withdrawn from the university and must apply for readmission by completing a new online application at <https://apply.vanderbilt.edu/apply/>. Students without authorized leave who do not register are administratively withdrawn and are not considered current students. If they wish to resume study in the School of Nursing, they must apply for readmission at <https://apply.vanderbilt.edu/apply/>.

The M.S.N./PMC specialty director and the M.S.N. Student Admissions and Academic Affairs (SAAA) Committee will consider readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. An applicant for readmission should address the reason(s) that he/she left Vanderbilt and present a plan specifying changes that he/she made in order to ensure academic success. There is no guarantee, however, that a student will be readmitted. Readmission will depend on (a) evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the strength of the application; and (c) available program space. If the applicant's prior record warrants, he/she will be readmitted on probation.

##### *Progression*

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

1. *Clinical*: Students must earn a B- in any course with a clinical component. If a student earns less than a B-, they must repeat the course and will not be able to progress in the clinical sequence until a B- or higher grade is earned. Students who have not satisfactorily completed a clinical for more than two semesters must take a 1 credit hour clinical independent study to ensure clinical competence. This does not apply to students enrolled in the health care leadership or informatics specialty.
2. *Change in level*: To progress from the generalist component to the specialist nursing component, students who entered with a degree in a field other than nursing must (a) complete 43 hours of the generalist component with no more than one grade less than B- in a didactic course and a B- or higher in each clinical course and (b) earn at least a 3.0 cumulative grade point average.

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

Students who earn less than a *C-* in NURS 6050 {399A} may not enroll in their final specialty clinical course until NURS 6050 {399A} has been successfully repeated.

Students must hold an active Tennessee nursing license or valid license in a compact state in order to participate in a specialty year clinical course.

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

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem still persists, the student should discuss with the level or program director. If the problem is not resolved, make an appointment with Mavis Schorn, senior associate dean for academics. Prior to the appointment with Dean Schorn, the student should send a written statement of the problem or grievance. If the problem is still unresolved, contact Dean Norman for assistance.

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

Distance education students may also contact the appropriate authority in their states of residence. For further information, please visit [vanderbilt.edu/provost/home/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/](http://vanderbilt.edu/provost/home/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/)

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

### **Eligibility for Registered Nurse (R.N.) Licensure**

Students who entered with a degree other than nursing 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. To be recommended, students must meet the following requirements: (a) completion of the pre-specialty portion of the curriculum; (b) good academic standing (cumulative grade point average of 3.0 or above); (c) no more than one grade less than *B-* in a didactic course; (d) no grade below a *B-* in a clinical course; (e) no incomplete grades; and (f) satisfactory criminal background check. Students who are ineligible to take the NCLEX–RN will not be allowed to participate in a specialty year course with a clinical component.

Students who are not successful on the first writing of the NCLEX–RN are subject to withdrawal from specialty level courses with a clinical component. The student cannot attend clinical practica until the R.N. license is obtained. The program of study for full-time students will be altered because of delay in being able to participate in clinical courses. Additional semester(s) will be required to complete clinical courses.

Students who do not enter as registered nurses are required to take examinations and review courses as specified by the senior associate dean for academics to prepare for the NCLEX–RN.

# The Post-Master's Certificate Program

**T**HE purpose of the Post-Master's Certificate (P.M.C.) 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.

Post-master's students must successfully complete all didactic and clinical requirements of the desired area of practice. In order to obtain a post-master's certificate in a nurse practitioner specialty, students are required to complete a minimum of 500 supervised hours in direct patient care.

The program of study includes academic and clinical courses, and completion results in awarding a certificate of academic achievement of post-master's study. Students do not complete a second M.S.N., but only the necessary courses to earn the post-master's certificate in the new specialty area. Completion of the requirements for the post-master's certificate is posted on the student's official Vanderbilt University transcript. Post-master's certificate students are not awarded a Vanderbilt University School of Nursing pin—the pin is presented only to students who complete the M.S.N.

## Program Goals/Outcomes

The goals of the Post-Master's Certificate nursing program are to prepare:

- Students for advanced practice roles, including nurse-midwives, nurse practitioners, nurse informaticists, and nurse managers who have expertise and advanced knowledge in a specialty area and can function in complex situations either independently or collaboratively with health care team members;
- Decision-makers who use advanced knowledge and consider ethical principles in serving the needs of individuals and society.

## Admission

All applicants apply online at <https://apply.vanderbilt.edu/apply/>

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 certificate requirements.

All information submitted in the application process must be the applicant's own work, factually true, and honestly presented. Applicants providing false information may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree.

Applicants may apply to the post-master's certificate program alone or in conjunction with application to the Doctor of Nursing Practice program.

## Admission Requirements

1. A master's degree in nursing from an A.C.E.N.- or C.C.N.E.-accredited program.
2. Completed application and official transcript documenting conferral of master's degree in nursing.
3. Unencumbered Registered Nurse license in the state where the student is doing clinical training
4. The GRE is waived. However, all other admission requirements (statement of purpose, responses to application questions, references, and transcripts) must be completed. Applicants to the neonatal nurse practitioner specialty must provide recommendations from an NNP and a neonatologist that have worked with the applicant in a clinical setting.
5. Approval by the specialty director.

## Payment of Tuition, Fees, and Refunds

See Financial Information on page 77.

## Academic Standards and Regulations

Students who are enrolled in the P.M.C. program must meet the same academic standards for enrollment, progression, and program completion as M.S.N. students. See Academic Regulations section under M.S.N. students. If a D.N.P. student is enrolled in a P.M.C. plan of study, D.N.P. academic standards and regulations apply.

## Advanced Practice Roles Offered

Post-master's certificate programs are available in the following specialties: adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, adult-gerontology acute care/family nurse practitioner, emergency nurse practitioner, family nurse practitioner, nursing informatics, neonatal nurse practitioner, nurse-midwifery, nurse-midwifery/family nurse practitioner, palliative care, pediatric nurse practitioner (acute or primary care), psychiatric and mental health nurse practitioner (lifespan), women's health nurse practitioner and women's health/adult-gerontology primary care nurse practitioner. Sample curriculum plans for the specific advanced practice specialty are available in the *M.S.N./P.M.C. Student Handbook* and on the website at [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu).

## Program of Studies

The specialty director develops an individualized program of studies for a P.M.C. student based on evaluation of the student's prior academic work and a gap analysis of courses/experiences needed to qualify for advanced practice certification in the student's desired specialty. Applicants who are currently practicing in a population-focused area and who are seeking national certification may be allowed to obtain credit by exam or credit by validation in selected courses. However, the student's program of study will contain didactic and clinical experiences sufficient to allow the student to master the competencies and meet the criteria for national certification in the population focused area of practice. Each student's record contains documentation of credit granted for prior didactic and

clinical experiences through a gap analysis. Twelve credit hours is the usual minimum amount of coursework for a post-master's certificate, however, exceptions can be granted dependent on the gap analysis.

### **Certification**

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

Certification examinations from the American Nursing Credentialing Center include adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, informatics, psychiatric-mental health nurse practitioner (lifespan), and advanced nursing executive examinations. Graduates of the adult-gerontology primary care nurse practitioner, emergency nurse practitioner, and family nurse practitioner specialties are also eligible to take the certification exam offered by the American Academy of Nurse Practitioners Certification Program.

The Nursing Credentialing Center offers the women's health nurse practitioner and neonatal nurse practitioner exams. The Pediatric Nursing Practitioners Certification Board offers the pediatric nurse practitioner primary care and the pediatric nurse practitioner acute care exams for which Vanderbilt graduates are eligible. The American Midwifery Certification Board offers the nurse-midwifery certification exam.

Archived 2016/2017  
School of Nursing Catalog



## *Emergency Nurse Practitioner (ENP) Post-Master's Certificate*

PROGRAM COORDINATOR Jennifer Wilbeck

THE Emergency Nurse Practitioner (ENP) role has long been established clinically, but academic programs offering educational preparation in this specialty role have only been in existence less than twenty years. The educational foundation of the FNP role provides the requisite foundation for ENP practice, but lacks any specialty content for a unique population. FNPs who desire a focus on emergency care need a specialized curriculum providing emergent and resuscitative care competencies, building on the FNP generalist foundation.

Recently, in response to ENP workforce growth and with acknowledged need for demonstrable competencies via certification, the American Association of Nurse Practitioners Certification Program announced plans to offer an ENP certification examination beginning in 2017. Graduates of the ENP PMC program will be eligible to take this certification exam.

### **Eligibility for Admission to the ENP Post Masters Certificate Nursing Program**

The requirements for admission to the ENP PMC include the following:

1. A master's degree in nursing (M.S.N.) from an 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 will obtain clinical training
4. National certification as a family nurse practitioner

### **Sample Curriculum**

#### **FALL**

**NURS 6361** Patho and Collaborative Management in Emergent and Critical Care (3 credit hours)  
**NURS 6365** Trauma, Emergency, and Critical Care Clinical I (3 credit hours)

#### **SPRING**

**NURS 6301** Concepts in Emergency Nursing (3 credit hours)  
**NURS 6375** Trauma, Emergency, and Critical Care Clinical II (3 credit hours)

**Total: 12 credit hours**

A student may be enrolled in the post-master's certificate while a doctor of nursing practice (D.N.P.) student; however, students may also be enrolled in only the PMC and not be enrolled in a degree-seeking program. Only students with a previous M.S.N. and current national certification as an FNP may enroll in the ENP PMC.

### **Certificate Requirements—12 credit hours total**

Students complete a two-semester program totaling 12 credit hours. Classes will begin only in the fall semester and will include both one (1) didactic and one (1) clinical course in the first (fall) semester. The following semester (spring) will include one (1) didactic and one (1) clinical course.

Archived 2016/2017  
School of Nursing Catalog

# Palliative Care Nurse Practitioner

PROGRAM COORDINATOR Kathryn B. Lindstrom  
PROFESSOR Mary Jo Gilmer

## Palliative Care Post-Master's Certificate

Palliative care is specialized holistic interdisciplinary care that focuses on improving quality of care and symptom management for both patients and families with chronic disease. The palliative care post-master's certificate is designed for nurse practitioners who desire to have advanced knowledge in pain and symptom management to care for patients with complex chronic disease to improve the functional status and quality of life for patients and their families. The curriculum is based on the latest evidence for pain and symptom management for chronic diseases and patients with a cancer diagnosis. Additional topics include spirituality, cultural issues, grief, bereavement, loss, communication skills, care for specialized populations, such as veterans and pediatric patients, and aspects for the advanced practice nurse to become a leader of palliative care.

The student with an M.S.N. in a nurse practitioner specialty may complete the palliative care post-master's certificate alone, or the certificate may be obtained in conjunction with the M.S.N. in another nurse practitioner specialty or with the D.N.P. degree program. In order to earn the certificate, all students complete 13 credit hours. The didactic courses are offered in an online format. Students also complete 500 clinical hours in palliative care. Faculty work with students to secure appropriate clinical placement in the student's home area if at all possible. If not possible, clinical placements are available in the Nashville, Tennessee, area. Upon completion, students are eligible for certification as advanced practice hospice and palliative nurses by the Nursing Board for Certification of Hospice and Palliative Nurses.

## Curriculum Planning

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

## Sample Curriculum

### FALL I

**NURS 8090 {465A}** Overview of Palliative Care and Physical Suffering: Advanced Pain and Symptom Management (2 credit hours)

### SPRING I

**NURS 8091 {465B}** Psychosocial and Spiritual Suffering (2 credit hours which includes 35 clinical hours)

**NURS 8093 {465D}** Palliative Care Clinical Practicum I (4 credit hours which includes 280 clinical hours)

### SUMMER I

**NURS 8092 {465C}** Palliative Care of Specialized Populations (2 credit hours)

**NURS 8094 {465E}** Palliative Care Clinical Practicum II (3 credit hours which includes 210 clinical hours)

**TOTAL: 13 credit hours**

# The D.N.P. Degree

PROGRAM DIRECTOR Terri Allison

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

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

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

INSTRUCTORS Sharon Fleming, Sharon Holley, Patti A. Scott

LECTURER William B. Rogers

## DEGREE OFFERED: Doctor of Nursing Practice

THE D.N.P. program prepares practice scholars as leaders in translating evidence-based knowledge into clinical practice, improving health care outcomes, and strengthening nursing management and education within public and private organizations.

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 post-master's course work 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, comprising 5 days each with the remainder of the course work completed using distance learning technologies. Requirements for the degree include successful completion of advanced course work to include a minimum of 500 hours of practice integration and the successful completion and defense of a D.N.P. project. All degree requirements must be completed within five years of enrollment.

A hallmark of the practice doctorate is the successful completion of a D.N.P. project. The D.N.P. project embraces the synthesis of both course work and practice application, a deliverable product reviewed and evaluated by a faculty mentor and D.N.P. project committee. Dissemination modes include a scholarly presentation. The nature of the D.N.P. 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 D.N.P. 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.

## Admission

The D.N.P. program starts in the fall semester. Applicants with one of the following credentials are eligible for admission to the Doctor of Nursing Practice (D.N.P.) program:

- M.S.N. from an A.C.E.N.- or CCNE-accredited program with current APRN certification as either a nurse practitioner, nurse midwife, clinical nurse specialist or nurse anesthetist. Applicants from unaccredited nursing programs will be considered on an individual basis.
- M.S.N. in nursing administration or informatics from an A.C.E.N.- or CCNE-accredited program. National certification is preferred but not required. Applicants from unaccredited nursing programs will be considered on an individual basis.
- M.S.N. or M.N. in majors such as nursing education or clinical nurse leader from an A.C.E.N.- or CCNE-accredited program. These applicants must complete a post-master's certificate as part of their D.N.P. program which lengthens the program of studies. After completing the post-master's certificate portion, the student is eligible to take the national certification exam in the selected specialty and continue in D.N.P. courses.

- VUSN students enrolled in either the M.S.N. or post-master's certificate program can seamlessly progress into the D.N.P. program after completing either the M.S.N. or certificate.

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. VUSN students should review the Resources and Requirements for Students in the Nursing Education at Vanderbilt section of this catalog.

