



# School of Nursing Catalog

Vanderbilt University  
2020/2021

Archived 2020/2021  
School of Nursing Catalog

Containing general information  
and courses of study  
for the 2020/2021 session  
corrected to 30 June 2020  
Nashville

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## School of Nursing Calendar 2020/21

### FALL SEMESTER 2020\*

M.S.N. pre-specialty level new student orientation / Wednesday 19 August–Thursday 20 August  
A.S.N./M.S.N. level new student orientation / Wednesday 19 August–Thursday 20 August  
A.S.N./M.S.N. level classes begin / Friday 21 August  
M.S.N. pre-specialty level classes begin / Friday 21 August  
M.S.N. specialty level orientation (B.S.N. and M.S.N. entry) / Monday 24 August–Tuesday 25 August  
Orientation for M.S.N. students progressing to the M.S.N. specialty level / Tuesday 25 August (afternoon only)  
M.S.N. specialty level classes begin / Wednesday 26 August  
*Important: Please check your specialty class schedule for specific information on start dates for required classes.*  
D.N.P. student orientation and intensive / Monday 31 August–Thursday 3 September  
End of student change period / Friday 4 September  
Labor Day holiday (No VUSN classes) / Monday 7 September  
Last day to withdraw with a “W” / Friday 4 October  
M.S.N. and D.N.P. Fall Open House / Saturday 3 October  
Vanderbilt Homecoming/Reunion / Thursday 5 November–Saturday 7 November  
Thanksgiving holiday / Saturday 21 November–Sunday 29 November  
Classes end for all students / Friday 11 December  
December Pinning Ceremony / Friday 11 December  
Final examinations / Monday December 7–Wednesday 9 December

### SPRING SEMESTER 2021\*

First day of spring semester for pre-specialty and specialty courses / Monday 4 January  
*Important: Please check your specialty class schedule for specific information on start dates for required classes.*  
Ph.D. and D.N.P. intensive / Monday 11 January–Thursday 4 January  
End of student change period / Friday 15 January  
Martin Luther King Jr. Day holiday (No VUSN classes) / Monday 18 January  
Last day to withdraw with a “W” / Wednesday 19 February  
Spring Break / Saturday 6 March –Sunday 14 March  
M.S.N. and D.N.P. Spring Open House / Saturday 6 March  
Classes end / Friday 23 April  
Final examinations / Monday 19 April–Wednesday 21 April  
*Important: M.S.N. pre-specialty clinical continues during the week of final exams.*

### SUMMER SEMESTER 2021\*

First day of summer semester for pre-specialty and specialty level students / Monday 3 May  
*Important: Please check your specialty class schedule for specific information on start dates for required classes.*  
Reception for graduates and May Pinning Ceremony / Thursday 13 May  
Commencement / Friday 14 May  
Ph.D. and D.N.P. intensive / Monday 17 May–Thursday 20 May  
End of student change period / Thursday 20 May  
Memorial Day holiday (No VUSN classes) / Monday 31 May  
Last day to withdraw with a “W” / Friday 6 June  
Independence Day holiday (No VUSN classes) / Sunday 4 July  
Pinning Ceremony for summer 2021 graduates / Sunday 8 August

*\*Subject to change*

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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 and Professional School Resources

### **School of Nursing Graduate Council**

The purpose of the School of Nursing Graduate Council is to serve as a liaison between the students, the faculty, and the administration of the School of Nursing and the university. The council provides a framework for meeting student needs in the Master of Science in Nursing, Post-Master's Certificate, and Doctor of Nursing Practice programs. The Graduate Council appoints student representatives to School of Nursing and university committees and promotes social interaction within and outside of the School of Nursing.

The Graduate Council solicits new members through a self-nomination process. Representation from all academic programs is encouraged, and there is no restriction on the number of members. The Executive Committee of the Graduate Council is composed of the Graduate Council chair and five committee chairmen. Committee chairmen are elected by the members of the Graduate Council. The standing committees of the Graduate Council are finance, service, mentorship, marketing, and social.

### **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 (TAO)* 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 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

### **Libraries**

#### *The Jean and Alexander Heard Libraries*

The Jean and Alexander Heard Libraries system at Vanderbilt University houses nearly five million items and provides access to millions more resources through its nine campus libraries: Central Library (A&S); Peabody Library; Annette and Irwin Eskind Family Biomedical Library and Learning Center; Walker Management Library; Wilson Music Library; Massey Law Library; Stevenson Science and Engineering Library; the Divinity Library; and the Special

Collections Library. These libraries share an online presence that provides access to an integrated catalog of print and e-resources, as well as information about library services, workshops, programs, exhibitions, research guides, and librarian subject specialists.

Library staff teach students to be information literate and help them develop research skills in an increasingly complex information environment. Students can connect with a librarian in person or ask questions through the library website. Library spaces across campus offer quiet individual study spaces, group study, and instructional rooms, as well as learning commons and cafes. Faculty- and student-curated exhibitions throughout the libraries offer intellectual and creative insights that encourage students to think critically and see their own work in new ways. Students, faculty, and staff come to the library to read in a cozy nook, meet friends for group study, grab a quick meal, or attend an author's talk. Even if you are off campus, digital library resources are at your fingertips via your phone, laptop, or computer.

The oldest items in the library date from ca. 2500 BCE, and new publications are being added every day. Among the collection strengths are: Latin American history, politics, and culture; the History of Medicine Collections; the W. T. Bandy Center for Baudelaire and Modern French Studies; the Southern Literature and Culture Collections; the United States Playing Card Collection; and the Vanderbilt Television News Archive, the world's most extensive archive of television news covering 1968 to present. The libraries are also involved in digital scholarship, publishing and partnering with faculty on the *Revised Common Lectionary*, one of the first published web-based resources of scriptural readings for the liturgical year, *Ecclesiastical and Secular Sources for Slave Societies*, a digital preservation program for endangered documents related to slave societies, the *Global Music Archive*, a multimedia archive for traditional and popular song, music, and dance of Africa and the Americas, and *Syriaca*, a digital project for the study of Syriac literature, culture, and history.

Get to know your libraries and your librarians early in your career at Vanderbilt. They have the information you need—and can help you transform that information into knowledge, creativity, and success.

### *The Annette and Irwin Eskind Family Biomedical Library and Learning Center*

The Eskind Family Biomedical Library and Learning Center (EBL) is Vanderbilt's hub of medical information services and resources. It supports the next generation of scientists, nurses, physicians, students, and patients. The library has just completed a \$12.9 million renovation, supported by a \$6 million gift from the Eskind family, that provides infrastructure for the diverse needs of the biomedical library's audiences from all ten Vanderbilt University schools and colleges.

### **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), Brightspace, and Vmail, the university's email system for faculty, staff, and graduate students.

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, visit [it.vanderbilt.edu](http://it.vanderbilt.edu).



## **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).

## **English Language Center**

Students wishing to focus on improving their English language use for the context of the U.S. academic setting may take classes and participate in programming at the ELC to support their academic success. The ELC's courses include Academic Writing, Academic Speaking, Pronunciation, and International Teaching Assistant Communication. Throughout the academic year, academic workshops and one-to-one consultations for speaking and writing are also available through the ELC. The ELC is located at 1208 18th Avenue South. For more information, please visit [vanderbilt.edu/elc](http://vanderbilt.edu/elc).

## **Student Care Network**

The Student Care Network is a holistic network of services and resources pertaining to health and wellness available to all Vanderbilt University students. Primary offices include the Office of Student Care Coordination, the University Counseling Center, the Student Health Center, and the Center for Student Wellbeing. Students also have access to a wide range of additional on-campus, virtual, and community resources through the Student Care Network—from the Vanderbilt Recreation and Wellness Center to the Project Safe Center to a variety of community providers. To facilitate finding resources, students may refer to the Student Care Network website, or contact the Office of Student Care Coordination, [vanderbilt.edu/studentcarenetwork](http://vanderbilt.edu/studentcarenetwork).

## **Medical Notification Policy**

Vanderbilt University expects students to be honest with their instructors about their ability to attend class and/or complete course work, and asks instructors to work with students on these issues. Therefore, the primary offices of the Student Care Network (office of Student Care Coordination, University Counseling Center, Student Health Center, and Center for Student Wellbeing) do not provide notes for minor illnesses or routine appointments that may lead to missed classes and/or a delay in completion of assignments. Instead, the primary offices provide students with cards documenting visits to their office, which students may use in discussion with their instructors regarding absences and/or missed work to demonstrate that they sought care for medical issues. The reason for the visit and any details of minor illnesses or routine appointments are not provided on the card. A student's right to privacy, particularly as it relates to medical information, is one of the important issues that guides this policy. In addition, since there is great variability in each student's response to minor illnesses, the primary offices cannot always predict which students will miss assignments and/or classes in response to such ailments. Honest communication between students and their instructors can better address these situations.

In cases of more serious illness, injury, or crisis, especially those that may require prolonged bed rest or hospitalization, the primary offices or the Office of Housing and Residential Experience will notify a student's academic dean so instructors may be formally informed through a dean's notification that the student may need short-term consideration related to absences and/or course work as a result of such illness, injury, or crisis. It is the student's responsibility to follow-up with their instructors to establish a plan for any make-up work. It is the instructor's prerogative to determine what, if any, alterations to course work are appropriate in either of the situations outlined above.