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

Admission is based on the following factors:

1. *Grade Point Average.* Applicants must have completed a master's degree from a nationally accredited institution with a minimum 3.5 cumulative GPA for graduate work. Strong applicants with a GPA lower than 3.5 will be considered on an individual basis.
2. *Statement of Purpose.* A goal statement that includes written essays responding to select professional questions and identification of a potential practice inquiry within selected populations to frame the applicant's program of study is required. Applicants pursuing a post-master's certificate in a new advanced practice specialty must also 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. Applicants to the D.N.P. plus post-master's certificate program in the neonatal nurse practitioner specialty must provide recommendations from an NNP and a neonatologist that have worked with the applicant in a clinical setting.
5. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended to Vanderbilt's Center for Data Management.
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.

VUSN applicants qualify for seamless transition as long as their gap in enrollment between completion of the M.S.N. or certificate requirements and enrolling in D.N.P. courses does not exceed three semesters.

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

Enrollment is suspended for 2017/2017. <sup>1</sup>This entry option is designed for registered nurses in leadership positions who have a master's in public health, informatics, business, or another health care related field and wish to obtain the doctor of nursing practice with a systems focus. Applicants will select either the health care leadership or informatics focus and must satisfy M.S.N. and D.N.P. admission criteria. The program of studies results in concurrently awarding both the M.S.N. and D.N.P. degrees.

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

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

After enrolling in the D.N.P. program, the student may apply to be awarded the M.S.N. degree prior to completion of D.N.P. degree requirements. In order to earn the M.S.N. degree, the applicant must be in good academic standing, have completed NURS 6050 {399A}, NURS 6060 {399B} and NURS 6070 {395} or the doctoral level equivalent courses, completed all the required master's level informatics or health care leadership courses, and completed a minimum of 39 credits (6 transfer credits permitted).

### Master of Science in Nursing (in passing)

The M.S.N. in passing is an alternative pathway designed for B.S.N. applicants who must be admitted to the D.N.P. program due to regulatory requirements. Applicants must satisfy both M.S.N. and D.N.P. program admission criteria and, at a minimum, applicants are reviewed by the M.S.N. specialty director, the D.N.P. program director, and the D.N.P. SAAA Committee. Only applicants admitted to this alternative pathway are eligible to receive the M.S.N. (in passing).

These students will complete the necessary specialty level M.S.N. courses before beginning D.N.P. courses, and M.S.N. courses will not serve as electives for the D.N.P. curriculum. All program requirements must be completed in five years. D.N.P. academic regulations regarding grades and progression apply during the entire program of studies.

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

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

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

The D.N.P./M.P.H. program can usually be completed in three years of full-time study. A student will complete at least

30 hours for the D.N.P. and 30 hours for the M.P.H. The M.P.H. program offers three tracks: Epidemiology, Global Health, and Health Policy. The M.P.H. didactic course work requires weekly on-campus attendance; the M.P.H. practicum may be a local or international experience and is completed the first summer semester of the program. The D.N.P. course work is offered in a modified distance format which requires students to be on campus for one week, three times per year.

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

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

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

### Curriculum Planning

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

### Application Procedure

The D.N.P. application is online at [nursing.vanderbilt.edu](http://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. Applications received after January 15 are reviewed on a rolling basis until the fall class is full. Interested applicants should carefully review information provided on the website and contact the Admission Office at (615) 322-3800 if they have questions about the program.

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

All information submitted in the application process must be the applicant's own work, factually true, and honestly presented. Applicants providing false information may be subject to a range of possible disciplinary actions, including admission revocation, expulsion or revocation of course credit, grades and degree.

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.

### Out of State Requirements

Vanderbilt University School of Nursing is required to meet state higher education requirements and state board of nursing requirements for students who reside outside of Tennessee.

#### *Georgia:*

Georgia Board of Nursing restricts students entering the M.S.N. program without an R.N. license from completing any specialty year clinical practica in Georgia. Students entering with an R.N. license may complete clinical practica in Georgia.

#### *Louisiana:*

Due to Louisiana Board of Nursing regulations, students entering the M.S.N. program without an R.N. license may not complete the specialty year clinical practica in Louisiana. Students entering with an R.N. license may complete clinical practica in Louisiana.

#### *New York:*

Due to requirements of the New York Office of College and University Evaluation and the New York Office of the Professions, VUSN will accept nurse students residing in New York to our M.S.N. or post-master's certificate specialties that lead to advanced practice licensure (i.e. AGACNP, AGPCNP, ENP, FNP, NNP, NMW, NMW/FNP, PNP, PMHNP, WHNP, WHNP/AGPCNP). Students may reside in New York but must complete clinical preceptorships in another state. VUSN will admit New York registered nurse students to the M.S.N. and post-master's certificate specialties of Health Care Leadership and Nursing Informatics, the D.N.P., and the Ph.D. program as these programs do not lead to additional advanced practice licensure.

#### *North Carolina:*

Vanderbilt University is a participating institution in the State Authorization Reciprocity Agreement (SARA). North Carolina is a member of SARA, and Vanderbilt is approved to offer programs and courses, such as M.S.N., post-master's certificate, and programs, that are in compliance with SARA policies and standards.

# The Academic Program

## 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 8010 {410}** Evidence-Based Practice I: The Nature of Evidence (2 credit hours)\*  
**NURS 8012 {412}** Informatics for Scholarly Practice (2 credit hours)  
**NURS 8014 {414}** Statistics in Health Sciences (3 credit hours)  
**NURS 8015 {420}** Integrative Application of Evidence-Based Practice I (1 credit hour)  
**NURS 8022 {422}** Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)  
**NURS 8024 {424}** Epidemiology (3 credit hours)  
**NURS 8025 {430}** Integrative Application of Evidence-Based Practice II (1 credit hour)  
**NURS 8032 {432}** Health Care Economics and Finance (3 credit hours)  
 OR **NURS 8034 {434}** Advanced Health Care Economics and Finance (3 credit hours)  
**NURS 8095 {440}** Integrative Application of Evidence-Based Practice III (2 credit hours)  
**NURS 8042 {442}** Quality Improvement and Patient Safety (3 credit hours)  
**NURS 8044 {444}** Management of Organizations and Systems (3 credit hours)  
 OR **NURS 8045 {445}** Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)  
**NURS 8052 {452}** Health Policy (2 credit hours)  
**NURS 8054 {454}** Legal and Ethical Environment (3 credit hours)  
 Electives (4 credit hours)

\*NURS 6050 and 6060 taken by Vanderbilt M.S.N. students substitutes for this course.

## 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.

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

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

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

## 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. Some Vanderbilt courses may have requirements which exceed this definition. Credit hours are determined based on course delivery methods, measurement of student work, and expectations of student achievement at the doctoral level. Credit hours taken per semester are used as a basis for awarding financial aid.

Academic work includes, but is not necessarily limited to, lectures, homework, research, class readings, discussion boards, independent study, and practica. Certain courses (e.g., independent study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credit hours allowable per semester will be included in the course description.

## Course Load

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

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

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

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

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

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

## Ratio of Credit Hours to Clock Hours

*Didactic.* Courses offered in a blended format with one or more required face-to-face class sessions and one or more required online sessions. VUSN documents these activities through the class schedule or syllabus assuring that DNP students are meeting the minimum semester hour credit hour requirement for the credit awarded. One credit hour for one hour of activity per week–1:1

*Independent Study.* Independent learning or experience involving self-directed learning under indirect supervision by course or clinical faculty (credit varies according to type of activity).

*Practicum.* Practica are designed to demonstrate synthesis of expanded knowledge acquired within the D.N.P. curriculum. One credit hour for nine hours of activity per week–1:9. 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. The practicum hours signify the capability of the student to meet the AACN essentials for D.N.P. education. 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 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

## Practica

Most students complete practice hours at their site of employment as an advanced practice nurse, health system manager, or nurse informaticist. Students are required to submit a signed "Letter of Understanding" between VUSN and their employer or practice site. The letter, though not a formal contract, is a signed memorandum of understanding that the student's employer is aware of the student's enrollment in the D.N.P. program at VUSN and will be able to work on the identified project topic within this professional practice setting under the supervision of the student's identified faculty adviser and in association with the agency facilitator. The D.N.P. program director reviews the practice site for appropriateness and signs the letter of understanding. For students not employed in a setting appropriate to their area of study in the D.N.P. program, VUSN will execute affiliation agreements with a specified agency and preceptor for the student's practica course work.

All requirements for practica 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.

# Academic Regulations

## Orientation

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

## Registration and Other 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 only completing an incomplete grade are charged one-half credit hour tuition. D.N.P. students are required to comply with background checks, immunizations, certification, licensure, training, and other requirements in the M.S.N. section on page 56.

## Faculty Advisers

Each student will be assigned a faculty adviser who will assist with the development of a D.N.P. project committee and implementing the program of studies, and will help solve academic problems. The senior associate dean for academics, Mavis Schorn, serves as adviser to special students.

## Program of Studies

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

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

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

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the D.N.P. program director, Terri Allison, 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 School of Nursing 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 School of Nursing Calendar or after the course is half completed, except under extenuating circumstances. If a Vanderbilt course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

### 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 D.N.P. 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.

### Attendance and Absence Policy

Students are expected to attend/participate in all courses regardless of educational format. 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.

The Blackboard Learning Management System serves as the record of student participation and attendance in the online course environment. For face-to-face classes, student participation during in-class academic activities verifies attendance. Each course instructor may set specific policies about absence from their course. The School of Nursing does not distinguish types of absences. An instructor is under no obligation to accommodate students who are absent or who miss work without prior notification and make-up arrangements. A student who misses an examination, work assignment, or other project because of observance of a religious holiday will be given the appropriate accommodation to complete the work missed within a reasonable time after the absence. As a general rule, students incur no administrative penalties for a reasonable number of absences from class, laboratory, or clinical, but they are responsible for the academic consequences of absence. A student whose lack of attendance has led to academic peril is subject to the academic policies of the School of Nursing. For tuition refund purposes, the last day of attendance is determined by review of the Blackboard Learning Management System for active participation in an online course and/or participation in a face-to-face course.

In the event of illness, a note from a health care provider 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.

### 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.

### 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*

All D.N.P. students, including those completing a post-master's certificate or earning a master's in passing as part of their program of studies, are required to maintain both a semester and a cumulative GPA of 3.0 or higher, and no grade below B- in any course.

#### *Completion of Program*

All D.N.P. students, including those completing a post-master's certificate or earning a master's in passing as part of their program of studies, 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.* An incomplete grade is a temporary grade given to a student who has been authorized to receive an extension and stands until the work has been completed. At least two weeks prior to the last day of classes for the semester the student must (a) explain to the course coordinator the unforeseen circumstances that have prevented him/her from completing course work on time; (b) demonstrate that a substantial portion of the course has been completed and is of passing quality; (c) confer with the course coordinator (and committee chair, if applicable, for D.N.P. students) to determine an agreed-upon date to complete all course work; (d) download and sign the Contract for Incomplete Grade ([nursing.vanderbilt.edu/current/incomgradecontract.pdf](http://nursing.vanderbilt.edu/current/incomgradecontract.pdf)); and (e) email the contract to the course coordinator to sign.

Students are expected to have ongoing and timely communication with the course coordinator. Incomplete grade requests made during the final two weeks of class will be subject to an internal review by the academic director who will make a determination if the student receives an Incomplete or an F for the course.

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

*I: Incomplete in clinical course.* Students receiving a grade of I in a clinical course must register for zero hours of NURS 5999 {3000}—Clinical Continuation. Tuition is charged at a rate of 0.5 credit hours.

*Late work.* Course assignments must be turned in by the date specified by the syllabus or 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

D.N.P. students who do not earn at least a B– in any required or elective course will be placed on probation and 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. Students who have not maintained a 3.0 grade point average or have earned a grade less than a B–,

regardless of GPA, 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.

### Appeal Process for M.S.N. and D.N.P. SAAA Committee Probation/Dismissal Decisions

#### Grounds for Appeal

Any VUSN student who has been subject to an adverse determination by the SAAA committee regarding academic standing may petition for a review of the determination on the following grounds:

- Academic sanction was not applied according to the published academic policies.
- Insufficient information to support the determination of the SAAA committee.
- New information that was not reasonably available for the initial presentation to the SAAA Committee, the introduction of which would reasonably be expected to affect the committee's determination.

For further detail, refer to the *Student Handbook* at <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>.

#### Readmission

A D.N.P. student who has been dismissed or has withdrawn from the program may apply for readmission after an intervening period of at least one semester. The student will complete a new online application available at <https://apply.vanderbilt.edu/apply/>. If additional course(s) have been completed since the applicant was last enrolled at Vanderbilt, the applicant will need to provide an official transcript of the completed course(s).

A student on an approved leave of absence (LOA) who does not register at the conclusion of the stated leave period is withdrawn from the university and must apply for readmission by completing

a new online application at <https://apply.vanderbilt.edu/apply/>. Students without authorized leave who do not register are administratively withdrawn and are not considered current students. If they wish to resume study in the School of Nursing, they must apply for readmission at <https://apply.vanderbilt.edu/apply/>.

The D.N.P. program director and the D.N.P. Student Admissions and Academic Affairs (SAAA) Committee will consider readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. An applicant for readmission should address the reason(s) that he/she left Vanderbilt and present a plan specifying changes that he/she made in order to ensure academic success. There is no guarantee, however, that a student will be readmitted. Readmission will depend on (a) evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the strength of the application; and (c) available program space. If the applicant's prior record warrants, he/she will be readmitted on probation.

### *Progression*

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.

The D.N.P. Student Admission and Academic Affairs (SAAA) Committee reviews D.N.P. student performance at the end of each semester. Progression in the D.N.P. program requires that students complete advanced practice registered nurse (APRN) requirements in a clinical or systems area. A student admitted to the M.S.N. or post-master's certificate plus D.N.P. program, must successfully complete the M.S.N. or certificate requirements before progressing to D.N.P. courses. 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 completed.

A student seeking a waiver of progression policies must submit a written request to the D.N.P. SAAA Committee for an exception.

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

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. Each course syllabus includes the grievance policy. Each student should become familiar with the process and follow it should the need arise. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem still persists, the student should make an appointment with Terri Allison (603GH), the D.N.P. program director. If the problem is not resolved with the program director,

the student should make an appointment with Mavis Schorn (215GH; [mavis.schorn@vanderbilt.edu](mailto:mavis.schorn@vanderbilt.edu)), the senior associate dean for academics. Prior to the appointment with Mavis Schorn, the senior associate dean for academics, the student should send a written statement of the problem or grievance. If the concern is still unresolved, contact the dean for assistance.

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

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

# The Ph.D. in Nursing Science

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defense of proposal and findings). Full-time and part-time options are available.

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

## DEGREE OFFERED: Doctor of Philosophy

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

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

The program requires 72 credit hours of study, of which 16 may be transferred from master's course work, pending review and approval by the graduate faculty. The core curriculum of the program includes 31 credit hours of required course work for all Ph.D. students, 15 credit hours of required course work specific to the selected track of study, and 10 credit hours of course work that supports the student's focus of research (4 research practica and 6 dissertation research credits).

Course work is delivered via a combination of formats using Internet technology with limited on-campus visits. Students work with faculty mentors who guide and oversee their educational program from admission through completion of degree requirements. Students participate in intensive research experiences connected with faculty research projects and are exposed to a variety of research designs and analytic techniques. Requirements for the degree include successful completion of advanced course work, a qualifying paper, an oral qualifying exam, and a dissertation (including oral



## Financial Information

Tuition for 2016/2017 is \$1,358 per credit hour for the M.S.N., Post-Master's Certificate, 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 or six semesters of part-time study. The D.N.P. program requires a minimum of 35 credit hours of study.

The course fee for students registered for zero hours of Clinical Continuation (NURS 5999 {3000}) or Thesis (NURS 7999 {379}) is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of course fee retain student status. Course fee for NURS 5999 {3000} is \$609.50. Course fee for NURS 7999 {379} is \$609.50.

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)	219
Summer	76
Zero hours	\$679.50
Student health insurance (per year)	3,064
(\$1,532, fall; \$1,532, spring)	

Expenses for books and supplies will vary by specialty. Equipment such as tape recorders and diagnostic sets will be required for certain specialties.

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

### Payment of Tuition and Fees

Tuition, fees, and all other university charges incurred prior to or at registration are due and payable by August 17 for the fall semester and January 4 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 2016 Withdrawal/Refund Schedule

Week 1	August 24–August 31	100%
Week 2	September 1–September 7	90%
Week 3	September 8–September 14	85%
Week 4	September 15–September 21	80%
Week 5	September 22–September 28	75%
Week 6	September 29–October 5	65%
Week 7	October 6–October 12	60%
Week 8	October 13–October 19	50%
Week 9	October 20–October 26	45%
Week 10	October 27–November 2	40%

*Fall Break October 13–14*

*No refund after November 2, 2016*

#### Spring 2017 Withdrawal/Refund Schedule

Week 1	January 9–January 16	100%
Week 2	January 17–January 23	90%
Week 3	January 24–January 30	85%
Week 4	January 31–February 6	80%
Week 5	February 7–February 13	75%
Week 6	February 14–February 20	65%
Week 7	February 21–February 27	60%
Week 8	February 28–March 15	50%
Week 9	March 16–March 22	45%
Week 10	March 23–March 24	40%

*Spring Break March 4–12*

*No refund after March 24, 2017*

### Tuition Payment Plan (The Vandy Plan)

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

### Late Payment of Fees

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

### Financial Clearance

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwarranted). However, a late payment fee will be assessed each month until the balance is paid. All amounts deferred are due no later than November 1 for the fall semester, April 1 for the spring semester, and July 31 for the summer sessions.

No transcript (official or unofficial) will be issued for a student who has an outstanding or deferred balance. Diplomas will not be released until all indebtedness to the university is cleared.

### Professional Liability Insurance

Students will be automatically covered with professional liability insurance. Payment of premium is required of all enrolled nursing students at the time of registration. Payment of premium is required regardless of any other professional liability coverage the student might have, even for students taking only didactic courses. The policy covers only practice as a nursing student and does not extend to coverage of nursing practice outside of the student role.

The premium is payable in addition to tuition. Details of the policy are available at the university's student insurance office, and students are encouraged to familiarize themselves with policy details and their responsibility in regard to insurance coverage.

### Student Health Insurance

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

### Activities and Recreation Fees

The required student activities and recreation fees entitle degree-seeking students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. The activities fee for graduate students also includes funding for activities sponsored by the Graduate Student Council. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student activities fee and the student recreation fee will be waived automatically if the student is a part-time student registered for four or fewer semester hours and not registered in a thesis or dissertation research course. Students who reside beyond an approximate sixty-mile radius from campus as determined by ZIP code and students who want to have fees waived due to exceptional circumstances must petition in writing for a waiver online at [www.vanderbilt.edu/recadmin](http://www.vanderbilt.edu/recadmin).

A \$10 late fee is assessed to eligible students who apply for waivers after August 13 for the fall semester and January 1 for the spring semester. No waivers are granted after the end of the semester in which the fee occurs, and per the *Student Handbook*, **there are no waivers of the summer activity and recreation fees.**

### Transcripts

Academic transcripts are supplied by the University Registrar on written authorization from the student. Transcripts are not released for students with delinquent accounts. New students will be charged a one-time fee of \$30 for processing transcripts.

### Financial Aid

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

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

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

### Applying for Financial Aid

To apply for a Federal unsubsidized student loan and a Federal Grad PLUS loan, as well as institutional funds, a current or prospective student must complete one application, the Free Application for Federal Student Aid (FAFSA) ([fafsa.ed.gov](http://fafsa.ed.gov)). The tax information from the previous tax year, as well as other factors on the FAFSA, combine to form an Expected Family Contribution (E.F.C.). This figure, along with other financial aid formulas, determines an individual's eligibility for financial aid based on federal guidelines. This information is then provided to the School of Nursing Student Financial Services Office which determines the types and amount of funding available based upon financial aid eligibility. Financial aid applications are not available for distribution until after January of each year and must be filed annually.

### Student Loans

Student loans constitute the majority of a financial aid package. The Federal Stafford Loan Program and the Federal Direct Grad PLUS loans are borrowed from the Federal Direct Loan Program. The Federal Direct Stafford unsubsidized loan is non need based and also has a six-month grace period prior to repayment. The maximum available is \$20,500 per academic year. With an unsubsidized loan, the student is responsible for payment of the accruing interest and may request that payment be deferred until the grace period expires, at which time the interest is capitalized. All Federal Stafford loans must be repaid

within 120 months, and the fixed interest rate on a Federal Stafford loan is 6.21 percent (for the 2014/2015 academic year). This rate may change on July 1, 2015.

As soon as the student has been awarded a Federal Stafford loan, the SON Student Financial Services Office will determine how much the student will be offered in a Federal Direct Grad PLUS loan. The Federal Direct Grad PLUS loan enables graduate/professional students with a good credit history to borrow to pay educational expenses for at least half-time enrollment (six hours or more a semester). The student may borrow up to the annual cost of attending Vanderbilt minus any other aid for which the student is eligible. The majority of loans offered will be Federal Direct Grad PLUS loans. The fixed interest rate on this loan is 7.21 percent (for the 2014/2015 academic year). This rate may change on July 1, 2015. 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) is required to be considered for a scholarship award. 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 according to the requirements of the funding source. The School of Nursing maintains an extensive list of scholarships available for women, minorities, and graduate students. Students who are pursuing a post-master's certificate are not eligible for scholarships or federal student loans but may apply for private loans.

### Full-tuition Scholarships

Three full-tuition, one-year scholarships are offered to incoming students. One is awarded to an outstanding first-year pre-specialty student. One is awarded to an outstanding direct-entry student, and one to an outstanding minority student. The rankings are based on the entering GPA and GRE test scores, and the recipients are determined by the scholarship committee. There are also three merit-based, one-year, full scholarships awarded to pre-specialty M.S.N. students with the highest GPA's entering their second year of study.

### External Scholarships

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

### Disbursement of Financial Aid Funds

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

## Honors and Awards

### Sigma Theta Tau

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

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

### Founder's Medal

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

### 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 1000–4000-level: Upper-level pre-nursing courses

NURS 5000-level: Generalist nursing courses

NURS 6000–7000-level: Specialist nursing courses

NURS 8000-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 1500. Introduction to Microbiology.** [Formerly Nu RS 150] 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 1601. Introduction to Nutrition.** [Formerly Nu RS 231A] This course is designed to assist the student in building a foundation of knowledge which may be used to evaluate nutrition information from varied sources. Nutrition research will be integrated with the basic principles of digestion and absorption, the role of specific nutrients in health and illness, and the role of nutrition throughout the lifespan. Topics of interest to be addressed will include nutrition and physical fitness, regulation of weight and energy balance, the role of vitamins and minerals in health and disease prevention, and fundamentals of a healthful, varied diet through the lifespan. A background in basic sciences is helpful in this course, but not essential. [2]

**NURS 1602. Nutrition and Health: Issues and Insights.** [Formerly Nu RS 231b] This course is designed to complement and build upon 1601 Introduction to Nutrition to assist the student in building a foundation of knowledge that may be used to evaluate nutrition information from varied sources and apply that knowledge to personal lifestyle and dietary choices. 1602 will expand upon nutrition topics introduced in 1601, 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. 1602 will introduce students to the evaluation of nutrition research, interventions, and recommendations through use of an evidence based medicine approach. Current research and topics of interest to be addressed will include nutrition concepts as related to cardiovascular disease, obesity, and cancer prevention; dietary supplements and herbs; health implications of alcohol use; determinants of eating behavior; and nutrition-health issues unique to a college age population. Pre/corequisite: 1601. [1]

**NURS 3101. Human Anatomy and Physiology I.** [Formerly Nu RS 210A] 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 3102. Human Anatomy and Physiology II.** [Formerly Nu RS 210b] Integrative study of human anatomy and physiology. This course is a continuation of 3101. 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: 3101 or permission of the instructor. [4]

## Generalist Nursing Courses and Electives

**NURS 5095. Prespecialty Clinical Directed Study.** [Formerly Nu RS 262] This clinical course is designed to facilitate prespecialty student maintenance of clinical competencies in the event the student is unable to progress as planned in the clinical course curriculum of the prespecialty level. Students enrolled in this course will complete independent review of prior clinical and non-clinical course content, supervised laboratory practice, and facilitated clinical experience as directed by the faculty to demonstrate maintenance of clinical competency at the level of the last successfully completed prespecialty course. Prerequisite: Successful completion of at least one prespecialty clinical course. [1]

**NURS 5101. Legal and Ethical Accountability in Professional Nursing Practice.** [Formerly Nu RS 215] This course provides an opportunity for the student to explore current legal and ethical issues in health care. Students will gain understanding of legal and ethical concepts, applying them in identification and analysis of complex scenarios affecting professional nursing practice. Legal principles, nursing liability, ethical theories, and decision-making are discussed as foundational concepts for professional nursing practice. Corequisite: 5102, 5103, 5105, 5106, 5115. [2]

**NURS 5102. Principles of Client-Centered Care.** [Formerly Nu RS 220] This course is designed to provide the learner with the opportunity to achieve the knowledge, skill and attitudes essential in the provision of nursing care focused upon the client's individual needs, desires and capacities with the goal of achieving the best possible client outcome. Learners will engage in self-assessment and reflection, peer assessments, and client-centered assessment, analysis, and planning in order to develop competency in the delivery of client-centered care. Corequisite: 5101, 5105, 5103, 5115, 5106. [1]

**NURS 5103. Human Experience of Health and Illness Across the Lifespan I.** [Formerly Nu RS 235] Nursing 5103 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: 5101, 5102, 5105, 5115, 5106. [4]

**NURS 5105. Enhancement of Community and Population Health I.** [Formerly Nu RS 225] 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: 5101, 5102, 5103, 5115, 5106. [2]

**NURS 5106. Pharmacology for Nursing Care I.** [Formerly Nu RS 255A] 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: 5101, 5102, 5103, 5105, 5115. [2]

**NURS 5115. Fundamentals of Clinical Practice.** [Formerly Nu RS 245] 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: 5101, 5102, 5105, 5103, 5106. [5]

**NURS 5201. Inquiry and Evidence in Professional Nursing Practice.** [Formerly Nu RS 216] This course provides an introduction to nursing research and the evidence based practice process. Special emphasis is placed on integration of nursing science with clinical judgment and patient preferences for care. Students gain knowledge of the contributions of qualitative and quantitative research to clinical practice. Knowledge development and the interrelationships among theory, practice and research are discussed. The nurse's role as advocate for human subjects in research is presented. Students identify clinical problems, search scholarly literature for information related to those problems, and critically appraise the scholarly information for application to clinical practice. The course culminates with the presentation of an evidence based nursing project addressing a selected clinical problem for the purpose of improving patient outcomes. Prerequisite: 5101, 5102, 5103, 5105, 5106, 5115; corequisite: 5203, 5205, 5206, 5215. [2]

**NURS 5203. Human Experience of Health and Illness Across the Lifespan II.** [Formerly Nu RS 236] Nursing 5203 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: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5215, 5206. [5]

**NURS 5205. Enhancement of Community and Population Health II.** [Formerly Nu RS 226] 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: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5203, 5215, 5206. [3]

**NURS 5206. Pharmacology for Nursing Care II.** [Formerly Nu RS 255b] 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: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5203, 5215. [2]

**NURS 5215. Integration of Theoretical and Clinical Aspects of Nursing I.** [Formerly Nu RS 246] 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: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5203, 5206. [3]

**NURS 5301. Leadership and Management in Professional Nursing Practice.** [Formerly Nu RS 217] This course provides an introduction to leadership and management in nursing. Course content focuses on leadership and decision-making theories, power and influence, team building, communication, and problem solving skills. The course is designed to facilitate transition to practice and management of professional issues that reflect the current complexity in provision of care with respect to patient, organizational, and professional advocacy. Quality improvement and management skills will be emphasized including delegation and assignment, managed care, outcomes management, resource allocation, conflict resolution, and economic principles pertinent to the efficient and effective delivery of health care services. Prerequisite: 5101, 5201; corequisite: 5303, 5305, 5306, 5315, 5325. [2]

**NURS 5303. Human Experience of Health and Illness Across the Lifespan III.** [Formerly Nu RS 237] 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: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5315, 5325, 5306. [Prerequisite and corequisite courses apply to non-R.N. students only.] [4]

**NURS 5305. Enhancement of Community and Population Health III.** [Formerly Nu RS 227] 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: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5303, 5315, 5325, 5306. [2]

**NURS 5306. Pharmacology for Nursing Care III.** [Formerly Nu RS 256] 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: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5315, 5325. [1]