## **Office of Student Care Coordination**

The Office of Student Care Coordination is committed to supporting undergraduate, graduate, and professional students in successfully navigating life events related to academic stress and/or medical, mental health, and/or other personal concerns that may interfere with a student's ability to achieve their academic and personal goals. This team of Student Care Coordinators is the central and first point of contact for students to help identify needs and

determine the most appropriate resources in Vanderbilt's Student Care Network and in the Nashville community to address concerns. Student Care Coordinators collaborate with students to develop a student success plan, share education about and facilitate connections to appropriate on and off-campus resources, and provide accountability through supportive follow up meetings. Student Care Coordinators work closely with campus partners, including the Center for Student Wellbeing, the University Counseling Center, the Student Health Center, the Office of Housing and Residential Experience, and faculty and staff to help maintain the safety and health of Vanderbilt students. In addition, the Office of Student Care Coordination supports the Campus Assessment, Response, and Evaluation (CARE) Team and Welfare Panel and coordinates support for students returning from medical leaves of absence. The Office of Student Care Coordination's goal is for students to have the right support, in the right place, at the right time.

Information about scheduling an appointment with the office of Student Care Coordination is available [here](#).

### ***Confidentiality***

Though staff typically have a background in mental health services, it is important to understand that work with a Student Care Coordinator is not counseling or therapy. The services of the Office of Student Care Coordination fall under the Family Educational Rights and Privacy Act (FERPA). This means the content of meetings with a Student Care Coordinator will be kept private to the extent possible; however, information may be shared on a need-to-know basis with appropriate personnel within Vanderbilt University in order to coordinate and provide you with the best care. If it is necessary to share information with off-campus providers or others, you will be asked to sign a written release.

### **Student Health Center**

The Student Health Center provides primary care and some specialty services for students. Services include routine medical care, chronic disease management, office-based gynecology, travel medicine, nutrition services, and sports medicine. The Student Health Center also has a lab and can perform some office-based tests and can also send samples to the Vanderbilt Medical Center laboratory as needed.

The Student Health Center's hours of operation are posted on the center's [website](https://www.vumc.org/student-health/about-center): <https://www.vumc.org/student-health/about-center>. Students seeking treatment should call ahead at 615-322-2427 to schedule appointments. Online appointments are available for most types of appointments: <https://www.vumc.org/student-health/online-appointments>. Telemedicine appointments are also available for some types of visits.

Students with urgent issues will be seen on a "same-day" basis, and if no appointment time is available, will be worked in on a "first-come, first-served" basis, and triaged according to severity of illness.

Emergency on-call consultation services are available at 615-322-2427, 24 hours a day, seven days a week. More detailed information about services and health related topics may be found at the Student Health Center website: <https://www.vumc.org/student-health/>

### ***Immunization Requirements***

The State of Tennessee requires certain immunizations and tuberculosis screening for all students (undergraduate, graduate, and professional). ***Students not in compliance with these mandated immunizations and tuberculosis screening will NOT be allowed to register for classes.*** Waivers for required vaccines may be granted for religious or medical reasons. Waiver requests are reviewed by the Student Health Center and the Title IX and Student Discrimination Office or Student Access Services. Instructions for providing waiver request documentation can be found on the [immunizations requirements](https://www.vumc.org/student-health/immunization-requirements-new-students) website: <https://www.vumc.org/student-health/immunization-requirements-new-students>.

Immunization requirements include:

- **Meningococcal meningitis vaccine (one injection after age 16)** for all incoming students living in on-campus housing.
- **Measles, mumps, and rubella (2 injections)** for all incoming students.
- **Varicella vaccine (two injections)** for all students who have not had documented chickenpox.
- **Tuberculosis screening**, which includes on on-line risk assessment followed by blood testing or skin testing when indicated

All incoming students must upload a Student Health Center Immunization and Tuberculosis Screening Requirements form. Instructions and further information are located on the [immunizations requirements](https://www.vumc.org/student-health/immunization-requirements-new-students) website: <https://www.vumc.org/student-health/immunization-requirements-new-students>. The completed Immunization and Tuberculosis Screening Requirements form must be uploaded to the Student Health Center immunization portal by

May 15, 2020. The form also collects important health history information that enables the Student Health Center staff to better serve individual student needs.

### ***Charges***

There are no office-visit co-pays for routine visits, but students will incur small charges for medications or supplies dispensed. There are small co-pays associated with some office procedures or specialty visits (such as wart removal and colposcopy). Medication and supplies ordered by Student Health physicians and nurse practitioners can usually be provided to students at a price below typical pharmacy co-pays or charges. Credit cards and the Commodore Card may be used to pay for any charges incurred at the Student Health Center. The Student Health Center has no relationship with any insurance company and cannot bill insurance for charges incurred at the Center.

Any lab tests not performed at the Student Health Center are sent to the Vanderbilt University Medical Center and are billed to the student's health insurance company by the Medical Center. In addition, when a student is referred to a specialist outside of the Student Health Center, charges incurred are billed by that clinic to the student's health insurance company. Any amount remaining after health insurance has paid its share is the student's responsibility. If a student has an Emergency Department visit after-hours because of a serious illness or injury, the Medical Center will bill the student and his/her/their insurance company.

### ***Confidentiality***

Care provided at the Student Health Center is confidential in compliance with the Health Insurance Portability & Accountability Act (HIPAA) regulations. It is only with explicit written consent from the student that the Student Health Center may communicate with Deans, parents, professors, or other health care professionals. HIPAA does have a clause that allows notification of families in the event that the student is in an emergency or life-threatening situation.

Vanderbilt University Medical Center personnel will ask treated students in the Emergency Department about notification of staff in Housing and Residential Experience and the Student Health Center. Except in cases of a life-threatening emergency, notification requires the student's permission and is strongly encouraged. This practice enables the University to provide support and assistance to students and their families.

### ***Quarantine***

Vanderbilt University must enforce public health mandates as required by public health authorities, and may also follow Medical Center and Student Health Center recommendations when the University determines them to be in the best interest of the Vanderbilt community and the public. Based on the aforementioned mandates and/or recommendations, the University may issue directives to students regarding isolation and/or quarantine. As a result, among other needed interventions, students in campus housing, or students traveling as part of Vanderbilt programs or activities, may be required to relocate so that appropriate isolation and/or quarantine can be accomplished. Failure to comply with University directives may result in corrective action through the University's accountability process.

### **The University Counseling Center**

The University Counseling Center (UCC) provides mental health assessment, support, and treatment for students. The team of clinical professionals includes psychologists, licensed counselors including substance use specialists, psychology interns, practicum students, and psychiatric medical providers.

Services include short-term individual therapy, a variety of group therapy options, and psychiatric screening and assessment. Students may work with a trained biofeedback counselor as another means of addressing anxiety or stress and pain among other symptoms. The UCC provides psychological assessment to screen for ADHD and learning disabilities.

Students with urgent issues may visit the UCC without appointment to meet with the Urgent Care Counseling clinician. If there are multiple students seeking Urgent Care Counseling services, the students will be seen on a "first-come, first-served" basis. Flexibility is maintained to address student needs according to level of acuity.

The UCC staff is available to consult with students, faculty, and staff who are concerned about a student's mental health. Consultations are available through the UCC's Urgent Care Counseling, or by phone.

The UCC is open according to the schedule posted on the center's website: [www.vanderbilt.edu/ucc](http://www.vanderbilt.edu/ucc). Students

seeking to schedule an appointment should visit the Office of Student Care Coordination's website at [www.vanderbilt.edu/carecoordination](http://www.vanderbilt.edu/carecoordination) or call 615-343-WELL (9355)

Students may seek brief support for distressing situations and may take advantage of UCC's drop-in services on campus at various locations as detailed on the UCC's website: <https://www.vanderbilt.edu/ucc/services/drop-in-consultation/>. This program enables students to have rapid access to a counselor for support.

The UCC collaborates with the Center for Student Wellbeing to provide outreach, prevention, and education, with one specific focus being suicide prevention through MAPS (Mental health Awareness & Prevention of Suicide) training for students, faculty, and staff. These resources are provided to facilitate stress management in order to minimize or prevent mental health concerns. In addition, the UCC offers workshops about academic support and ADHD in collaboration with the Center for Student Wellbeing.

More details about services may be found at the UCC [website](http://www.vanderbilt.edu/ucc): [www.vanderbilt.edu/ucc](http://www.vanderbilt.edu/ucc).

### ***Charges***

The UCC does not charge for routine services, but does charge for psychological testing, both for a screening and for a full test and for specific disability assessments when indicated. The student is expected to pay for the testing prior to its being scheduled. The UCC has no relationship with any insurance company and cannot bill third parties for these charges.

Students requiring laboratory testing are referred to the Student Health Center. Charges for these tests are made in accordance with Student Health Center policies.

### ***Confidentiality***

The UCC is a confidential setting under the Family Educational Rights and Privacy Act (FERPA). To the extent permitted by law, the UCC does not share information about students or anything discussed in session, with the exception of safety concerns, which may override the confidentiality policy. For example, limits of confidentiality include situations that involve imminent risk to a client or another individual, and situations involving elder or child abuse. The UCC encourages students to sign a written release of information form if they would like for the UCC to share information with members of the student's family or others. The UCC may share attendance and additional minimally necessary information with the other primary Student Care Network offices, including the Office of Student Care Coordination, Student Health Center, and Center for Student Wellbeing for the purposes of care coordination.

### ***Center for Student Wellbeing***

The Center for Student Wellbeing cultivates engagement in lifelong well-being practices and endeavors to create a culture that supports students' personal development and academic success through a holistic and integrative framework. The Center's areas of focus include, for example, alcohol and other drug education and recovery support, self-care and personal growth, strengthening physical and emotional health, and support for supporting students in distress. The Center provides prevention programming, individual coaching, skill building workshops, substance use screenings, meditation and yoga, and referrals to campus resources.