**NURS 5315. Integration of Theoretical and Clinical Aspects of Nursing II.** [Formerly Nu RS 247A] 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: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5325, 5306. [1]

**NURS 5325. Capstone Clinical Practicum.** [Formerly Nu RS 247b] 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: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5315, 5306. [2]

**NURS 5401. Critical Thinking, Supporting Evidence and Communication, Part 1.** [Formerly Nu RS 218A] 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 5402. Epidemiology and Population-Based Nursing.** [Formerly Nu RS 228] 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. [3]

**NURS 5403. Health Care Systems and the Role of the Nurse as Facilitator of Learning.** [Formerly Nu RS 238] This course addresses health care systems and the role of the nurse as teacher and facilitator of learning in health care. Course content focuses on leadership concepts, decision-making, team building, communication, managerial skills, and integrates the foundational concepts of teaching and counseling patients and families. The course also provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations to include quality improvement and legal/regulatory issues. In addition, course content will include the

impact of managed care and financial pressures on health care providers along with outcomes management, financial management, conflict resolution and economic principles pertinent to the delivery of health care services. The course provides concepts related to change management and the teaching and learning processes. Corequisite: 5401, 5402, 5303. [3]

**NURS 5501. Critical Thinking, Supporting Evidence and Communication, Part 2.** [Formerly Nu RS 218b] This course is the second of a two course sequence addressing critical thinking, research utilization, and communication. Students in this course will identify, evaluate, and engage the various steps of scholarly inquiry in order to address research problems related to professional nursing practice. Students also will explore the theoretical and research foundations for evidence-based practice in nursing. Prerequisite: 5401. [2]

**NURS 5502. Ethics in Nursing Practice.** [Formerly Nu RS 219] This didactic and seminar course addresses basic ethical principles and special problems/issues as sources for ethical reflection. Ethical dilemmas in health care are discussed using professional and analytical methods of investigation. Students are expected to reflect on their personal values and beliefs, ethical principles, clinical experiences, and literature sources while engaging in all assignments. Prerequisite: 5401. [2]

**NURS 5505. Health Assessment for the Registered Nurse.** [Formerly Nu RS 248] 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. Prerequisite: 5303, 5402. Corequisite: 5506. [3]

**NURS 5506. Pharmacology for the Registered Nurse.** [Formerly Nu RS 259] This course extends and builds upon pharmacological knowledge from foundational pharmacology courses and pathophysiology courses. The focus of the course is the variations of drug therapy in complex situations. The course presents cases of complex drug regimens for analysis and evaluation by the student. Emphasis will be placed on pharmacological interventions to achieve safe and optimal patient outcomes in specific situations. [3]

**NURS 5515. Providing Care at the Community Level.** [Formerly Nu RS 249] 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: 5402; corequisite: 5505; or with permission of instructor. [3]

**NURS 5598. Independent Study—Non Clinical.** [Formerly Nu RS 251]

## Specialist Nursing Courses and Electives

**NURS 5999. Clinical Continuation.** [Formerly Nu RS 3000] 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]

**NURS 6010. Pathophysiologic Concepts.** [Formerly Nu RS 308] 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 6011. Advanced Health Assessment and Clinical Reasoning.**

[Formerly Nu RS 305A] 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 6020. Advanced Pharmacotherapeutics.**

[Formerly Nu RS 307] 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 6025. Continuous Quality Improvement and Outcomes Measures.**

[Formerly Nu RS 383A] 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. [2-3]

**NURS 6030. Advanced Practice Nursing in Primary Care of the Adult.**

[Formerly Nu RS 309A] 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: 6101 or 6011. [3]

**NURS 6031. Advanced Practice Nursing in Primary Care of the Adolescent.**

[Formerly Nu RS 309C] This didactic course presents knowledge that is necessary for the practice of primary health care nursing of adolescents. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse adolescent populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adolescent is explored. Students are introduced to the dynamics of the managed care environment. Pre/corequisite: 6011 or 6101. [1]

**NURS 6032. Advanced Practice Nursing in the Primary Care of the Woman.**

[Formerly Nu RS 309E] 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: 6011. [1]

**NURS 6034. Adult Gerontology Primary Care I.**

[Formerly Nu RS 310A] 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: 6011. [3]

**NURS 6040. Introduction to Health Informatics.**

[Formerly Nu RS 381A] Health informatics is the management and transformation of health data into information and knowledge to improve aspects of health outcomes such as cost, quality, safety, and/or satisfaction. This survey course focuses on information systems in clinical settings and the use of information for health systems management. The recent emphasis on the National Health Information Infrastructure at the Federal level will be used to frame the topics. Examples include organizing information pertinent to individual patient care, analyzing data to determine clinical effectiveness, retrieving needed information or knowledge

at the point of care, using data to improve management of health care enterprises, and assessing the health patterns of populations and aggregates. Pre/corequisite: basic competency in using word processing, electronic mail, bibliographic or library retrieval systems, presentation graphics, spreadsheets, and databases. These skills are not taught in the course, but students may be required to apply them to carry out course assignments. [3]

**NURS 6041. Health Care Financial Management.**

[Formerly Nu RS 385A] 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 6050. Scientific Underpinnings for Advanced Nursing Practice.**

[Formerly Nu RS 399A] 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 6060. Conceptualization and Integration of Evidence for Advanced Nursing Practice.**

[Formerly Nu RS 399b] 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: 6050. [3]

**NURS 6070. APN Role Within the U.S. Healthcare Delivery System.**

[Formerly Nu RS 395] 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 6080. Interdisciplinary Topics in Global Health.**

A 1 credit hour elective course designed for graduate students interested in global health. This course will consist of weekly discussions led by interdisciplinary experts in global health, within and outside of vu. Topics will focus on interdisciplinary innovations that alleviate health disparities in diverse settings locally and abroad. Students will engage in learning through readings, attendance and participation in discussion and debates at weekly seminars (live or virtual) and weekly written reflections. This course is designed for students interested in caring for underserved populations locally and abroad, and builds on a diverse base of prerequisite knowledge in interdisciplinary fields pertaining to health, sustainable development, and working in interdisciplinary teams. [1]

**NURS 6090. Joint Studies Med School.**

[Formerly Nu RS 372]

**NURS 6091. LGBTI Health in Inter-professional Practice.** Lesbian, Gay, bisexual, Transgender and Intersex (LGBTI) Health in Inter-professional Practice is a course focusing on specific health care needs (from the perspective of many health-related professions) of people who identify as a sexual or gender minority. Guidance for self-exploration of biases, discomforts, strengths and talents that may impede or restore the provision of equitable health care delivery for LGBTI people will be provided. Language, sexual development, disease prevention, health risks and legal and ethical issues related to gender identity and sexual orientation will be defined and explored within the context of different health care environments. Additionally, specific health care concerns for patients with disorders of sexual development (DSD) or

intersex will be explored. Students will interact with inter-professional and -disciplinary team members while developing knowledge and skills to provide expert and equitable care for LGBTI people. Students will engage in learning through readings, synchronous and asynchronous discussions, written assignments and a discipline-specific project. [2]

**NURS 6098. Independent Study, Non-Clinical.** [Formerly Nu RS 370] 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 6099. Independent Study: Clinical.** [Formerly Nu RS 371] 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 6101. Advanced Health Assessment and Clinical Reasoning.** [Formerly Nu RS 305F] 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 6102. Advanced Physiology and Pathophysiology.** [Formerly Nu RS 306A] This course provides in-depth discussion of complex physiologic and pathophysiologic concepts across the lifespan essential for advanced practice nursing of adult and geriatric patient populations in acute care settings. Physiology of each organ system is discussed from the cellular level to the function of organ systems. Emphasis is placed on integrating physiologic concepts to predict, evaluate, and manage pathologic processes. Prerequisite: Courses in undergraduate level human anatomy and physiology. [4]

**NURS 6103. Advanced Pharmacotherapeutics.** [Formerly Nu RS 307C] 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 Adult-Gerontology Acute Care Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 6102. [3]

**NURS 6105. Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner.** [Formerly Nu RS 305b] 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: 6101, graduate-level standing, admission to the specialty. [1]

**NURS 6113. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I.** [Formerly Nu RS 340A] 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: 6101, 6105, 6102. [3]

**NURS 6115. Adult-Gerontology Acute Care Nurse Practitioner Practicum.** [Formerly Nu RS 342A] 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: 6101, 6102, 6103, 6105, 6113; corequisite: 6123. [4]

**NURS 6123. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II.** [Formerly Nu RS 340b] 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: 6050. Pre-requisite: 6102, 6103, 6113. [3]

**NURS 6125. Adult-Gerontology Acute Care Nurse Practitioner Practicum.** [Formerly Nu RS 342b] 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: 6011 or 6101, 6102, 6103, 6113, 6305. [2]

**NURS 6133. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III.** [Formerly Nu RS 340C] 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: 6113, 6123. [3]

**NURS 6135. Adult-Gerontology Acute Care Nurse Practitioner Practicum in Intensive Care.** [Formerly Nu RS 342C] 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. Pre-requisite: 6101, 6102, 6103, 6105, 6113; Pre/corequisite: 6123. [3]

**NURS 6140. Introduction to Transplantation.** [Formerly Nu RS 345] 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 6142. Concepts in Trauma Nursing.** [Formerly Nu RS 396G] 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: 6101, 6105 and 6113. [2]

**NURS 6145. Advanced Adult-Gerontology Acute Care Nurse Practitioner Intensivist Practicum.** [Formerly Nu RS 343C] 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: 6101, 6102, 6103, 6105, 6113, 6123, 6135, 6149. Pre/corequisite: 6133. [3]

**NURS 6147. Advanced Concepts in Cardiovascular Nursing.** [Formerly Nu RS 347] 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 adult and older-adult patients with alterations in cardiovascular health states, as well as on the selection and application of concepts and theories relevant to advanced cardiovascular nursing. N347 is an elective support course for students within the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program who wish to develop a foundation for advanced practice in the management of cardiovascular disease. Learning experiences focus on management of cardiovascular disease in acute and critically ill adult and older-adult patient populations. Prerequisite: 6101, 6102, 6103, 6105, 6113; corequisite: 6123; or with permission of course coordinator. [3]

**NURS 6148. Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner.** [Formerly Nu RS 348] This course builds on the foundational knowledge received in 6101, 6102, 6103 and the 6113, 6123, 6133 series. The course introduces basic concepts of hospital practice used by adult-gerontology acute care nurse practitioners. The Hospitalist manages care from admission of the adult and older adult patient from admission to discharge, in a variety of hospital settings and situations. A variety of hospital topics will be covered in this course to include infectious disease, dermatology, wound care and hospital specific pulmonary and cardiac situations. 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 are also included in the course content. Concurrent enrollment in 6115 and 6123 is strongly recommended but not required for enrollment in the course. Pre/corequisite: 6101, 6102, 6103, 6105 and 6113. [2]

**NURS 6149. Advanced Critical Care Concepts for the ACNP Intensivist.** [Formerly Nu RS 396D] 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: 6102, 6020, 6113, and Fundamental Critical Care Support Provider Certification through the Society of Critical Care Medicine's Course. [3]

**NURS 6165. Advanced Clinical Skills for the AG-ACNP Hospitalist.** This course builds on the foundational knowledge of advanced practice nursing from course work covered in Nu RS 6101, Nu RS 6105, Nu RS 6102, Nu RS 6103 and Nu RS 6113. The course builds off of the 6105 clinical course and also complements the 6115 clinical course. The course engages the Hospitalist student in simulation geared toward diagnostic techniques and patient management strategies utilized by the adult-gerontology acute care nurse practitioner for hospitalized patients. Additional diagnostic skills and documentation techniques such as assessment note dictation will be introduced in this course. Procedures include I&D of an abscess and skin biopsy. Prerequisite: 6101, 6102, 6103, 6105, and 6113. Completion or current enrollment in 6148 is required for enrollment in the course. Concurrent enrollment in

6115 and 6123 is required for enrollment in the course. No exceptions will be made. [1]

**NURS 6170. Advanced Critical Care Simulation.** [Formerly Nu RS 396E] 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: 6101, 6105, 6102, 6103, 6113, 6135, 6149. Pre/corequisite: 6133, 6145. [1]

**NURS 6175. Advanced Adult-Gerontology Acute Care Nurse Practitioner Intensivist Preceptorship.** [Formerly Nu RS 343D] 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: 6101, 6102, 6103, 6105, 6113, 6123, 6135, 6149. Pre/corequisite: 6133, 6145. [2]

**NURS 6185. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship.** [Formerly Nu RS 343b] 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: 6101, 6102, 6103, 6113, 6123, 6125, 6133, 6305, 6385, 6521 all core courses. [4]

**NURS 6195. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship.** [Formerly Nu RS 343] 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: 6101, 6102, 6103, 6105, 6113, 6115, 6123, R.N. licensure; Pre/corequisite: 6133. [4]

**NURS 6205. Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner.** [Formerly Nu RS 305b] 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: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 6215. Adult Gerontology Primary Care Nurse Practitioner Clinical I.** [Formerly Nu RS 365A] 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: 6011/6105, 6020, 6010, 6034. [4]

**NURS 6231. Essential Procedures for the Primary Care Provider.** [Formerly NuRS 368] 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: 6011. [2]

**NURS 6234. Adult Gerontology Primary Care II.** [Formerly NuRS 310b] 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: 6011, 6034; Pre/corequisite: 6010. [3]

**NURS 6236. Advanced Concepts in the Care of the Elderly.** [Formerly NuRS 310C] This didactic course presents the advanced concepts in the care of the elderly patient. Students examine selected age-related changes, disease processes and comorbidities. Pathophysiology, clinical presentations, interventions, and outcomes are identified. This course integrates the principles of health promotion, disease prevention and rehabilitation. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 6011, 6034; Pre/corequisite: 6020. [2]

**NURS 6237. Concepts of Mental Health for Adults.** [Formerly NuRS 310D] 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: 6011, 6020, 6010, 6034. [1]

**NURS 6295. Adult Gerontology Primary Care Nurse Practitioner Clinical II.** [Formerly NuRS 365b] In this clinical course, the student implements the role of the Adult-Gerontology Primary Care Nurse Practitioner working with patients in the primary care setting. The focus is on the synthesis of theory, knowledge and skills from previous courses for the Adult Nurse Practitioner scope of practice. Pre/corequisite: 6010, 6011, 6020, 6031, 6032, 6034, 6050, 6060, 6070, 6205, 6215, 6234, 6236, 6237. [4]

**NURS 6301. Concepts of Emergency Nursing.** [Formerly NuRS 396F] 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: 6011 or 6101. [variable 2-3]

**NURS 6305. Advanced Health Assessment Applications for the Dual Adult-Gerontology Acute Care NP/Family NP.** [Formerly NuRS 305b] 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: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 6361. Pathophysiology & Collaborative Management in Emergent & Critical Care.** This didactic course is designed to provide ENP postmasters students an exploration of the pathophysiology, assessment, diagnosis, and collaborative management of selected urgent and emergent health problems across the lifespan. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of commonly encountered conditions within emergency care settings. Prerequisite: Enrollment in ENP Specialty Program. Co-requisite: NuRS 6365. [3]

**NURS 6365. Trauma, Emergency & Critical Care Clinical I.** N6365 is the first in a 2-part clinical sequence designed to provide the FNP with clinical experience in development and application of the roles of the emergency nurse practitioner. Emergency Department settings allow the student to apply management skills, nursing theory, pathophysiologic and psychosocial concepts in planning care for patients across the lifespan. 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 collaborative therapeutic management related to emergency care. Prerequisite: Enrollment in ENP Specialty Program. Co-requisite: NuRS 6361. [3]

**NURS 6375. Trauma, Emergency & Critical Care Clinical II.** N6375 is the second in a 2-part clinical sequence designed to provide the FNP with clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings allow the student to apply management skills, nursing theory, pathophysiologic and psychosocial concepts in planning care for patients across the lifespan. 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 collaborative and therapeutic management related to emergency care. Prerequisite: Enrollment in ENP Specialty Program, NuRS 6361, NuRS 6365. Co-requisite: NuRS 6301. [3]

**NURS 6385. Practicum in Emergency Care I.** [Formerly NuRS 397A] This course is designed to provide clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning 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: 6102, 6103, 6305, 6113. Corequisite: 6123, 6125, 6301. [1]

**NURS 6395. Practicum in Emergency Care II.** [Formerly NuRS 397b] This course is designed to provide a capstone clinical experience in development and application of the roles of the dual Acute Care and Family NP for ED practice. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care across the lifespan. Pre/corequisite: 6030, 6031, 6032, 6102, 6103, 6113, 6123, 6125, 6133, 6301, 6305, 6385, 6531, 6532, 6525. [1]

**NURS 6401. Organizational Behavior.** [Formerly NuRS 380] 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 6402. Leadership.** [Formerly Nu RS 382] 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 6404. Directed Reading.** [Formerly Nu RS 384] This is a directed reading course which introduces contemporary works from leaders who are influencing society and health care. [3]

**NURS 6408. Management Strategies for Health Care Systems.** [Formerly Nu RS 388] 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 6409. Health Care Management of Populations.** [Formerly Nu RS 389] This course provides a framework for students to develop and apply both an ethical and a theoretical framework for population-based care management. Students develop a framework for measuring client satisfaction, quality of care, resource efficiency and explore principles of multidisciplinary collaboration. [3]

**NURS 6485. Management Practicum I.** [Formerly Nu RS 386] 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. Corequisite: 6041 & 6402. [3]

**NURS 6495. Management Practicum II.** [Formerly Nu RS 387] 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 6485, Practicum I, of the HSM program. Students are assigned to a more senior leader in 6495, and complexity of course deliverables is enhanced. Pre/corequisite: 6485. [4]

**NURS 6505. Advanced Health Assessment Applications for the Family Nurse Practitioner.** [Formerly Nu RS 305b] 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: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 6521. The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice.** [Formerly Nu RS 361A] This course is designed to provide Family Nurse Practitioner (FNP) students with the knowledge of the context of primary care and related domains and core competencies of family nurse practitioner practice identified by the National Organization of Nurse Practitioner Faculties (NONPF). Specific content of the course covers the hallmarks of primary care and the seven domains and focuses on operationalizing competencies into practice. Competencies needed to promote and protect health and prevent disease are emphasized. Pre-requisite knowledge: This course builds on previous course work involving the assessment, diagnosis, and management of common and chronic conditions seen

in the primary care setting. Graduate status and FNP specialty student required. [2]

**NURS 6525. Practicum in Primary Health Care of the Child and Adolescent.** [Formerly Nu RS 362] 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: 6011 (or 6101), 6305 or 6505, 6010, 6020, 6531, 6031. [2]

**NURS 6531. Advanced Practice Nursing in Primary Care of the Child.** [Formerly Nu RS 309b] 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: 6011. [2]

**NURS 6532. Advanced Practice Nursing in the Primary Care of the Elderly.** [Formerly Nu RS 309D] 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: 6011. [1]

**NURS 6535. Practicum in Primary Health Care of the Adult for Dual Specialty.** [Formerly Nu RS 363A] 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: 6101, 6305. Corequisite: 6010, 6020, 6030. [3]

**NURS 6545. Practicum in Primary Health Care of the Adult.** [Formerly Nu RS 363C] 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: 6011, 6805, 6810; Pre/corequisite: 6020, 6821. [2]

**NURS 6555. Practicum in Primary Health Care of the Family.** [Formerly Nu RS 360A] 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: 6011, 6505; Corequisite: 6010, 6020, 6030, 6031, 6531. [variable credit: 4 for FNP; 2 for NMW/FNP]

**NURS 6565. Practicum in Primary Health Care of the Family.** [Formerly Nu RS 360b] 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: 6010, 6011, 6020, 6030, 6031, 6505, 6531, 6532, 6555. [1]

**NURS 6575. Clinical Decision Making for the Family Nurse Practitioner.** [Formerly Nu RS 360C] 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: 6010, 6011, 6020, 6030, 6031, 6032, 6505, 6521, 6531, 6532, 6555. Corequisite: 6565, 6585. [1]

**NURS 6585. Family Nurse Practitioner Preceptorship.** [Formerly Nu RS 364] In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite for FNP students: 6555, 6565; pre/corequisite for NMW/FNP students: 6545, 6555. [4]

**NURS 6595. Family Nurse Practitioner Preceptorship for AG-ACNP/FNP Dual Specialty.** [Formerly Nu RS 364A] In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice for students who are pursuing dual preparation. Pre- or corequisite: 6030, 6031, 6032, 6525, 6531, 6532, 6535, all core courses. [3]

**NURS 6602. Developmental/Neonatal Physiology.** [Formerly Nu RS 306C] 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 6605. Advanced Neonatal Health Assessment.** [Formerly Nu RS 305C] This core course provides opportunities for NNP students to develop the knowledge and skills needed to perform a comprehensive health and gestational age assessment. Data to collect when eliciting a health history, principles of performing a physical and gestational age assessment, diagnostic study interpretations, and examination techniques are stressed in the didactic portion of the course. Critical thinking is emphasized as the basis for synthesis of knowledge regarding the performance of health histories, physical assessments and identification of potential diagnostic tests for alterations in clinical findings. Emphasis is placed on the recognition of assessment findings that deviate from normal. A seven-week supervised clinical experience in the regular newborn nursery and/or I level II Neonatal Intensive Care unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal and late preterm infants. [3]

**NURS 6610. Neonatal Nursing Birth Through 2 Years of Age.** [Formerly Nu RS 316] This course focuses on the health status and care of the neonates and infants through 2 years of age. Emphasis is placed on theories of attachment, growth and development through 2 years of age. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness and management of common older infant medical conditions. Physical, social, cognitive and emotional growth will be address as well as issues associated with the development of sleep/wake cycles, infant behavior, newborn laboratory screening, feeding, infant and childhood immunizations, safety, and common parental concerns. Normal variations and minor disruptions in aspects of newborn and infant health are emphasized. Knowledge synthesized from this course provides an essential working foundation for future neonatal/infant course work. Clinical practice in the role of the NNP related to infant outcomes and ethical dilemmas are discussed. Corequisite: 6602. [3]

**NURS 6614. Neonatal Pathophysiology and Management I.** [Formerly Nu RS 317A] 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: 6602, 6605, 6610. [3]

**NURS 6615. Neonatal Practicum.** [Formerly Nu RS 318] 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 I 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: 6602, 6605, 6610, 6614; corequisite: 6620, 6624; successful completion of Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PAL S) is required prior to clinical. [3]

**NURS 6620. Introduction to Advanced Procedures for Neonatal Nurse Practitioners.** [Formerly Nu RS 315] This course provides students with an introduction to the advanced practice skills commonly performed by neonatal nurse practitioners. A step-by-step practical approach is taken to describe the procedures. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and

equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Students have the opportunity to practice the skills presented in the course under the supervision of experienced Advanced Practice Neonatal Nurses. The differentiation between normal and abnormal lab values are also emphasized. Prerequisite: 6602, 6605, 6610, 6614. Corequisite: 6621, 6624. [3]

**NURS 6621. Advanced Neonatal Pharmacotherapeutics.** [Formerly Nu RS 307D] 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 6624. Neonatal Pathophysiology and Management II.** [Formerly Nu RS 317b] 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: 6602, 6605, 6610, 6614; Corequisite: 6620, 6621. [3]

**NURS 6695. Neonatal Preceptorship.** [Formerly Nu RS 319] 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: 6602, 6605, 6610, 6614, 6615, 6620, 6624; all core courses. [6]

**NURS 6711. Technology Components of Informatics.** [Formerly Nu RS 381b] This course explores the structure and function of networks and network based applications as they relate to their use within health care and health care education. Topics covered include basic concepts of infrastructure (IP addressing, routing and networks), the basic technology behind medical recording, by OD (bring your own device) such as Cell Phones and Tablets, data collection and analysis tools, social networking including synchronous communication applications, and educational applications including asynchronous screen narration applications and Learning Management Systems. [2]

**NURS 6712. Desktop Maintenance.** [Formerly Nu RS 381D] 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 6715. Clinical Informatics Practicum I.** [Formerly Nu RS 392b] 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. Prerequisite: 6723 [2]

**NURS 6722. Consumer Health Care Informatics.** [Formerly Nu RS 381G] 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 6723. Informatics of Clinical Practice.** [Formerly Nu RS 392A] Informatics of clinical practice focuses on a structured approach to methodologies, techniques, and tools for information system development and implementation. The systems development life cycle approach incorporates the following phases: planning, analysis, design, implementation, and evaluation. The role of informatics nurse specialist is featured as well as the role of end users in this process. Prerequisite: 6003. [3]

**NURS 6725. Web Development for Health Care Applications.** [Formerly Nu RS 381C] 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 I Ectora. basic HTML markup skills will be taught for the purpose of creating interactive Web applications through databases in the follow-up course. [3]

**NURS 6731. Informatics of Evidence-Based Practice.** [Formerly Nu RS 392C] This course addresses informatics techniques to bring the best available evidence about nursing to the point of care to support the patient's health and decision making. The relationship between standardized languages, electronic documentation systems, and evidence-based nursing practice are explored. use of the Internet to select and customize nursing interventions, point of care devices, and Web-based diagnostic decision support systems are examined. [3]

**NURS 6732. Project Management.** [Formerly Nu RS 381W] 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. [2]

**NURS 6735. Database Design for Health Care Applications.** [Formerly Nu RS 381E] 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 6795. Clinical Informatics Practicum II.** [Formerly Nu RS 392D] 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: 6040, 6723, 6731. [2]

**NURS 6805. Advanced Health Assessment Applications for Nurse-Midwifery.** [Formerly Nu RS 305b] 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: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 6810. Women's Health for Nurse-Midwifery.** [Formerly Nu RS 327A] 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: 6011. [3]

**NURS 6811. Reproductive Anatomy and Physiology.** [Formerly Nu RS 306b] 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 6812. Evolution of Midwifery in America.** [Formerly Nu RS 333] 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 6815. Nurse-Midwifery Practicum I.** [Formerly Nu RS 331] Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of women from premenarche through post-menopause. Students apply specific components of the American College of Nurse-Midwives (ACNM) Philosophy, Core Competencies for basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics to women from peri-menarche through post-menopause including primary care, preconception, antepartal, and interconceptional periods. Clinical experience is under the supervision of nurse-midwifery, nurse practitioner, or physician preceptors in a variety of settings. Students have the opportunity to identify and discuss risk management and ethical issues inherent in clinical practice. Prerequisite: 6011, 6805, 6810; corequisite: 6020, 6821. [2]

**NURS 6821. Antepartal Care for Nurse-Midwifery.** [Formerly Nu RS 330] This course provides the theoretical basis of individualized family-centered management of pregnancy for women of diverse cultural and socioeconomic backgrounds. Pregnancy is viewed as a normal physiologic and developmental process that affects and is affected by a variety of factors, including psychosocial, epidemiologic, legal and ethical issues. Strategies are presented for health promotion and disease prevention, including preconception and prenatal screening, health education, empowerment of women, and collaboration with other health care providers. Selected complications of pregnancy are addressed, and appropriate applications of technology, pharmacologic, non-pharmacologic, and common complementary and alternative therapies are considered. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 6810. Pre/corequisite: 6811 [3]

**NURS 6831. Skills for Nurse-Midwifery.** [Formerly Nu RS 334] This course provides nurse-midwifery students with clinical and laboratory experiences needed to develop skills necessary during uncomplicated birth and specific complicated or emergency situations in the intrapartum and postpartum periods. Prerequisite: 6821. [1]

**NURS 6835. Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care.** [Formerly Nu RS 335] Students will integrate principles, current literature, theory and research findings into the management of the care of women during the intrapartum and postpartum periods, and management of the newborn from birth to 28 days of life. Methods of screening for abnormalities, supporting healthy adaptation to extra-uterine life, and facilitating healthy parental-newborn family relationships are applied. Students have the opportunity to apply 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), and Standards for the Practice of Midwifery, and the Code of Ethics in the management of labor, birth, and the puerperium, as well as in management of the newborn through 28 days of life. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives and physicians. Prerequisite: 6011, 6020, 6805, 6811. Pre/corequisite: 6836, 6838. [4]

**NURS 6836. Intrapartum Care for Nurse-Midwifery.** [Formerly Nu RS 336] 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: 6011, 6020, 6805, 6811, 6815, 6821. [3]