New appointments for Center for Student Wellbeing services may be scheduled through the Office of Student Care Coordination. Information is available at <https://www.vanderbilt.edu/healthydores/>.

### ***Student Health Insurance Plan (SHIP)***

*Eligibility:* All degree-seeking students (with the exception of those in the Division of Unclassified Studies) registered for four or more credits or who are actively enrolled in research courses (including, but not limited to dissertation or thesis courses) at Vanderbilt are automatically enrolled in—and will be billed for—a University-endorsed health insurance plan underwritten by UnitedHealthcare through Vanderbilt's broker, Gallagher Student Health & Special Risk, unless they complete the online waiver process. Information about the plan is available online at [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). In addition, an insurance representative has an office at the Student Health Center and can be reached at 615-343-4688.

*Cost:* The annual premium, which is approved each year by the Board of Trust, is billed to students through their student account. The premium is a separate charge from tuition.

*Coverage Period:* Coverage for students begins August 12 and extends through August 11 the following calendar year, if the student remains in school for 31 days beginning August 12. After 31 days, the coverage remains in effect whether the student is in school or is away from the University, and there is no *pro rata* refund for this coverage. If a student disenrolls from coursework within the first 31 days of classes so that they no longer meet the above eligibility standards, their insurance coverage will be terminated.

*Coverage Benefits:* SHIP provides hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of the plan is available online at [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt), at registration, in the Office of Student Accounts, at the Student Health Center, or on the Student Care Network website. The plan requires that the Student Health Center be the student's primary care provider in Nashville, but will provide coverage for referrals to specialists when a written referral is made by a Student Health Center provider.

*Waiver of Insurance Plan:* A student who does not wish to subscribe to the insurance plan offered through the University must notify the University of comparable coverage under another policy. Waiver of the student insurance plan does not affect eligibility for services at the Student Health Center. The online waiver process may be found online at [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). The insurance charge will not be waived if the online process is not completed by August 1 for the fall semester, or by January 6 for students who are newly enrolled for the spring semester. **The waiver process must be completed each academic year.** Newly enrolled eligible summer session students planning to take full-time coursework in the fall must complete both a summer and a fall waiver form by August 1. Additional information about the waiver process may be found on the Student Care Network website.

*Family Coverage:* An additional premium is charged for family insurance coverage. An eligible student who wishes to provide coverage for his/her/their spouse and/or children, may do so at [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). It is the student's responsibility to enroll their eligible dependents each year. **Dependents are not automatically enrolled.**

#### *International Student Coverage*

International students are automatically enrolled in, and billed for, the Gallagher plan, in compliance with federal regulations relations to J-1 visa status, which requires international students and their dependents to maintain adequate insurance coverage. Coverage through the Gallagher plan is mandatory; however, new waiver requirements have been instituted to support international students studying remotely for the 2020-2021 academic year. These policies are outlined at [www.vanderbilt.edu/studentcarenetwork/waive/](http://www.vanderbilt.edu/studentcarenetwork/waive/).

#### *Qualifying Events for Students and Dependents*

Students who initially waive coverage can submit a Petition to Add if they lose coverage under the plan they used to waive (for example, due to no longer being covered as a dependent). This is called a "qualifying event." The premium will be pro-rated based on the date coverage begins. The applicable premium will be charged to the student account.

Eligible dependents may also be added if the student experiences one of the following qualifying events: (a) marriage, (b) birth of a child, (c) divorce, (d) the dependent entering the country for the first time, or (e) the dependent losing coverage under another insurance plan.

Links to the Petition to Add and the Dependent Petition to Add forms can be found at [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). The Petition to Add or Dependent Petition to Add form and supporting documentation (i.e., proof of a qualifying event) must be received by Gallagher Student Health & Special Risk within 31 days of the qualifying event. Forms received more than 31 days after the qualifying event will not be processed.

#### **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. The Project Safe Center provides support to survivors of intimate partner violence and engages the campus community in prevention of sexual assault, dating violence and domestic violence, and stalking.

Bystander intervention training, an online education module addressing sexual 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).

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

The Title IX and Student Discrimination Office ([vanderbilt.edu/title-ix](http://vanderbilt.edu/title-ix)) and/or the Equal Employment Opportunity Office ([vanderbilt.edu/eeo](http://vanderbilt.edu/eeo)) investigate 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. Director of Title IX and Student Discrimination Stephanie Roth is Vanderbilt's Title IX coordinator.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, please contact the Title IX and Student Discrimination Office and/or the Equal Employment Opportunity Office. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department.

The Title IX and Student Discrimination Office also facilitates interim accommodations for students impacted by sexual misconduct and power-based personal violence. Some examples of interim accommodations include no contact 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 Title IX and Student Discrimination Office at (615) 343-9004.

### **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 Student Access Services. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio textbooks, physical adaptations, notetakers, reading services, and reasonable accommodations for housing and dining. 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, Student Access Services, PMB 407726, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7726; phone (615) 343-9727; fax (615) 343-0671; [vanderbilt.edu/student-access](http://vanderbilt.edu/student-access).

### **Meetings with Faculty and Administrators**

Faculty and administration welcome the opportunity to meet and discuss academic practices and progress with students. To maintain focus on the student's academic experience, third parties such as spouses, partners, parents, family members, friends, or other students typically will not be allowed to attend. No audio or video recordings of these meetings are allowed. Students may be allowed to have an adviser when the meetings are a part of the university's student accountability process or the Honor Council process, or under the Sexual Misconduct and Intimate Partner Violence policy, subject to the parameters and expectations outlined in the applicable policies. For questions related to requests for educational records, please refer to the "Student Records" section of the catalog. Any exceptions to policies set out in the VUSN catalog that are related to a medical condition/disability should be directed to Student Access Services (SAS) as a request for a reasonable accommodation.

### **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, dorm accessories, licensed Vanderbilt merchandise, and best-selling books. 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.

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

Vanderbilt Child and Family Center provides support and resources to the community of Vanderbilt families across the spectrum of life. As reflected in our provision of new parent support, early childhood education, family life resources, and elder care support, VCFC values the university's commitment to the education of the whole person and cultivation of lifelong learning. Visit [vanderbilt.edu/child-family-center](http://vanderbilt.edu/child-family-center).

## **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 David Williams II Student 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, cafés, 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. E. Bronson Ingram College offers all-you-care-to-eat dining and is open to all Vanderbilt University students. Five convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. The convenience stores located at Kissam Center and Highland Munchie offer hot and cold food bars which are open for breakfast, lunch, and dinner. All units accept the Commodore Card and meal plans. Graduate student meal plans are offered at a discount. For more information about meal plans, hours, and menus, please visit [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 ([offcampushousing.vanderbilt.edu](http://offcampushousing.vanderbilt.edu)). 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 consult the website as early as possible. The website includes listings by landlords looking specifically for Vanderbilt-affiliated tenants. Listings are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also complete a profile to assist in finding a roommate. 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 Office of the University Registrar immediately. Candidates for degrees who are not in residence should keep the school and the Office of the University Registrar informed of current mailing addresses. To change or update addresses, go to [registrar.vanderbilt.edu/academic-records/change-of-address.php](http://registrar.vanderbilt.edu/academic-records/change-of-address.php).

## **International Student and Scholar Services**

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,952 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 Departments of Homeland Security and State. ISSS advising staff are available to support students' and scholars' requests through email, phone calls, daily drop-in hours (1:30–3:30 p.m., Monday–Friday), and private appointments. ISSS puts a strong emphasis on providing employment workshops to inform international students about professional development and employment options while enrolled and after graduation. ISSS conducts regular workshops on Curricular Practical Training (CPT), Optional Practical Training (OPT), and Academic Training (AT). ISSS also supports more than 300 alumni international students who have already graduated and are either on OPT or AT work permission. For additional information on ISSS services, visit [vanderbilt.edu/issss](http://vanderbilt.edu/issss).

## **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 VUPS Parking Services located at 2800 Vanderbilt Place. 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 Vanderbilt University Public Safety.

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.

## **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 6:00 p.m. to 3:30 a.m. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone using the VandySafe app, setting up text message alerts to let them know when a van will be arriving at their stop. Please visit [police.vanderbilt.edu/services/vandysafe.php](http://police.vanderbilt.edu/services/vandysafe.php) to download the app.

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 either (615) 322-2745 (2-2745 from a campus phone) or (615) 421-8888 (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.

**Exchange Area**—The Vanderbilt University Police Department has designated the lobby of the Police building located at 2800 Vanderbilt Place as an "Exchange Area." The Exchange Area is for Vanderbilt University students, faculty, and staff to trade legal items bought and sold online on various secondhand applications in a safe environment. The building/lobby is located next to the Vandy Van stop in lot 72C near Vanderbilt Stadium. Either the seller or buyer must be Vanderbilt affiliated (student, faculty, or staff). The affiliated person must complete the online registration form at [police.vanderbilt.edu/safefed](http://police.vanderbilt.edu/safefed) prior to the actual trade.

**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/crimeinfo/securitynotices.php](http://police.vanderbilt.edu/crimeinfo/securitynotices.php).

*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/services](http://police.vanderbilt.edu/services).

Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 111 28th Avenue South, 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, 111 28th Avenue South, Nashville, Tennessee 37212, or (615) 875-9157 (telephone). A PDF copy of this report may also be obtained on the website at [police.vanderbilt.edu/pdfs/annual-security-report.pdf](http://police.vanderbilt.edu/pdfs/annual-security-report.pdf).

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

The Bishop Joseph Johnson Black Cultural Center provides educational and cultural programming designed to highlight the history and cultural experiences of African Americans. The center was established in 1984 and named in honor of the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. '54, Ph.D. '58). The BCC activities focus on providing student support and development, campus enrichment, and community engagement.

#### *Student Support and Development (Inclusion)*

One of the major aims of the BCC is student support and development. To accomplish this objective, the BCC offers student-driven programming, mentoring initiatives, organizational meeting spaces, service opportunities, and leadership skills training. The BCC also serves as a haven for students, with opportunities for informal fellowship with other students of all levels and backgrounds as well as with faculty and staff.

#### *Campus Enrichment (Diversity)*

With campus programming focused on Africans and African Americans, the BCC enriches the overall campus environment by promoting intercultural competence. Specifically, the BCC works with numerous campus partners to sponsor lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture.

#### *Community Engagement (Equity)*

Additionally, the BCC engages in community outreach and service by working with various civic and cultural groups in the Nashville area. Through community programs and by supporting students as they tutor and mentor young people from underserved areas in the city, the BCC advocates for social justice and equity on campus and in the larger community.

The BCC is located in the center of campus directly behind Buttrick Hall and across from the main campus mailroom. For more information, please call (615) 322-2524 or visit [vanderbilt.edu/bcc](http://vanderbilt.edu/bcc).

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

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, 9:00 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**

The Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex 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. 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).

### **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](mailto: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. However, students should not wait to receive such a message, and should check YES frequently to remain current on official, confidential communications.

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.

## 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 and Scholarships on the Vanderbilt University website at [vanderbilt.edu/financialaid](http://vanderbilt.edu/financialaid). The Office of Student Financial Aid and Scholarships is located at 2309 West End Avenue, Nashville, Tennessee 37240-7810, (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, 110 21st Avenue South, Suite 110, 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/pdfs/annual-security-report.pdf](http://police.vanderbilt.edu/pdfs/annual-security-report.pdf). 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/ferpa](http://registrar.vanderbilt.edu/ferpa). Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701. For more information, see “Confidentiality of Student Records” in this catalog.

## 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 Office of the University Registrar written requests that identify the record(s) they wish to inspect. The Office of 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 Office of 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.
- Disclosure to various authorized representatives of government entities (such as, compliance with Student and Exchange Visitors Information System [SEVIS], Solomon Amendment, etc.).

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 Office of 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 Office of 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 Office of 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 Personal Information link.

### **Prior Degrees**

It is the policy of Vanderbilt University to verify prior educational credentials for all admitted students who intend to matriculate. All matriculated students must provide official copies of transcripts and any other required supporting documentation to Vanderbilt University as part of the prior degree verification process. The Office of the University Registrar will review transcripts and other supporting documentation for authenticity and to confirm degrees earned prior to matriculation at Vanderbilt. Offers of admission are contingent on a student's providing the required documentation. Students in the School of Nursing who are not able to provide evidence of prior degrees will not be permitted to register for subsequent terms and may be subject to dismissal from the university.

### **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 transinstitutional learning while providing opportunities to embrace diverse perspectives. For more information, visit [vu.edu/university-courses](http://vu.edu/university-courses).

## **Extracurricular Activities**

### **Student Centers**

A variety of facilities, programs, and activities are provided in six separate student center locations—Alumni Hall, The Commons Center, E. Bronson Ingram College, 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, Local Java, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, campus store, 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, Student Leadership, Arts and Campus Events, Student Organizations and Governance, Student Care Coordination, Student Accountability, Community Standards and Academic Integrity, and the Student Center for Social Justice and Identity. Also included in this facility is a United States Postal Service office.

The Vanderbilt Student Life Center is the university's large event space. 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 Career Center, Global Education Office, Office of Immersion Resources, and Office of Active Citizenship and Service.

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 Career Center, 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 renovated Alumni Hall, students have access to an exercise room as well as several new meeting and event spaces. The Vanderbilt Graduate School calls Alumni Hall home, and lounge space on the first floor serves as a robust hub for student life within the Graduate School community.

Opened in fall 2014 and fall 2018, respectively, Kissam Center and E. Bronson Ingram College are both part of



the Vanderbilt residential college system. Kissam Center is home to meeting and event spaces, the Kissam Market, and Kissam Kitchen. E. Bronson Ingram College offers a dining facility, including the award-winning Bamboo Bistro pho concept.

### **Recreation and Sports**

More than two-thirds of Vanderbilt University students participate in club sports, intramurals, group fitness classes, or other programs offered at the David Williams II Student Recreation and Wellness Center, known by students as “the Rec.” The large variety of programs available for meeting students’ diverse interests include: more than thirty club sports teams; more than thirty intramural sports (softball, flag football, basketball, table tennis, and soccer); and 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 the many adventure trips offered each semester or create your own adventure trip with tips and gear from the Outdoor Recreation staff. There are more than sixty group fitness classes a week and a variety of wellness offerings from “learn to box” to healthy eating through Vandy Cooks in the Teaching Kitchen, Personalized Nutrition Coaching, and Nutrition Minute grab-and-go information on a variety of nutrition topics.

The Rec 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; seven multipurpose rooms; locker rooms; and a 120-yard turf field surrounded by a 300-meter track in the indoor field house. The Rec’s exterior spaces include more than seven acres of field space including three natural grass fields and one turf field.

All students pay mandatory student service fees which support 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).

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## 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 334-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, Bachelor of Musical Arts.

*Divinity School.* Master of Divinity, Master of Theological Studies, Master of Theology, Doctor of Ministry.

*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 Genetic Counseling, Master of Public Health, Master of Science in Clinical Investigation, Master of Laboratory Investigation, Master of Science in Medical Physics, Master of Science (Applied Clinical Informatics, 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.

### Equity, Diversity, and Inclusion

Excellence at Vanderbilt is inextricably tied to the university’s commitment to fostering an inclusive community where people of all identities, backgrounds, and perspectives can thrive. The vice provost for strategic initiatives and the vice chancellor for equity, diversity, and inclusion and chief diversity officer work in partnership with students, faculty, and

staff to identify and implement best practices that advance equity, diversity, and inclusion across campus in pursuit of building and supporting an inclusive community enriched by a broad variety of experiences and knowledge. Visit [vanderbilt.edu/diversity](http://vanderbilt.edu/diversity) for more information.

### **Inclusive Excellence**

Diversity, inclusion, and community engagement are essential cornerstones of Vanderbilt's commitment to equity and trans-institutional discovery and learning. The Office for Inclusive Excellence has as its mission to work in partnership with members of the Office of the Provost and Vanderbilt colleges and schools to ensure that we advance the success and affirmation of all students and faculty. The Office for Inclusive Excellence oversees and establishes strategic initiatives to promote academic success, professional and cultural education, and inclusivity and belonging. Visit [vanderbilt.edu/inclusive-excellence](http://vanderbilt.edu/inclusive-excellence) for more information.

### **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.

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# *Communicating with the School of Nursing*

## **Academic Matters**

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

Mavis Schorn, Senior Associate Dean for Academics  
278 School of Nursing  
(615) 343-5876

Rolanda Johnson, Assistant Dean for Academics  
275 School of Nursing

## **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  
176 School of Nursing  
(615) 322-3802

## **Scholarships and Financial Aid**

Kristie Smith, Director of Student Financial Services  
180 School of Nursing  
(615) 322-8986

## **Research Matters**

Mariann Piano, Senior Associate Dean for Research  
415 Godchaux Hall  
(615) 343-2998

### *Center for Research Development and Scholarship*

Mariann Piano, Senior Associate Dean for Research  
415 Godchaux Hall  
(615) 343-2998

## **Practice Matters**

Pam Jones, Senior Associate Dean for Clinical and  
Community Partnerships  
215 Godchaux Hall  
(615) 322-1561  
(615) 322-2591

## **Assistant University Registrar**

Sara A. Donahoe, Director of Nursing Student  
Records  
173 School of Nursing  
(615) 343-7839

## **Informatics**

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

## **Cultural Diversity**

Rolanda Johnson, Assistant Dean for Office of  
Diversity  
and Inclusion  
275 School of Nursing  
(615) 343-2228

## **Student Affairs**

Tamika Hudson, Assistant Dean for Student Affairs  
179 School of Nursing  
(615) 343-3334

## **Mailing Address**

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

## **Employment opportunities for spouses**

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

## **Housing**

Office of Housing and Residential Education  
Vanderbilt University  
PMB 351677  
2301 Vanderbilt Place  
Nashville, Tennessee 37235-1677

# 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  
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  
MARIANN PIANO, Ph.D., M.S.N., F.A.A.N., F.A.H.A., Senior Associate Dean for Research  
PATRICIA SENGSTACK, D.N.P., R.N.-B.C., C.P.H.I.M.S., F.A.A.N., Senior Associate Dean for Informatics  
TERRI ALLISON, DNP, ACNP-BC, FAANP, Assistant Dean for Academics, Doctoral Nursing Practice  
BRYN EVANS, MMHC, PMP, Assistant Dean for Finance and Operations  
ROLANDA JOHNSON, Ph.D., M.S.N., R.N., Assistant Dean for Academics  
SHEILA H. RIDNER, Ph.D., Director of the Ph.D. in Nursing Science Program  
MARILYN DUBREE, M.S.N., R.N., Associate Dean for Clinical Practice  
MARY ANN JESSEE, PhD, RN, Assistant Dean for Academics, Generalist Nursing Practice  
ROLANDA JOHNSON, Ph.D., R.N., Assistant Dean for Office of Diversity and Inclusion  
PATRICIA PEERMAN, M.S., R.N.C., Assistant Dean for Enrollment Management  
SARAH RAMSEY, M.Ed., Assistant Dean for Student Affairs  
S.BRIAN WIDMAR, PhD, RN, ACNP-BC, CCRN, CNE, FAANP, Assistant Dean for Academics, Advanced Nursing Practice  
JANE N. ZUBULAKE, 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

MARIANN PIANO, Ph.D., M.S.N., F.A.A.N., F.A.H.A., Director

## Faculty Senate VUSN Senators

MARY ANN JESSEE, ABBY PARISH, COURTNEY PITTS, JULIA PHILLIPPI

## VUSN Executive Committee

Linda D. Norman, Chair. Sheree Allen, Terri Allison, Susan Andrews, Angel Anthamatten, Steve Barnes, Bari Brooks, Tom Christenbery, Terri Crutcher, Karen D'Apolito, Marilyn Dubree, Sarah Fogel, Leslie Hopkins, Mary Ann Jessee, Rolanda Johnson, Pam Jones, Becky Keck, Betsy Kennedy, Jenny Kim, Jana Lauderdale, Susie Leming-Lee, Kanah Lewallen, Ginny Moore, Brittany Nelson, Paddy Peerman, Julia Phillippi, Sara Putnam, Sarah Ramsey, Elizabeth Rapisarda, Geri Reeves, Sheila Ridner, Mavis Schorn, Clare Thomson, Betsey Usher, Dawn Vanderhoef, Betsy Weiner, Brian Widmar, Nancy Wise, Courtney Young-Pitts.