**NURS 6838. Nurse-Midwifery Care of the Mother-Baby Dyad.** [Formerly Nu RS 338] This course examines theory and research related to nurse-midwifery management of the maternal/newborn dyad during the post-partum period, and strategies for facilitating healthy physiological adaptation and parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. Management includes non-intervention in the absence of complications as well as selected postpartum complications and emergencies. The American College of Nurse-Midwives (ACNM) Core Competencies for basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the framework for the course. Prerequisite: 6011, 6020, 6811, 6815. Corequisite: 6821, 6835, 6836. [2]

**NURS 6841. Nurse-Midwifery Role Synthesis, Exploration, and Analysis.** [Formerly Nu RS 304b] This course is designed to prepare the nurse-midwifery student for entry into professional practice. In addition, concepts related to leadership, reimbursement and quality principles to continually improve health care are applied. The course builds on information initially discussed in Nu RS 6070 APN Role within the U.S. Healthcare Delivery System and Nu RS 333 Evolution of Midwifery in America. Prerequisite: 6070 and 6812. Corequisite: 6895 or permission of instructor. [2]

**NURS 6895. Advanced Clinical Integration Experience for Nurse-Midwifery.** [Formerly Nu RS 339] 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: 6030, 6815, 6821, 6831, 6835, 6836, 6838. [5]

**NURS 7011. Health Promotion of Behavior Development: Birth through Adolescence.** [Formerly Nu RS 311] 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 7012. Advanced Practice Nursing in Pediatric Primary Care-Part I.** [Formerly Nu RS 312A] 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: 7011, 7013, 7015 or 7025, 6010. [3]

**NURS 7013. Advanced Health Assessment and Clinical Reasoning.** [Formerly Nu RS 305D] Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse pediatric patients. Synthesizing a systematic, organized, family-centered health assessment that is sensitive to growth and development needs is emphasized. Health promotion and disease prevention strategies are discussed. Pre/corequisite: 6010, 7015 or 7025. [2]

**NURS 7015. Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner.** [Formerly Nu RS 305E] 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: 7013. [1]

**NURS 7021. Advanced Practice Nursing in Pediatric Primary Care-Part II.** [Formerly Nu RS 312b] 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: 6010, 7011, 7012, 7013/7015; Pre/corequisite: 7023. [3]

**NURS 7022. Advanced Practice Nursing in Pediatric Acute Care-Part I.** [Formerly Nu RS 312C] In this first part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill children and adolescents. Course content relates to the principles of assessment and management of common health care problems in children and adolescents. A portion of the course includes information necessary for PNPs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010, 7011, 7013, 7012, 7025; corequisite: 7024, 7045. [3]

**NURS 7023. Advanced Pharmacotherapeutics.** [Formerly Nu RS 307E] 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: 6010, 7011. [3]

**NURS 7024. Advanced Pharmacotherapeutics.** This course is designed to provide students with the knowledge of pharmacodynamics and pharmacokinetics which will enable the student to safely and appropriately select pharmacologic agents for the management of acute and chronic health problems of pediatric clients in the acute care setting. Specific content of the course covers representative drugs of pharmacologic groups, indications for use, drug selection, titration of dose, key adverse effects, drug to drug interactions and monitoring of therapy. Legal and ethical considerations in pediatric pharmacotherapy are discussed. Pre/corequisite: 6010, 7011, 7012, 7013, 7025. [3]

**NURS 7025. Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner.** [Formerly Nu RS 305G] This clinical course builds on content presented in Nu R 7013. Laboratory and clinical experiences are provided to develop techniques of advanced physical and developmental assessment of the well child. Oral and written communication skills necessary for effective history taking and inter-professional collaboration are refined. The clinical experience in pediatric primary care provides an opportunity for the student to apply principles of family-centered care. Pre/corequisite: 6010, 7011, 7013. [1]

**NURS 7031. Advanced Practice Nursing in Pediatric Acute Care-Part II.** [Formerly Nu RS 312D] In this second part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice of illness management of children and adolescents. Course content builds upon the information presented in Part I related to the principles of assessment and management of common health care problems in acutely ill, critically ill, and chronically ill children and adolescents. A portion of the course includes information necessary for PNPs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010, 7011, 7012, 7013, 7025, 7045. [3]

**NURS 7032. Current Issues in the Delivery of Advanced Pediatric Care.** [Formerly Nu RS 313] 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 7035. Practicum in Primary Health Care of Children.** [Formerly Nu RS 314A] 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: 6010, 7011, 7012, 7013, 7015; Pre/corequisite: 7021, 7023. [4]

**NURS 7045. Advanced Practice Nursing in Pediatric Acute Care Practicum I.** [Formerly Nu RS 314C] This course is a precepted clinical practicum focusing on inpatient management of acutely ill, chronically ill, and critically ill pediatric patients. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiologic and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 6010, 7012, 7013, 7025, 311. Corequisite: 7022 and 7024. [4]

**NURS 7085. Advanced Pediatric Primary Care Preceptorship.** [Formerly NuRS 314b] 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: 6010, 7011, 7012, 7013, 7015, 7021, 7023, 7035. [5]

**NURS 7095. Advanced Practice Nursing in Pediatric Acute Care Practicum II.** [Formerly Nu RS 314D] This course is a precepted clinical practicum focusing on the management of acutely ill, chronically ill, and critically ill pediatric patients and building upon the knowledge and experience gained in N314C. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiologic and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 6010, 7011, 7012, 7013, 7022, 7025, and 7045. Corequisite: 7031. [5]

**NURS 7205. Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner.** [Formerly Nu RS 305b] 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: 6011, graduate-level standing, admission to the Psychiatric-Mental Health Nurse Practitioner program. [1]

**NURS 7211. Models and Theories of Psychiatric Mental Health Nursing.** [Formerly Nu RS 350] 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 7215. Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan.** [Formerly Nu RS 351] This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM5 (*Diagnostic and Statistical Manual of Mental Disorders*) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health disorders. Laboratory time concentrates on case-based simulation of initial diagnostic interviews, formulation of differential diagnoses and initial treatment plans. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. Pre/corequisite: 6011, 7205, 7211. [3]

**NURS 7216. Child and Adolescent Psychopathology.** [Formerly Nu RS 355] 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 NI NAC 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 7221. Neuroscience for Mental Health Practitioners.** [Formerly Nu RS 352] This course presents the theoretical basis for anatomical, biological, and psychological aspects of advanced practice in psychiatric-mental health nursing. Concepts from neuroanatomy, genetics, neurophysiology and neuropathophysiology, neuropsychiatry, psychiatry, psychology, and social sciences are examined for their applications to advanced practice. This course integrates knowledge from humanities and science and teaches critical analysis of the evidence for improving advanced practice nursing. [2]

**NURS 7222. Psychopharmacology.** [Formerly Nu RS 353] 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 7221 to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications. Pre/corequisite: 7221 or permission of faculty. [2]

**NURS 7223. Theoretical Foundations of Psychiatric-Mental Health Nursing with Groups and Families.** [Formerly Nu RS 354] 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: 7211, 7225, or permission of instructor. [2]

**NURS 7225. Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups and Families.** [Formerly Nu RS 356] This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to complex groups. The student gains skill in implementing evidence-based practice interventions, case load management, and analyzing process dynamics with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Students will explore the PMHNP scope of practice through exposure to multiple roles and models. They will continue to refine diagnostic skills, pharmacological management, non-pharmacological management, and clinical reasoning. A focused needs assessment at clinical site will form the basis for implementation and evaluation of summer clinical project to improve some aspect of patient care or agency services. Pre-requisite: 6011, 7205 and 7215; corequisite: 7221, 7222, 7223. [4]

**NURS 7231. Population-based Mental Health Care Across the Lifespan.** [Formerly Nu RS 357] This course focuses on systems issues affecting clients across the lifespan who require special attention from the advanced practice psychiatric nursing role. Emphasis is placed on effective management of current practice issues without compromising the special needs of these populations. These issues deal with the areas of effective evidence-based treatments, interface with families, developmental task resolution, legal/ethical decision-making, socialization, placements, co-morbidities in care and finances. This content is then conceptualized and operationalized relative to the advanced practice psychiatric nursing role and its interface with both the interdisciplinary psychiatric team of care and other health care professionals involved in the holistic treatment of the patient. Pre/corequisite: Admission to the PMHNP specialty level. Successful completion of 7215, 7225 clinical course work. [2]

**NURS 7275. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus.** [Formerly Nu RS 358C] 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 NI NAC 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. 6011, 6105, 6020, 6010 and Gap Analysis of graduate transcripts for completion of equivalent content and clinical for 7211, 7215, 7221, 7222, 7223, 7225, 7231, 6070, 6050, 6060. [3]

**NURS 7285. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus.** [Formerly Nu RS 358b] 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 NI NAC 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; 6011, 6105, 6020, 6010, 7221, and 7222; Gap analysis of graduate transcripts for completion of equivalent content and clinical for 7211, 7215, 7223, 7225, 7231, 6070, 6050. [3]

**NURS 7295. Psychiatric-Mental Health Nurse Practitioner Preceptorship.** [Formerly Nu RS 358A] This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. Prerequisite: 7225. [4]

**NURS 7305. Advanced Health Assessment Applications for the Women's Health Nurse Practitioner.** [Formerly Nu RS 305b] 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. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 7310. Women's Health for Advanced Practice Nursing I.** [Formerly Nu RS 327A] 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, focusing on obstetric and gynecologic issues. Women's health specialization includes prevention across the lifespan, societal and political determinants of health, patient education, culturally competent care, and reconceptualization of women's relationships with health care providers. This course will focus on the health assessment and maintenance of wellness including normal gynecologic issues, the childbearing family, and the low-risk pregnancy. Students utilize current research in women's health and identify potential research opportunities in obstetrics and gynecology. Corequisite: 6011. [3]

**NURS 7315. Practicum in Women's Health.** [Formerly Nu RS 328] This practicum offers opportunities for students to engage in specific components of advanced nursing practice during self-directed clinical experiences in collaboration with preceptors. Students will apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nursing care of women across the lifespan. Pre/corequisite: 6011, 6020, 7305, 7310, 7320. [4]

**NURS 7320. Women's Health for Advanced Practice Nursing II.** [Formerly NuRS 327b] building on prior knowledge of experience with women's health emphasizing wellness, students will begin to critically examine and evaluate evidence regarding deviations from normal gynecology and low-risk pregnancy. This course focuses on advanced nursing practice through the comprehensive assessment and management of disease processes and treatment of obstetric-gynecologic abnormalities. Concepts include disease and risk identification, culturally competent care, management, treatment, risk reduction, patient education, consultations and referrals. Pre/corequisite: 6010, 7310. [3]

**NURS 7330. Women's Health Issues.** [Formerly Nu RS 326] In this course, students examine major historical, political and cultural influences on the health and health care of women in the United States. Students develop a woman-centered holistic approach to care, which is the central concept in their women's health nursing practice. Pre/corequisite: None. [1]

**NURS 7395. Preceptorship in Women's Health.** [Formerly Nu RS 329] The Women's Health Nurse Practitioner specialty begins with the study of healthy childbearing women and gynecologic, well-woman care then continues with the study of high-risk obstetrics and deviations from normal gynecology. Emphasis is on health maintenance of women throughout the life span. This course prepares students for entry-level advanced practice as a Women's Health Nurse Practitioner. Pre/corequisite: 7315, all core courses. [5]

**NURS 7999. THESIS.** [Formerly Nu RS 379]

## D.N.P. Courses

**NURS 8010. Evidence-Based Practice I: The Nature of Evidence.** [Formerly Nu RS 410] 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. Admission to the D.N.P. Program or permission of instructors required. [2]

**NURS 8012. Informatics for Scholarly Practice.** [Formerly Nu RS 412] This course provides an overview of informatics, the transformation of data into information, knowledge, decisions and actions to improve outcomes. To take advantage of electronic data mines, scholars of the future will need to understand the basics of databases and the structure of vocabularies. Knowledge management to support evidence-based practice will be a critical skill. In addition, this course prepares the student to use available technology tools to present, interpret and organize data. Prerequisite: Admission to the D.N.P. program or permission of instructors. [2]

**NURS 8014. Statistics in Health Sciences.** [Formerly Nu RS 414] 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. Prerequisite: Admission to the D.N.P. program or permission of instructors. [3]

**NURS 8015. Integrative Application of Evidence-Based Practice I.** [Formerly Nu RS 420] Nu RS 8015 is the first of the three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to initiate the development of the scholarly project proposal and apply clinical scholarship to improve patient and population health outcomes. The student is expected to accrue a minimum of 125 hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student will integrate the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8010 (or seamless transition student) & 8012. Corequisite: 8014, 8024 & 8042. [1]

**NURS 8022. Evidence-Based Practice II: Evaluating and Applying Evidence.** [Formerly Nu RS 422] 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: 8010 (or seamless transition student) & 8012; corequisite 8014. [3]

**NURS 8024. Epidemiology.** [Formerly Nu RS 424] Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people. Concepts of health, risk and disease causality are examined. Implications for development of data-based programs for disease/injury prevention and control as well as policy implications will be discussed. Corequisite: 8014. [3]

**NURS 8025. Integrative Application of Evidence-Based Practice II.** [Formerly Nu RS 430] Nu RS 8025 is the second of the three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to complete the D.N.P. scholarly project proposal and apply clinical scholarship to improve patient and population health outcomes. The student is expected to accrue a minimum of 250 practice hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student will integrate the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8015; pre/corequisite: 8032 or 8034, and 8044 or 8045. [1]

**NURS 8032. Health Care Economics and Finance.** [Formerly Nu RS 432] 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 8032 or 8034. Prerequisite: 8010 (or seamless transition student), 8012, 8014, 8022. [3]

**NURS 8034. Advanced Health Care Economics and Finance.** [Formerly Nu RS 434] 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: 8010 (or seamless transition student), 8012, 8014, 8022; Pre/corequisite: 8015. [3]



**NURS 8042. Quality Improvement and Patient Safety.** [Formerly Nu RS 442] This course introduces students to improvement science and prepares them 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: 8010 (or seamless transition student), 8012, 8014; corequisite: 8022, 8024. [3]

**NURS 8044. Management of Organizations and Systems.** [Formerly Nu RS 444] 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: 8010 (or seamless transition student), 8012 and 8014. Pre/corequisite: 8025 and 8032 or 8034. [3]

**NURS 8045. Evidence-Based Management in Healthcare Organizations and Systems.** [Formerly Nu RS 445] 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: 8010 (or seamless transition student), 8012 and 8014. Pre/corequisite: 8025, and 8032 or 8034. [3]