## 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, LeTizia Smith, Chair; Mary Lauren Pfeiffer, Chair-elect.

D.N.P. Program Curriculum Committee, Michelle Ardisson, Chair; Abby Parish, Chair-elect.

Ph.D. Program Curriculum Committee, Sheiia H. Ridner, Chair; Bethany Rhoten, Chair-elect.

### Nominating Committee

The Nominating Committee is responsible for preparing a slate of consenting M.S.N. and D.N.P. candidates for chair-elect, secretary, senators, and elected committees.

Julie Perry, Chair; Travis Dunlap, Chair-elect.

### **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.

Karen Hande, Chair; Ginny Moore, Chair-elect.

### **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.

Natasha McClure, Chair; Jennifer Kim, Chair-elect. Ex officio: Rebecca Keck, Patricia A. Peerman, Sarah Ramsey.

### **Student Admissions and Academic Affairs Executive Committee**

The Student Admissions and Academic Affairs Executive Committee is responsible for reviewing and acting upon applications for admission to the School of Nursing; 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**, Jannyse Starks, Chair; Megan Shifrin, Chair-elect.

**D.N.P. Program SAAA Committee**, Christian Ketel, Chair; Melissa Smith, Chair-elect.

**Ph.D. Program SAAA Committee**, Melanie Lutenbacher, Chair.

Ex officio: Mavis Schorn.

### **Program Evaluation Committee**

Michelle Ardisson, Courtney Cook (Chair), Misty Evans, Mary Ann Jessee, Tonia Moore-Davis, Abby Parish, Erin Rodgers, Mavis Schorn, Jennifer Scroggie, Rick Watters, Terry Witherington, Marci Zsamboky (Chair-elect).

### **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.

Shelagh Mulvaney, Chair. Terrah Foster Akard, Ruth Kleinpell, Melanie Lutenbacher, Ann Minnick, Linda Norman, Mariann Piano, Sheila H. Ridner, Elizabeth Weiner.

### **Ph.D. Executive Committee**

Sheila H. Ridner, Chair. Terrah Foster Akard, Chair. Members: Jeremy Neal, Kate Clouse, , Cathy Maxwell, Deonni Stollendorf.

### **Education and Operations Technology Committee**

Faculty Co-Chairs: Kanah Lewallen and Melissa Glassford. Staff Chair: Carrie Sennett.

### **Ph.D. Subcommittees**

#### *Admissions Committee*

Jeremy Neal Chair. Mary Dietrich, Mary Jo Gilmer, Rolanda Johnson, Bethany Rhoten. Ex officio: Terrah Foster Akard,

#### *Curriculum Committee*

Cathy Maxwell, Chair. Leanne Boehm, Tom Christenbery, Kate Clouse, Elizabeth Weiner.

#### *Evaluation Committee*

Deonni Stollendorf, Chair. Ruth Kleinpell, Lori Schirle.

#### *Diversity and Inclusion Committee*

Tamika Hudson (Chair); LeTizia Smith (Chair-elect).

## The Julia Hereford Society

Charitable gifts from alumni and friends provide critical support for our students, faculty members, and programs. The Julia Hereford Society recognizes financial support of Vanderbilt School of Nursing by those who make annual gifts of \$2,500 and up. Alumni who received their Vanderbilt School of Nursing degrees within the last ten years are eligible for membership with a commitment of \$1,000 annually. There are five recognition levels:

Member: \$2,500 (\$1,000 for recent graduates)

Benefactor: \$5,000–\$9,999

Dean's List: \$10,000–\$24,999

Cornelius Vanderbilt: \$25,000–\$99,999

Lifetime: \$100,000 and up

### JHS Member Benefits

- New member recognition with commemorative Julia Hereford Society lapel pin
- Invitations to VUSN special events
- Informative monthly VUSN e-newsletter
- JHS celebration event hosted by Dean Norman

For more information on becoming a member of JHS, please email [VUSN-Giving@vanderbilt.edu](mailto:VUSN-Giving@vanderbilt.edu) or contact a member of the Development and Alumni Relations staff.

### Julia Hereford History

After graduating with a B.S.N. from Vanderbilt University School of Nursing in 1936, Julia Jane Hereford, Ph.D., R.N., was appointed to the VUSN faculty as an instructor in 1938. Her service on the faculty, along with the completion of her M.A. in teaching from the Teachers College of Columbia University in New York, earned her a promotion to the rank of assistant professor in 1943. In the fall of 1945, she served briefly as a member of the NLNE staff for post-graduate nursing education study, and, in 1947, Hereford was promoted to associate professor.

With the departure of Dean Francis Helen Zeigler in 1949, Hereford was promoted to professor and named dean of the Vanderbilt University School of Nursing. During her deanship (1949–1965), dramatic changes occurred in the nursing program, often in keeping with national trends, and, in some cases, breaking new ground for others to follow.

Hereford took two leaves of absence during her career (1958–1959 and 1965–1968), during which she undertook doctoral studies in administration at the University of Chicago. She returned to Vanderbilt in 1968 as a professor, and, upon the completion of her Ph.D. in 1972, she assumed additional duties as the school's first director of academic advising. Hereford officially retired in 1977, but she remained active with Vanderbilt as an emeritus faculty member through the early 1980s. The Julia Hereford Society was established in 1984 to honor her legacy and those who generously support the School of Nursing.

## *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.

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# 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 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).

## VUSN Mission

The mission of Vanderbilt University School of Nursing is to lead in education, evidence-based practice, scholarship, and research in order to provide optimal health care to diverse communities through innovation, inclusion, and compassion.

## 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.

## 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. Further details found in the Vanderbilt University Student Handbook [https://www.vanderbilt.edu/student\\_handbook/](https://www.vanderbilt.edu/student_handbook/)

Nursing students are not allowed to attend class, lab, or clinical practice under the influence of alcohol or controlled substances. 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* <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>

## 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>.

### Application Procedure

The link to the online application for the M.S.N, P.M.C., and D.N.P programs is found at [apply.vanderbilt.edu/apply](https://apply.vanderbilt.edu/apply). A \$50 non-refundable fee is required when the application is submitted. Interested applicants should carefully review information provided on the website and contact the Admission Office at [VUSN-Admissions@vanderbilt.edu](mailto:VUSN-Admissions@vanderbilt.edu) if they have questions about the program application procedure. All application materials must be received before the application can be sent for faculty review

The School of Nursing begins reviewing M.S.N. and P.M.C. applications for admission to its new fall class beginning October 15 of the previous year. Applicants are encouraged to apply by October 15 to be considered for their intended specialty. However, M.S.N. and P.M.C. applications received after October 15 are reviewed on a rolling basis until the class is full. The School of Nursing begins reviewing D.N.P. applications for admission to its new fall class on December 1. D.N.P. applications received after December 1 are reviewed on a rolling basis.

All information submitted in the application process must be the applicant's own work complete, 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 \$500 non-refundable matriculation fee is required upon acceptance.

Applications are considered current for one year; accepted applicants who do not enroll during that time must reapply for admission. 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.

### Attendance and Absence Policy

It is expected that students will attend all courses regardless of educational format. Attendance is required for on-campus block classes and/or intensives each semester. The Brightspace 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 absences 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 academic work without prior notification and makeup arrangements. Accommodations will be made for a student who misses an examination, work assignment, or other project because of observance of a religious holiday; this accommodation should be requested by the student prior to the holiday.

As a rule, students incur no administrative penalties for absences from class, laboratory, or clinical, but they are responsible for the academic consequences of absence. Refer to VUSN Student Handbook for details <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>

### 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 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. Auditing students are able to observe and listen during class. Online material is available for review.
4. Auditing students are not allowed to participate in class. This includes, but is not limited to, asking questions of the professor during or after class about the course, participating in group discussions (in class or online), or access to tests.
5. Audits carry no credit.

## 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/students/current/blockschedules](http://www.nursing.vanderbilt.edu/students/current/blockschedules)—then search under Academic Support Services by semester. Students are expected to attend all on-campus sessions.

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. Students are required to attend the D.N.P. Intensives.

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.

## 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 the student change period.. 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.

## 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. See <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

## 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.

### **Confidentiality and Privacy of Patient Information**

Trust and confidentiality are at the heart of the caregiver/patient relationship. The ANA Code for Nurses requires students to strive to protect the rights of patients – and one of their essential rights is the right to privacy and to have information about them kept confidential. In addition to professional codes, all health care organization will have policies regarding confidentiality that reflect ethical standards, as well as state and federal laws. Federal regulations are bringing a new measure of uniformity to confidentiality practices across the health care industry. See information on the Health Insurance Portability and Accountability Act (HIPAA) at [www.hhs.gov/hippa](http://www.hhs.gov/hippa)

### **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, D.N.P. degree, or post-master's certificate program must satisfactorily demonstrate these competencies in the didactic, laboratory, seminar, and clinical practice courses throughout their program of study.

### **Diversity, Inclusion, and Equity**

Diversity is an integral component of Vanderbilt University School of Nursing's (VUSN) purpose to promote excellence and innovation in education, practice and research. Diversity and inclusion are embedded in each of these components. VUSN's diversity and inclusivity statement reflects the school's commitment to diversity, inclusion and equity.

#### ***VUSN's diversity and inclusivity statement:***

At Vanderbilt University School of Nursing (VUSN), we are intentional about and assume accountability for fostering advancement and respect for equity, diversity, and inclusion for all students, faculty, and staff. We support our efforts with respect for the inherent dignity, worth, and unique attributes of every person. To bring to life our vision of inclusive excellence, we seek to recruit, admit, hire, retain, promote, and support diverse and underrepresented groups of students, staff, and faculty. We value social justice and human rights. We embrace the

plurality of humanity that composes our community including, but not limited to, age, race, ethnic origin, gender identity, sexual orientation, and religion. We affirm the inherent worth of each individual in order to protect, promote, and optimize the health and abilities of all people. As educators of advanced practice nurses, nurse scholars, nurse leaders, and nurse faculty, we accept the responsibility to foster and graduate highly educated, culturally sensitive health care professionals who mirror the diverse populations they serve.

### **Educational Resources and Materials Protection**

As a professional courtesy to the many who contribute expertise and effort to the creation of educational resources and materials for VUSN courses, please follow this policy regarding the appropriate use of materials as it relates to the course. Educational resources and materials include instructional media, lectures, and handouts, some of which may include copyrighted items.

- A. Students should ask permission of the course coordinator to record classroom discussions, lectures, demonstrations, or simulations.
- B. Any recorded instructional media, whether provided by the school or recorded by the student, and handouts should:
  - a. Be used for educational purposes of the course only.
  - b. Not be shared with students not enrolled in the course.
  - c. Be deleted once the student graduates or otherwise ends the student relationship with Vanderbilt University School of Nursing.

### **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 co-ordinator. 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. Some courses require students to take examinations using online exam proctoring software.

### **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.

### **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.

### **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, using unauthorized aid, 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 nonacademic misconduct involving undergraduate, graduate, and professional students.

## **Inclement Weather**

The inclement weather policy provides uniformity for students, faculty and staff regarding the cancellation of classes due to inclement weather conditions or other adverse events influencing normal operations of the School of Nursing. Refer to VUSN Student Handbook for details

<https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>

## **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. 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 250 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).

**Transcripts.** International student applicants who have completed college or university course work 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. In all instances, the evaluating agency will require original, official documentation. Please note that the evaluating agency must send both the course-by-course report and copies of the native documents. If the agency does not provide copies of the documentation used to do the course-by-course evaluation, students must submit their official documentation to Vanderbilt. Official transcripts and course-by-course evaluation reports should be sent to the following address: Office of the University Registrar, Vanderbilt University, ATTN: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 U.S.A. For further questions regarding prior degrees, please visit [registrar.vanderbilt.edu/academic-records/international-degrees.php](http://registrar.vanderbilt.edu/academic-records/international-degrees.php).

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: [ece.org](http://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.** Entering students may be required to take language support courses at the Vanderbilt English Language Center (ELC) concurrently with their academic courses. Students may also elect to take classes and participate in programming which includes Academic Writing, Academic Speaking, Pronunciation, and International Teaching Assistant (ITA) Communication to support their academic success. Throughout the academic year, academic workshops and 1-to-1 consultations for speaking and writing are also available. For more information, please visit [vanderbilt.edu/elc/](http://vanderbilt.edu/elc/)

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

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

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

**International Applicants who need an I-20 or DS-2019 Issued to Study in the United States.** Due to federal guidelines, the Master of Science in Nursing (M.S.N.), Post-Master's Certificate (P.M.C.) and Doctor of Nursing Practice (D.N.P.) programs do not satisfy the requirements for F-1 or J-1 study. The federal regulations restrict the number of courses that can be delivered via an online format within a program of study for F-1 and J-1 students. As these programs have a significant online component, the educational format is not compatible with the structure required by the federal government for F-1 and J-1 students.

**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. **Email:** [iss@vanderbilt.edu](mailto:iss@vanderbilt.edu)

## Leave of Absence

A student may request to take a leave of absence (LOA) from their course of study as follows:

- A LOA is granted for a minimum of one semester but the total length of time on leave may not exceed three semesters during the plan of study. Approved LOA semesters can be sequential or non-sequential.
- A LOA must be approved by the Academic Director and the Senior Associate Dean for Academics.
- Time spent on LOA is included in the total time taken to complete the degree.
- Students in any academic program at VUSN must take an LOA if they are not enrolled in coursework during a semester. The only exception is during the ASN-MSN curriculum. (There is no coursework during the summer until specialty courses begin. These summers do not require a LOA).
- Students who have not satisfactorily completed a course with a clinical component for more than two semesters must take a 1-credit-hour clinical independent study when the student returns from LOA in order to ensure clinical competence. The requirement for the one- credit hour independent study does not apply to students enrolled in the Nursing and Healthcare Leadership or Nursing Informatics specialties or the DNP Program.
- A student on a LOA is required to notify the VUSN Office of Enrollment Services of plans to return to school.
- Students who do not comply with the Leave of Absence policy may be administratively withdrawn from Vanderbilt University School of Nursing.

### *Leave of Absence Re-Entry*

To inform VUSN of readiness to return, the following steps must be completed:

- At least sixty days prior to a LOA re-entry, the student contacts the Academic Director to determine or verify the remaining course-of-study.

- The Academic Director e-mails the student and the Office of Enrollment Services the remaining course-of-study.
- The student updates all school compliance requirements with the VUSN Compliance Officer. <https://nursing.vanderbilt.edu/clinicalplacement/currentstudents.php>
- The student registers for classes.
- The student contacts the Director of Financial Services as needed.

### ***Medical Leave of Absence***

Students may experience life situations, or medical, and/or psychological conditions that significantly interfere with their academic and personal success. A medical leave of absence is intended to provide students with the opportunity to fully attend to their health and wellbeing, away from the stress associated with campus and academic life. A student who is temporarily unable to continue their course-of-study due to a medical reason must request a medical leave of absence (MLOA) from VUSN.

In addition to the LOA process, students are required to follow the Dean of Students MLOA process found at <https://www.vanderbilt.edu/carecoordination/sample-page/medical-leave-of-absence/>

- The Senior Associate Dean for Academics approves the MLOA request and forwards the signed form to the student, the Office of Student Care Coordination, and the Academic Director.
- The Office of Student Care Coordination acknowledges the student's approval for a MLOA.

#### ***Medical Leave of Absence Re-Entry***

In addition to the LOA re-entry, students on a MLOA, are expected to complete the steps outlined at the following VU website. <https://www.vanderbilt.edu/carecoordination/sample-page/medical-leave-of-absence/>

### **Net Etiquette Statement**

Net etiquette describes professional communication and behaviors for online communication and interaction (email, discussion board postings, chats, wikis, blogs) to ensure a forum for dynamic and engaged learning. The expectations for net etiquette at VUSN may be described across three general areas: 1) Respect and Courtesy, 2) Participation and Collaboration, and 3) Presentation of Self. An inability to uphold net etiquette expectations may have repercussions related to student conduct. Further details regarding this policy are found in the VUSN Student Handbook at <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>

### **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.

### **Professional Licensure and Out of State Requirements**

State Boards of Nursing set standards for licensure. For students entering the M.S.N. program with a degree in a field other than nursing, successful completion of the pre-specialty courses prepares students to take the R.N. licensure exam (NCLEX-RN). While the NCLEX-RN is a national exam, most pre-specialty students obtain their initial R.N. license in the state of Tennessee and then may apply for R.N. licensure in a different state by following that state's prescribed procedures. State Boards may require R.N. practice experience and/or supplemental education



modules. Graduation from the M.S.N. program or completion of the post-master's certificate (PMC) in nurse-midwifery or a nurse practitioner specialty prepares students for APRN licensure. Requirements for obtaining Advanced Practice (APRN) licensure vary by state. State Boards may require R.N. practice experience, transition to practice as APRN, supplemental education modules and/or approval of the program leading to an advanced practice certification. It is highly recommended that students who seek admission to M.S.N., Post Master's Certificate, and D.N.P. programs at VUSN contact their home state's Board of Nursing to verify that the desired program and its graduates will meet the eligibility criteria for approval for those credentials. The website of the National Council of State Boards of Nursing has contact information on Boards of Nursing in each state.