**NURS 8052. Health Policy.** [Formerly Nu RS 452] 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: 8010 (or seamless transition student), 8012, 8014, 8022, 8042. [2]

**NURS 8054. Legal and Ethical Environment.** [Formerly Nu RS 454] This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact D.N.P. practice. Prerequisite: 8015; Pre/corequisite: 8025. [3]

**NURS 8060. Obesity and Weight Control Part 1: Biology, Physiology and Epidemiology.** [Formerly Nu RS 460A] 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. [2]

**NURS 8062. Management of Psychiatric Issues for the Non-Psychiatric-Mental Health Advanced Practice Nurse.** [Formerly Nu RS 462] 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 8063. Scholarly Writing I.** [Formerly Nu RS 463] This elective is designed to provide graduate-level nurses with the knowledge and skills to be successful in articulating concepts and ideas in a logical and scholarly manner throughout their doctoral studies. This course begins by providing some general principles of expository writing, ensuring each student has a clear understanding of APA formatting. Development of strategies to use in achieving professional and effective communication through the written word will be stressed. Learning activities assist students to (a) write from an outline; (b) critique their own work; and (c) review and critique drafts from a colleague. [2]

**NURS 8066. Curriculum Strategies for Health Professionals Education.** [Formerly Nu RS 466] (Required course for students who have received a Nurse Faculty I oan) This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create course units for effective learning and use a course management system. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Prerequisite: Graduate-level standing. [3]

**NURS 8067. Educational Evaluation for Learning in the Health Professions.** [Formerly Nu RS 467] (Required course for students who have received a Nurse Faculty I oan) This course is designed to facilitate expertise in the application of fundamental educational concepts, principles, and theories to techniques of educational measurement and evaluation. The underlying premise for the value of such knowledge is that evaluation provides evidence for sound decision-making in programs of higher education. Moreover, students will acquire competence in the planning and development of classroom and clinical performance evaluation tools, as well as analyzing and interpreting test results within the context of current ethical, legal, and social educational guidelines. Prerequisite: Graduate-level standing. [3]

**NURS 8068. Advanced Concepts in Nursing Education.** [Formerly Nu RS 468] 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: 8066, 8067. [3]

**NURS 8069. Lean Methodology in Healthcare.** [Formerly Nu RS 469] This course focuses on the analysis and application of lean principles to improve a process or system. This course builds on basic quality improvement principles. 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. [2]

**NURS 8070. Obesity and Weight Control Part 2: Management and Practice.** [Formerly Nu RS 460b] 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 8060 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 8071. Leadership in Interprofessional Practice: Critical Issues for Promoting a Culture of Safety.** [Formerly Nu RS 471] This course is designed to enhance students' understanding of the management of unprofessional behavior, difficult interpersonal interactions, disclosure of medical errors and the role of each in building a culture of safety in the clinical practice environment. Using a case-based format, students will explore critical incidents, gain expertise in recognizing impediments to patient safety, and develop skills to rectify situations resulting in poor clinical outcomes. Students participate in faculty-guided, case-based group exercises emphasizing interprofessional team dynamics and emerge prepared to serve in leadership roles to create safer practice environments. [2]

**NURS 8072. Addressing Global Health Disparities: An Interdisciplinary Perspective.** [Formerly Nu RS 470] This course is designed for graduate students interested in global health and will consist of seven units: Introduction to Global Health, Health Disparities, Health Care Delivery Systems, Evidence-based Practice, Non-communicable and Communicable illnesses, Trauma and violence and Effective, Ethical Models for Global Health Engagement. The course will focus on best practices for allocating scarce resources and engaging in interdisciplinary global health work with diverse communities from a cultural, ethical and clinical perspective. Students will engage in learning through readings, synchronous and asynchronous discussions, case studies and written assignments. This course is designed for students interested in caring for underserved populations locally and abroad and builds on undergraduate and graduate preparation in pathophysiology, health assessment, adult and pediatric primary care within a cultural context. [2]

**NURS 8080. Independent Study.** [Formerly Nu RS 464] 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 8090. Palliative Care I: Overview of Palliative Care and Physical Suffering: Adv. Pain and Sym Man.** [Formerly Nu RS 465A] Overview of Palliative Care and Physical Suffering: Advanced Pain and Symptom Management. [Formerly Nu RS 465A] This is one of three didactic palliative care courses. This course is designed to provide graduate level nurses with the knowledge and skills important to provide excellent symptom management for clients of all ages living with advanced complex illness and their families. Paradigms are explored which link traditional models of symptom management to the broader and deeper context of advanced illness in palliative and hospice care in all developmental stages of life. This course seeks to engage the student in an inter-professional understanding of the history of death and dying and how this impacts the care of individuals and families with complex medical conditions. Learning activities concentrate on the complexity of chronic disease and emphasize evidence-based pain and symptom management for the advanced practice nurse. Critically important constructs, such as transitional care and therapeutic communication will be deliberated. [2]

**NURS 8091. Palliative Care II: Multidisciplinary Roles in Palliative Care.** [Formerly Nu RS 465b] Multidisciplinary Roles in Palliative Care. [Formerly Nu RS 465b] This is one of three didactic palliative care courses. This course is designed to provide graduate level nurses with the knowledge and skills important to provide palliative and end-of-life

care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of loss, grief, death and bereavement for patients, families, and professional caregivers. The course builds upon the philosophy that individuals and groups have diverse spiritual and cultural needs and is designed to develop the knowledge and skills necessary for therapeutic and compassionate interactions with those facing serious illness and death. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding palliative and end-of-life care so they can effectively serve the multicultural needs of clients and families in a variety of serious illness and palliative care contexts. Clinical hours will emphasize a variety of learning activities engaging inter-professional learning in the care of the palliative care patient and family. [2]

**NURS 8092. Palliative Care III: Palliative Care in Specialized Populations.** [Formerly Nu RS 465C] Palliative Care in Specialized Populations. [Formerly Nu RS 465C] This is one of three didactic palliative care courses. This course is designed to provide graduate level nurses with the knowledge and skills important to provide clinical care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of palliative care in specialized populations, such as children, homeless, home bound, veterans and older adults. The course is designed to continue to develop the knowledge and skills necessary for therapeutic and compassionate interactions with specific populations facing advanced illness and death. In addition, this course focuses on development of the APRN in leadership and education. Specifically, topics discussed are aspects of starting a palliative care service, measuring quality indicators, educating staff in caring for patients receiving palliative care and developing leadership qualities to guide the health care system to improve care to patients and families with advanced illness. [2]

**NURS 8093. Practicum in Palliative Care I.** [Formerly Nu RS 465D] This is one of two clinical practicum courses designed to provide the student with the opportunity to implement the role of the nurse practitioner independently while under the supervision of other health care professionals in a palliative care practice. Students are responsible for providing holistic care to individuals with palliative and/or hospice care needs. Students are responsible for assessment, diagnosis, planning care interventions, and evaluating outcomes of care. [4]

**NURS 8094. Practicum in Palliative Care II.** [Formerly Nu RS 465E] This clinical practicum is one of two clinical practicums designed to provide the student with the opportunity to implement the role of the nurse practitioner independently while under the supervision of other health care professionals in a palliative care practice. Students are responsible for providing holistic care to individuals with palliative and/or hospice care needs. Students are responsible for assessment, diagnosis, planning care interventions, and evaluating outcomes of care. [3]

**NURS 8095. Integrative Application of Evidence-Based Practice III.** [Formerly Nu RS 440] Nu RS 8095 is the third of three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to implement their D.N.P. scholarly project and disseminate the findings to improve patient and population health outcomes. The student is expected to accrue a minimum of 500 practice hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student integrates the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8025; pre/corequisite: 8052 and 8054. [2]

## Ph.D. Nursing Courses

**NRSC 8302. Advanced Doctoral Seminar I.** [Formerly NRSC 302] This course consists of a series of seminars focusing on issues related to qualifying examinations, the dissertation, and continued development of a program of research. The topics are selected by course faculty and

the students who plan to take the comprehensive examinations within the next 9-12 months. Topics and experiences may include proposal development, grant applications, mock proposal reviews, qualifying examination situations, and dissemination of research findings. The seminar is required for two consecutive semesters. Prerequisite: Core Ph.D. course completion consistent with ability to complete the qualifying examination within 9-12 months after registration. [1] SPRING.

**NRSC 8303. Advanced Doctoral Seminar II.** [Formerly NRSC 303] This is the second seminar course in this series. Prerequisite: Completion of NRSC 8302: Advanced Doctoral Seminar I. [1] Su MMER.

**NRSC 8304. Ethical and Legal Issues In Research.** [Formerly NRSC 304] 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. [2] SPRING.

**NRSC 8305. Informatics and Scholarly Inquiry.** [Formerly NRSC 305] This course provides an overview of informatics, a specialty that joins nursing science with information and analytical sciences throughout the data, information, knowledge, wisdom continuum. To take advantage of the current data-rich health care environment, scholars need to understand core informatics principles in order to use data for knowledge generation. In addition, this course familiarizes the student with technology tools to organize, interpret, and present data. [2]. FALL .

**NRSC 8306. Research Design and Statistics I.** [Formerly NRSC 306] This course focuses on understanding and applying the basic concepts of descriptive and relational research design and statistics. Students will be introduced to the full range of designs available to address research aims, moving from descriptive to experimental and quasi-experimental. After examining the relationship of research aims to research design, the nature of measurement, and causal inference, relevant statistical methods for visualizing, describing, and making inferences from data will be introduced. The focus will be on univariate and bivariate descriptive methods. Statistical computing packages will be used. Published research will be used to develop the student's ability to evaluate the design and statistical methods used to describe health care phenomena as well as relationships among them. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] FALL .

**NRSC 8307. Research Design and Statistics II.** [Formerly NRSC 307] 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] SPRING.

**NRSC 8308. Research Design and Statistics III.** [Formerly NRSC 308] 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] Su MMER.

**NRSC 8309. Special Topics in Quantitative Methods.** [Formerly NRSC 309] This course provides an overview of varied and timely topics in the field of quantitative methods. Exemplar topics may include issues in data collection methods such as using online or other resources, an examination of how quantitative data collection methods influence data management and analytic approaches, collection methods for physiological or psycho-social outcomes, and the benefits and drawbacks of using public data sets, conventional and new analytic techniques, as well as broader issues in the evolution of quantitative methods. Prerequisite: NRSC 8308, NRSC 8313; NRSC 8352 or NRSC 8382; or permission from instructor(s). [2] FALL .

**NRSC 8310. Health, Health Care, Research, and Public Policy.** [Formerly NRSC 310] This course explores and critically analyzes theoretical and empirical approaches to understanding dynamic synergies between research, nursing practice, health care organization, and public policy and their impact on health. Strategies for dissemination, translation, and evaluation of evidence-based research findings to support health care practices and public policies to measurably improve health outcomes for selected populations and the student's phenomenon of interest will be discussed. Local, national, and global implications will be explored. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] SPRING

**NRSC 8311. Role of Scientist in Academe, Community, and World.** [Formerly NRSC 311] This seminar course assists the student to develop a personal framework for behavior within academe, the scientific community, and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated citizen scientist in an interdependent world. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [1] SPRING.

**NRSC 8312. Programs of Research and Grantsmanship.** [Formerly NRSC 312] 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] FALL .

**NRSC 8313. Theories of Science.** [Formerly NRSC 313] This course provides students with an introduction to the central theoretical and philosophical issues concerning the nature of science, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims, and philosophy of science. The course will enable students to become knowledgeable about the forces affecting the development of knowledge and critical analyses of theories commonly used in nursing research. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] FALL .

**NRSC 8350. Conceptual Foundations for Clinical Research.** [Formerly NRSC 350] Critical analysis of theories, concepts, and research related to the promotion, protection, and restoration of health across the lifespan at individual, family, and community levels. Emphasis will be on the individual level. Students conduct a critical analysis of existing and emerging scientific knowledge in a chosen field of study. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

**NRSC 8352. Measurement in Clinical Research.** [Formerly NRSC 352] 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 8307 and NRSC 8350; or consent of faculty. [3] Su MMER.

**NRSC 8353. Designing and Testing Clinical Interventions.** [Formerly NRSC 353] 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 8366. Curriculum Strategies for Health Professional Education.** [Formerly NRSC 366] 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 8367. Educational Evaluation for Learning in the Health Professions.** [Formerly NRSC 367] This course is designed to facilitate expertise in the application of fundamental educational concepts, principles, and theories to techniques of educational measurement and evaluation. The underlying premise for the value of such knowledge is that evaluation provides evidence for sound decision-making in programs of higher education. Moreover, students will acquire competence in the planning and development of classroom and clinical performance evaluation tools, as well as analyzing and interpreting test results within the context of current ethical, legal, and social educational guidelines. Prerequisite: Consent of faculty. [3] Summer.

**NRSC 8368. Contextual Nature of Health and Health Behaviors.** [Formerly NRSC 368] This course explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting health by examining contextual factors that impact health and health behaviors of various system levels. Examines disparity (e.g., social and economic) as a determinant of health among individuals and sub-populations. Critique selected models of health, health behavior, community organization, and health care delivery and their usefulness to understand and impact selected health phenomena and various ethno-cultural populations and communities. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty.

**NRSC 8371. Advanced Concepts in Nursing Education.** This course is designed to facilitate expertise in the application of advanced educational concepts, principles, and theories related to nursing education in the academic setting. The underlying premise for the value of such knowledge is that nurse educators encounter situations and issues that warrant systematic consideration, and reflection. Moreover, students will acquire competence in facilitating learner development and role socialization, review accreditation parameters for nursing programs, and explore various aspects and topics such as legal, ethical and socio-cultural factors related to the role of the nurse educator. Prerequisite: 366, 367 [3] FALL .

**NRSC 8377. 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 8380. Knowledge Synthesis in Nursing Science.** [Formerly NRSC 380] This course provides a critical appraisal of the theoretical and empirical basis of nursing science. Theories and research generated to study phenomena related to nursing are evaluated and synthesized. Strategies for synthesizing extant knowledge in nursing are discussed. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

**NRSC 8381. Current Topics in Health Services Research.** [Formerly NRSC 381] This course assists the student's development of expertise in knowing and applying resources (scholarly, organization, theoretical

and methodological) to her/his health services research (HSR) foci as well as the position of her/his research interest within the current HSR environment. [3]. SPRING. Prerequisite: Enrollment in the Ph.D. program or consent of faculty.