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. States with specific requirements are listed on the VUSN website at <https://nursing.vanderbilt.edu/admissions/regulations.php>

### **Program of Studies**

Students are expected to follow the program of studies outlined in the Student Handbook: [nursing.vanderbilt.edu/current/handbook.pdf](https://nursing.vanderbilt.edu/current/handbook.pdf) *A student may request from full time to part time status or change their specialty following the processes found in the VUSN Student Handbook.*

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](https://nursing.vanderbilt.edu/current/leave.pdf)) and must follow the process outlined in the VUSN Student Handbook [nursing.vanderbilt.edu/current/handbook.pdf](https://nursing.vanderbilt.edu/current/handbook.pdf)

### **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.

### **Registration**

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and register for courses for the next semester. Registration for classes is done by computer on Your Enrollment Services (YES). Students should check carefully with their faculty advisers concerning progress toward completing degree requirements and to make necessary revisions in their program of studies. 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 for the express purpose of completing an incomplete grade are charged \$200 plus applicable fees.

### **State of Tennessee**

Students should be aware that, should they have complaints about their academic program or their financial aid, Vanderbilt has a complaint procedure. To the extent possible, students should seek a resolution of such matters through the institution's complaint procedure before involving others.

The student has the right to call on the state of Tennessee and its appropriate agency to determine the course of action. Complaints may be filed with the following agencies in Tennessee:

- Complaints related to the application of state laws or rules related to the approval to operate or licensure of a particular professional program within a postsecondary institution may be referred to the appropriate agency (e.g., State Board of Education, Department of Health, and so on) within the Tennessee State Government and may be reviewed and handled by that licensing agency. Contact information may be found by searching for the appropriate division at <http://www.tn.gov>.
- Complaints related to state consumer protection laws (i.e., laws related to fraud or false advertising) may be referred to the Tennessee Division of Consumer Affairs and may be reviewed and handled by that Unit. Contact information for the Consumer Affairs Division may be found at

<http://www.tn.gov/commerce/section/consumer-affairs>.

### ***Distance Education***

Students enrolled in distance education programs offered by Vanderbilt University in states other than Tennessee 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

<http://www.vanderbilt.edu/provost/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/>

Additional information on complaint and grievance procedures can be found in the VUSN *Student Handbook*.

### **Grade Complaint Process**

Students who have a concern about the reasonable or fair evaluation of their academic performance should follow the grade complaint process in the course syllabus and VUSN *Student Handbook*

<https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf> . Students should be aware that there is a time requirement for initiating a grade complaint . Retaliation against a student who pursues a complaint will not be permitted.

### **Complaint Process**

One of the goals of Vanderbilt University School of Nursing (VUSN) is to provide an environment that promotes learning and fair treatment. Situations may arise where a student (or former student) believes they have not been given fair treatment or has a complaint about the performance, action, or inaction of a member of the staff or faculty affecting the student during the period of their enrollment. Faculty and staff members welcome the opportunity to work with a student or former student who has a concern or complaint.

Complaints addressed under this VUSN Complaint Process may be categorized as being: 1) **grade-related**; or 2) **non-grade** related complaints, in each case that are not addressed through other processes at the University.

Students should refer to the *University Student Handbook* for a list of decisions and student concerns that are not addressed under this VUSN Complaint Process because they may be addressed through other processes at the University. For example, if the complaint involves allegations of discrimination, harassment, and/or related retaliation based on a protected status, this step is not appropriate and the complaint should be directed to the Title IX and Student Discrimination Office.

Early identification and communication often result in timely and effective resolution. School of Nursing resources, such as the student's faculty advisor, academic director, Academic Assistant Deans, Assistant Dean for Student Affairs, Assistant Dean for Enrollment Management or Assistant Dean for Diversity and Inclusion are available to discuss student concerns or refer students to the appropriate school or university resource(s). Students may also choose to report complaints in the VERITAS reporting system electronically; refer to the "Veritas Reporting System" section in the VUSN *Student Handbook* for more information.

When a complaint is not addressed through other University processes, students who decide to proceed with a complaint within VUSN should follow the steps outline in the *VUSN Student Handbook*. . *At no point during any processes should the student fear any form of retaliation. If a possible concern related to safety or retaliation arises, the student may submit an oral or written complaint directly to the Office of the Senior Associate Dean for Academics.*

### ***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).

### **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. The faculty course coordinator and the academic director of the student's program approve transfer credit.

### **Transportation and Lodging**

Students are responsible for their own transportation to and from all clinical facilities and field trips. M.S.N. and P.M.C. students should be prepared to travel to their clinical sites a distance of 150 miles one way from the School of Nursing. Practice sites are chosen for their ability to provide experiences consistent with the program requirements, the mission of the school, and individual student objectives. Practica and preceptorships may be in out-of-state locations.

### **Withdrawal from the University**

A student may voluntarily withdraw from VUSN. Once a student withdraws, the student is not permitted to attend classes or use school services. Course withdrawal policies may apply. A student may withdraw and receive the grade W (Withdrawal) in accordance with the date published in the School of Nursing calendar. A student may withdraw from Vanderbilt University after the published date in the School of Nursing calendar or after the courses are half completed. However, the student will receive a grade of F (Failing) in all enrolled courses except in extenuating circumstances. If the student withdraws, they may be considered for readmission by completing the application process. (Please see section on Readmission.) For further details, refer to the VUSN Student Handbook: [nursing.vanderbilt.edu/students/current/pdf/handbook.pdf](http://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf).

### **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. 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 U-verse 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 (Verizon Wireless, 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 (Chromebooks are not supported)
  - 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 10
  - f. Microsoft Office (latest version FREE from VUIT Software Store)
- 1a. Macintosh OSX 10.12 (Sierra or better)
  - a. I5 processor or better, Turbo M3 processor is not supported.
  - b. 2.8GB of RAM or better
  - c. 3.256GB hard drive or better
2. Cable or DSL Internet service **required**
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)
  - c. Adobe Flash Player (adobe.com)
  - d. QuickTime Player (apple.com/ quicktime/ download !)
  - e. Skype for Business.
  - f. Other resources:
    - i. See our Program Technology Requirements Web page ([www.nursing.vanderbilt.edu/tools!tehtable.html](http://www.nursing.vanderbilt.edu/tools!tehtable.html))
    - ii. Personal USB drive (thumb drive) for moving files from computer to computer
    - iii. A printer

Macintoshes must have at least OSX 10.12 8GB 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.softwaresecure.com](http://www.softwaresecure.com)) is an online exam-proctoring technology that enables online and distance-learning students to take proctored exams from the comfort and convenience of their own homes or offices. The 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.

## School of Nursing Facilities

### ***Mary Ragland Godchaux Hall***

Built in 1925, Mary Ragland Godchaux Hall is located next to Medical Research Building (MRB) III at 461 21st Ave. South. Faculty and administrative offices and research space for the nursing school are located within this 41,923 sq. ft. building. Renovated in 2006, Godchaux Hall contains a state-of-the-art IP-based videoconferencing 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 the school's historic living room updated with audio-visual capabilities.

***Center for Research Development and Scholarship (CRDS)***. Housed on the fourth and fifth floors 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.

### ***Godchaux Nursing Annex***

Commonly known as the Annex or Nursing Annex, this 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 in the 14,107 sq. ft. building have permanently installed projection devices and up-to-date presentation computers. All afford wireless access to the internet. The four larger halls are equipped with smart technology at the lectern.

### ***Patricia Champion Frist Hall***

The 20,323 sq. ft. Patricia Champion Frist building was completed in 1998. It houses the Frist Nursing Informatics Center, a multi-media classroom with installed networking for seventy-five students, a health-assessment/multi-purpose classroom, the Dorothy Goldstein Student Lounge and fifty faculty offices. Two large and one small classroom have infrastructure capable of video streaming live lectures. The Dorothy Goldstein Student Lounge was renovated in 2019 and includes a privacy room for nursing mothers.

***The Frist Nursing Informatics Center (FNIC)***. The FNIC offers support for technical, audiovisual, web and communications needs of students, faculty and staff of VUSN. The center operates a suite of three computing labs in Frist Hall and supports student computing in activity spaces within the nursing complex. The student computer labs are equipped with 36 (20 main lab plus 1 presentation, 7 small lab and 8 testing lab) computers used for normal computer functions, exams and viewing lectures, as well as scanners and printers. A full range of software is available for document preparation, with fewer tools available on testing computers. 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 Brightspace 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 Skype for Business; and two-way, multi-point IP-based video collaboration is available using a system called Bluejeans. 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 webpages, 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 webpages and printed materials with assistance from designated departments.

### ***School of Nursing Building***

Newly opened in 2019, the 29,947 sq. ft. School of Nursing Building houses technologically advanced classrooms, conference and seminar rooms, student services offices, faculty offices and a state-of-the-art simulation teaching center. Admissions, Financial Aid, Student Affairs, Registrar, Clinical Placement and Alumni Affairs are on the first and second floors. The building's five floors also contain faculty offices and state-of-the-art conference rooms used for classes, seminars and meetings. The building's fifth floor includes the Sandra Coats Chase Terrace, an outdoor green space.

***Simulation and Skills Lab.*** The entire third floor is dedicated to the 3,665 sq. ft. Simulation and Skills Lab where students interact with high-fidelity nursing mannequins in realistic simulation exercises. The lab contains 13 bays equipped with the latest technology in simulation capture, advanced mannequin simulators and a variety of skill task trainers. Each bay has a hospital bed, functioning headwall, vitals' monitor, simulated gas outlets and computer. Scenarios are brought to life by faculty working behind the scenes in control rooms equipped with video and audio capabilities. A briefing room and the Agnes K. Godchaux Conference Room are used for prebriefing, debriefing and observation. An experienced simulation team of nurses, researcher, technician and lab director support students in learning that ranges from the acquisition of tactical skills to the application of progressing clinical reasoning.