**NRSC 8382. Measuring Outcomes: Issues in Health Service Research Designs.** [Formerly NRSC 382] 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 8383. Issues in Health Services Research Intervention Studies.** [Formerly NRSC 383] The student will develop expertise in the design and execution of intervention studies in health services research. Emphasis will be placed on the selection of interventions and the valid and reliable execution of the interventions through examination of issues such as treatment fidelity, intervention duration, location and interventionist expertise. The intervention categories studied include: labor, capital and processes (e.g., working conditions and work design.) Strategies of attending to the execution and analysis of multilevel, multi-organizational studies will be addressed. [3] FALL .

**NRSC 8390. Independent Study in Nursing Science.** [Formerly NRSC 390] Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: Consent of instructor. [variable credit: 1-3]

**NRSC 8394. Qualitative Research Methods.** [Formerly NRSC 394] 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 8395. Research Practicum.** [Formerly NRSC 395] 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 8999. Non-Candidate Research.** [Formerly NRSC 379] 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 9999. Ph.D. Dissertation Research.** [Formerly NRSC 399] Prerequisite: Enrollment in the Ph.D. program and consent of faculty. [variable credit: 0-6]

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Archived 2016/2017  
School of Nursing Catalog



# Index

- Academic partnerships 32  
 Academic program 35, 70  
 Academic regulations 55, 71  
 Academic standards 60, 63, 72  
 Academic standing, good 60, 72  
 Accidents, injury, illnesses 57  
 Accreditation 17, 21  
 Accreditation, university 17  
 Activities and recreation fees 16, 78  
 Address change 8, 14, 26  
 Administration, School of Nursing 19  
 Administration, university 6  
 Admission 33, 63, 65, 67  
 Admission requirements, post-master's certificate program 63  
 Adult-Gerontology Acute Care Nurse Practitioner 39  
 Adult-Gerontology Acute Care Nurse Practitioner/Family Nurse Practitioner: Emergency Care Focus 40  
 Adult-Gerontology Primary Care Nurse Practitioner 42  
 Advanced practice roles 63  
 Advisers 25, 72  
 Affiliated facilities 28  
 Alcohol and controlled substance policy 26  
 Alternative transportation 11  
 Alumni Hall 15  
 Anti-harassment 12  
 Anti-retaliation 12  
 Appeal process, probation/dismissal 61, 73  
 Application procedure 69  
 Athletic facilities 16  
 Attendance and absence policy 57, 72  
 Audit courses 57, 72  
 Awards 80
- background check 55, 56  
 bicycles 11  
 black Cultural Center, bishop Joseph Johnson 9  
 board of Trust, university 5  
 bookstore (barnes & Noble at vanderbilt) 8  
 brown, Amy Frances, Prize for Excellence in Writing 80
- Calendar 4, 25  
 Campus Security Report 9, 15  
 Cancer Center, vanderbilt-Ingram 29  
 Career Center 7  
 Career development 7  
 Center for Experiential Learning and Assessment (CEI A) 29  
 Center for Research Development and Scholarship (CRDS) 19, 28  
 Center for Student Professional Development—See Career Center  
 Center for Teaching 7  
 Certificate in College Teaching 7  
 Certification 33, 39, 40, 42, 43, 45–53, 63, 64, 66  
 Change of address 8, 14, 26  
 Change of course 57, 71  
 Chaplains, university 10  
 Child and Family Center 14  
 Child Care Center 14  
 Children's Hospital at vanderbilt, Monroe Carell Jr. 29  
 Class attendance 57, 73  
 Classification, student 35, 70  
 Clinical placement, practica, and preceptorships (M.S.N.) 59  
 Code for nurses 22  
 College of Arts and Science, pre-nursing studies in 31  
 Commencement 26  
 Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 24
- Committees, standing 19  
 Commons Center 15  
 Communicating with the School of Nursing 18  
 Communications, official university 14  
 Complaints 9, 13, 17, 62, 74  
 Completion of program 60, 72  
 Computer resources and requirement 8, 27  
 Conduct Council, Nursing Student 23  
 Conduct, student 22  
 Confidentiality of student records 9, 13  
 Controlled substance policy 26  
 Core courses, specialist nursing curriculum 38  
 Core performance standards 23  
 Counseling services 11  
 Course load 58, 70  
 Courses of study 82  
 Credit by evaluation 35  
 Credit by validation 35  
 Credit hours 58, 70  
 Crime alerts 15  
 Criminal background check 55, 56  
 Current student requirements 56  
 Curriculum planning, D.N.P./M.P.H. 69  
 Curriculum planning, dual degrees 54  
 Curriculum planning, palliative care nurse practitioner 66  
 Curriculum, pre-specialty 37  
 Curriculum, specialist 38
- Dayani Center for Health and Wellness, vanderbilt 30  
 Degree requirements, D.N.P. 67  
 Degree requirements, M.S.N. 33  
 Degree requirements, Ph.D. 76  
 Degrees offered, university 17  
 Diabetes Center, vanderbilt 29  
 Digital resources 27  
 Directory listings 14  
 Disabilities, services for students with 12  
 Disclosures of offenses post-background check completion 55, 56  
 Dismissal 60, 73  
 Divinity School 54  
 D.N.P. courses 96  
 D.N.P./M.P.H. program 68  
 Doctor of Nursing Practice (D.N.P.) degree 67  
 Dress code, student 60  
 Dropping a course 57, 71  
 Dual-degree programs 54
- Eating on campus 8  
 Electives 38, 72, 82, 84  
 Eligibility criteria, neonatal nurse practitioner 45  
 Emergency care focus 40  
 Emergency nurse practitioner post-master's certificate 65  
 Emergency phones 15  
 English instruction 24  
 English language proficiency 24  
 Equal opportunity 2, 12  
 Escort service (vandy vans) 14  
 Evaluation, credit by 35  
 Examinations 58, 62, 72  
 Examinations, remote proctoring of 28  
 Executive committee, vu SN 19  
 Experiential Learning and Assessment, Center for (CEI A) 29  
 Extracurricular activities 15

- Facilities, affiliated clinical education 28  
 Facilities of the School of Nursing 28  
 Faculty 101  
 Faculty advisers 25, 71  
 Faculty Practice Network 20  
 Faculty Senate vu SN senator 19  
 Family Educational Rights and Privacy Act (FERPA) 9, 13  
 Family Nurse Practitioner 43  
 Fees 16, 77, 78  
 Financial aid 9, 78  
 Financial clearance 78  
 Financial information 77  
 Financial resources, international student 24  
 Founder's Medal 80  
 Frist Nursing Informatics Center 27, 28  
 Frist, Patricia Champion, Hall 28
- Generalist nursing courses and electives 82  
 Godchaux, Mary Ragland, Hall 28  
 Grades 58, 60, 72  
 Graduate Council, School of Nursing 7  
 Graduate Development Network (GDN) 7  
 Graduate Student Council 7  
 Graduation requirements 26, 78  
 Grievances, student 9, 13, 17, 62, 74
- Health Care Leadership 44  
 Health center, student 11  
 Heart and vascular Institute, vanderbilt 30  
 History, School of Nursing 21  
 History, university 17  
 Honor scholarships 80  
 Honor system 22  
 Honors 80  
 Hospitalization insurance 12, 56, 75, 78  
 Housing, university 8
- Identification card (Commodore Card) 8  
 Immunizations, required 12, 55  
 Inclement weather policy 57  
 Informatics milieu 27  
 Information technology 8  
 Insurance, family coverage 12  
 Insurance, hospitalization 12, 56, 74, 78  
 Insurance, liability 78  
 International English Language Testing System (IELTS) 24  
 International student and scholar services 8, 25  
 International student insurance 12, 24  
 International students 8, 12, 24
- Johnson, bishop Joseph, black Cultural Center 9  
 Julia Hereford Society 20
- Kennedy Center 29  
 Kissam Center 15
- Late payment of fees 78  
 Leave of absence 25, 57, 73  
 LGBTQI Life, Office of 10  
 Liability insurance for students 78  
 Library, Annette and Irwin Eskind biomedical 10, 27  
 Library, Jean and Alexander Heard 10  
 Licensure 59, 62  
 Light, Rudolph A., Hall 30  
 Loans 9, 78
- Master of Public Health, dual program with D.N.P. 68  
 Master of Science in Nursing 33  
 Medical Center North 30  
 Medical leave of absence policy 25
- Medical Research building, Ann and Roscoe Robinson 30  
 Medical Research building, Frances Preston 30  
 Medical Research building III 30  
 Medical Research building Iv 30  
 Midwifery practice 20  
 Mission, vanderbilt university 17  
 Misson, vu SN 21  
 Monroe Carell Jr. Children's Hospital at vanderbilt, The 29  
 M.S.N. degree 33  
 M.S.N. in passing 68  
 M.S.N./M.Div. dual degree 54  
 M.S.N./M.T.S. dual degree 54  
 M.S.N. Program for N.N.P. Certificate-Prepared Neonatal Nurse Practitioners 45
- Neonatal Nurse Practitioner 45  
 New Student Requirements 55  
 No-credit courses 72  
 Non-discrimination statement 2, 12  
 Nurse-Midwifery 46  
 Nurse-Midwifery/Family Nurse Practitioner 47  
 Nursing Honor Council 22  
 Nursing Informatics 48  
 Nursing Student Conduct Council 23
- Official university communications 14  
 Organizing framework 35  
 Orientation 55, 71  
 Out of state requirements 23, 69
- Palliative care nurse practitioner 66  
 Parking and vehicle registration 11  
 Part-time studies 37  
 Pass/Fail courses 57  
 Peabody College, pre-nursing studies at 31  
 Pediatric Nurse Practitioner, Acute Care 50  
 Pediatric Nurse Practitioner, Primary Care 49  
 Performance standards, core 23  
 Ph.D. in Nursing Science 75  
 Ph.D. nursing courses 98  
 Philosophy of the school 21  
 Police Department, vanderbilt university 14  
 Police department educational programs 15  
 Post-master's certificate program 63  
 Practica and preceptorships (M.S.N.) 59  
 Practica, D.N.P. 71  
 Pre-nursing courses 82  
 Pre-nursing society 31  
 Pre-nursing studies 31  
 Pre-specialty component 36  
 Pre-specialty curriculum overview 36  
 Preston, Frances, Medical Research building 30  
 Probation/dismissal 60, 73  
 Professional liability insurance 78  
 Program completion 60, 72  
 Program evaluation 58, 72  
 Program goals/outcomes (M.S.N.) 36  
 Program goals/outcomes (P.M.C.) 63  
 Program objectives (D.N.P.) 70  
 Program of studies 24, 63, 71  
 Progression 61, 74  
 Project Safe Center 11  
 Psychiatric Hospital at vanderbilt 29  
 Psychiatric-Mental Health Nurse Practitioner (lifespan) 51  
 Psychological and Counseling Center 11
- Rand Hall 15  
 Ratio of credit hours to clock hours 58, 71  
 Readmission 61, 73  
 Recreation and sports 16

- Recreation and Wellness Center, vanderbilt 16  
 Refunds 77  
 Registration 55, 71  
 Regulations, academic 55, 71  
 Religious life 10  
 Remote proctoring of exams 28  
 Repeat courses 60, 73  
 Required courses, D.N.P. 70  
 Requirements for M.S.N. degree 33  
 Research Development and Scholarship, Center for 19, 28  
 Resources, computer, for students 27  
 Robinson, Ann and Roscoe, Medical Research building 30
- Sarratt Student Center 15  
 Scholarships 79, 80  
 School of Nursing Graduate Council 7  
 Schulman Center for Jewish Life 10  
 Security, campus (Police Department) 14  
 Security notices 15  
 Security report, annual 9, 15  
 Senior-in-absentia programs 31  
 Shuttle service 14  
 Sigma Theta Tau 80  
 Specialist component 36  
 Specialist nursing courses and electives 84  
 Specialist nursing curriculum overview 38  
 Specialty awards 80  
 Specialty courses 38  
 Sports and recreation 16  
 Stallworth Rehabilitation Hospital 29  
 Standing committees 19  
 Strategy and Innovation Office, vu MC 30  
 Student centers 15  
 Student handbook 26  
 Student Health Center 11  
 Student injury and sickness insurance plan 12, 56, 75, 78  
 Student Life Center 15  
 Student loans 9, 78  
 Student records, confidentiality of 9, 13
- Tennessee board of Nursing eligibility requirements for licensure 59  
 Test of English as a Foreign Language (TOEFL) 24  
 Thesis 38  
 Transfer credit 23  
 Transcripts 78  
 Transitional objectives/outcomes (M.S.N.) 36  
 Transplant Center 30  
 Transportation and lodging 59, 72  
 Tuition and fees 77  
 Tuition payment programs 77
- uniform 60  
 university communications, official 14  
 university courses 14  
 university, general information 9, 17
- validation, credit by 35  
 vanderbilt bill Wilkerson Center for Otolaryngology  
     and Communication Sciences 30  
 vanderbilt Clinic, The 29  
 vanderbilt Dayani Center for Health and Wellness 30  
 vanderbilt Diabetes Center 29  
 vanderbilt Health 100 Oaks 30  
 vanderbilt Health Williamson County 30  
 vanderbilt Heart and vascular Institute 30  
 vanderbilt-Ingram Cancer Center 29  
 vanderbilt Kennedy Center for Research on Human Development 29  
 vanderbilt, Monroe Carell Jr. Children's Hospital at 29  
 vanderbilt Psychiatric Hospital 29  
 vanderbilt Recreation and Wellness Center 16  
 vanderbilt Stallworth Rehabilitation Hospital 29  
 vanderbilt Transplant Center 30  
 vanderbilt university Hospital 28  
 vandy vans (escort service) 14  
 vine Hill Community Clinic 20  
 visa and immigration 24, 71  
 vu MC Strategy and Innovation Office 30
- Wilkerson, bill, Center 30  
 Withdrawal from a course 57, 71  
 Withdrawal from the university 26, 77  
 Women's Center, Margaret Cuninggim 10  
 Women's Health Nurse Practitioner 52  
 Women's Health Nurse Practitioner/Adult-Gerontology Primary Care  
     Nurse Practitioner 53  
 Writing Studio 9