***Wachmeister Interactive Classroom and Virtual Classroom.*** The Wachmeister Interactive Classroom supports flipped classroom teaching and is equipped with five interactive 4K displays, a panoramic camera and touch panels. The room can be arranged into a variety of groups or configurations. Next door is the Virtual Classroom, used for distance learning and video production. The sound- and light-proofed room includes a green screen, lighting grid that allows for flexibility in curriculum development, three video cameras and cutting-edge recording equipment.

***Colleen Conway-Welch Atrium.*** Godchaux Hall, the Annex, Patricia Champion Frist Hall and the School of Nursing Building are connected by the Colleen Conway-Welch Atrium, named in honor of VUSN's former dean. The glass-fronted atrium serves as the main entrance to the school and was designed for collaboration and engagement by students, faculty and staff. It features areas for study, eating, socialization, physical activity and events.

## **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 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*

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

Students interested in entering the MSN program should consult the pre-nursing advisers, Brandee Madden at [brandee.madden@vanderbilt.edu](mailto:brandee.madden@vanderbilt.edu) or a (615) 875-9012 and Christy DeGregory at (615) 343-5326 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).

### Admission to the Masters of Science in Nursing (MSN) degree program

Students are subject to all nursing school admission requirements, and no student is assured of admission to the School of Nursing. Before admission to the School of Nursing, applicants must have completed either a Bachelor of Arts or Bachelor of Science degree or prerequisite courses, including the following:

- A required introductory course in statistics that includes descriptive and inferential statistical techniques; Mathematics 1010–1011, Mathematics 2820, or Peabody Psychology 2110 will fulfill this requirement.
- 11 hours of natural science courses. Courses in human anatomy and physiology (MHS 3101 and 3102) and microbiology (MHS 1500) are required.
- 3 hours of human development across the lifespan are required. Human and Organizational Development 1250, Applied Human Development, or Peabody Psychology 1250, Developmental Psychology, will fulfill the requirement.
- 2 hours of nutrition are required. MHS 1600, Introduction to Nutrition and Health for a Changing World, fulfills the requirement for nutrition.

Admission to the School of Nursing is competitive. Students are encouraged to contact the School of Nursing Office of Admissions, at [vusn-admissions@vanderbilt.edu](mailto:vusn-admissions@vanderbilt.edu). Further explanation of the MSN degree program and nursing specialties offered is available on the VUSN website: [nursing.vanderbilt.edu](http://nursing.vanderbilt.edu).

Archived 2020/2021  
School of Nursing Catalog

# *The M.S.N. Degree*

## **DEGREE OFFERED: Master of Science in Nursing**

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

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

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

## ***Degree Requirements***

For students entering with a B.S.N., the M.S.N. is based on a minimum of 30 credit hours. All degree requirements must be completed within three years of first enrollment. The grade of B– or higher in each 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 83 credit hours or a grade of B– or higher in each course 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 62 credit hours or a grade of B– or higher in each course 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 to apply 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 to apply 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 to apply 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 take the national certification exam.

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, and advanced nursing executive examinations. Graduates of the Adult-Gerontology Acute Care Nurse Practitioner program are also eligible to take the certification exam through the American Association of Critical Care Nurse Certification Corp. 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 Board.

The Nursing Credentialing Center offers the women's health nurse practitioner and neonatal nurse practitioner exams. The Pediatric Nursing 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 [apply.vanderbilt.edu/apply](http://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 Nursing Education at Vanderbilt. 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 telephone, 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.**

Applications are holistically reviewed 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. **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 application questions.
4. **Interview.** An interview by telephone may be required for applicants for whom English is not their native language.
5. **Letters of Recommendation.** All applicants must provide three letters of professional or academic reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate the applicant's potential for success in a graduate program. It is **required** that at least one of the recommenders hold a master's or higher degree. Recommendations from family, friends, other students or co-workers are NOT appropriate. Applicants to the Neonatal Nurse Practitioner specialty are required to have one reference from a neonatologist and one from an NNP who can evaluate the applicant's clinical practice. While only three references are required, the online application system will allow you to provide names of up to five recommenders.
6. **Official Transcripts.** Applicants must submit one transcript from each United States post-secondary institution attended to the Center for Data Management. Applicants who have completed college or university course work at an institution in a country other than the United States must obtain a complete course-by-course evaluation of the native transcripts, degrees, and other relevant documents. In all instances, the evaluating agency will require original, official documentation. Please note that the evaluating agency must send Vanderbilt both the course-by-course report and copies of the native documents. If the agency does not provide copies of the documentation used to do the course-by-course evaluation, the student must submit the official documentation to Vanderbilt. Official transcripts and course-by-course evaluation reports should be sent to the following address: Office of the University Registrar, Vanderbilt University, Attn: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 For further questions regarding prior degrees, please visit [registrar.vanderbilt.edu/academic-records/international-degrees.php](http://registrar.vanderbilt.edu/academic-records/international-degrees.php).

7. **Current R.N. Licensure or Eligibility for R.N. Licensure.** Documentation of an unencumbered Registered Nurse license in the state(s) in which the student will be completing clinical training is required at the time of registration. A student admitted contingent upon NCLEX–RN examination results but who does not pass the exam will have the admission offer rescinded. The student will need to reapply for admission after obtaining R.N. licensure..
8. **Prerequisite Courses.** An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.
9. **M.S.N./M.T.S. and M.S.N./M.Div. Programs.** Students applying for the 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. 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.** 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 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**

Applications are holistically reviewed based on the following factors:

1. **Grade Point Average.** It is recommended that the applicant have at least a *B* average.

2. **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 application questions.
3. **Interview.** An interview by telephone may be required or for applicants for whom English is not their native language.
4. **Letters of Recommendation.** All applicants must provide three letters of professional or academic reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate the applicant's potential for success in a graduate program. It is **required** that at least one of the recommenders hold a master's or higher degree. Recommendations from family, friends, other students or co-workers are NOT appropriate. Applicants to the Neonatal Nurse Practitioner specialty are required to have one reference from a neonatologist and one from an NNP who can evaluate the applicant's clinical practice. While only three references are required, the online application system will allow you to provide names of up to five recommenders.
5. **Official Transcripts.** Applicants must submit one transcript from each post-secondary institution attended to the Center for Data Management. See Admission to M.S.N. program with a B.S.N. for additional details regarding international transcripts.
6. **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. A student admitted contingent upon NCLEX–RN examination results but who does not pass the exam will have the admission offer rescinded. The student may reapply for admission after obtaining R.N. licensure.

Applicants must have a negative criminal conviction history to be eligible to apply for R.N. licensure. Students entering with a bachelor's or higher degree in a non-nursing field must meet eligibility requirements for nursing licensure in Tennessee. See section on Tennessee Board of Nursing Eligibility Requirements for Licensure for further details. For more information, visit [tn.gov/health](http://tn.gov/health).

Applicants who do not meet all the listed criteria will be considered on an individual basis. International applicants should refer to the information regarding English language proficiency and visa requirements found in the Nursing Education at Vanderbilt chapter..

### **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 or post-master's certificate 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. 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 facilitating professional development in the advanced nursing practice role, using leadership and evidence evaluation skills to employ a systematic, evidenced base approach to problem solving to improve healthcare delivery. 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 leaders who have expertise and advanced knowledge in a specialty area and can function in complex situations independently and/or collaboratively with health care teams.
- To evaluate and apply advanced knowledge by means of critical thinking, clinical reasoning, and the use of electronic data in relation to advanced nursing practice.
- To engage in quality improvement initiatives and the delivery of safe, culturally responsive, high quality nursing care of individuals and populations using leadership skills.
- To evaluate and/or advocate for policies that improve the health of the public and the profession of nursing incorporating ethical principles.

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 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, the biophysical and social sciences, and current evidence to engage in professional nursing practice.
- Promote health and prevent illness in diverse patient populations through targeted education in multiple settings across transitions of care.
- Provide safe, culturally responsive health care to individuals, families, communities, and populations in diverse settings, through use of critical thinking, clinical reasoning, ethical decision-making, and information management, both independently and in collaboration with health care teams.
- Demonstrate leadership in professional nursing practice through commitment to reflective practice, accountability for nursing actions, patient advocacy, and evidence-based practice.
- Engage in improvement of the health care delivery system through inquiry and action into socioeconomic, political, legal, and ethical issues affecting professional nursing practice.

## 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 A.S.N.-entry students who may complete the pre-specialty year part time. Upon completion of the pre-specialty component, students may request to complete the specialty component as part-time students.

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

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

Level Director: Mary Ann Jessee

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

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

Level Director: Sarah Fogel

### FALL SEMESTER I

NURS 5303	Human Experience of Health and Illness Across the Lifespan III	4
NURS 5401	Critical Thinking, Supporting Evidence, and Communication, Part I	3
NURS 5402	Epidemiology and Population-Based Nursing	3
NURS 5403	Health Care Systems and the Role of the Nurse as the Facilitator of Learning	3

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### SPRING SEMESTER I

NURS 5501	Critical Thinking, Supporting Evidence, and Communication, Part II	2
NURS 5502	Ethics in Nursing Practice	2
NURS 5505	Health Assessment for the R.N.	3
NURS 5506	Pharmacology for the R.N.	3
NURS 5515	Providing Care at the Community Level	3

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### SUMMER SEMESTER I

No courses required

**Total: 26**

## Specialist Nursing Curriculum Overview

The specialist component of the curriculum is divided into three segments: core courses, specialty courses, and electives. The core courses focus on facilitating professional development in the advanced nursing practice role, using leadership and evidence evaluation skills to employ a systematic, evidence-based approach to problem solving to improve health care delivery. 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.

### Core Courses (9 semester hours)

NURS 6045, 6055, and 6065 encompass content that is essential for master's degree students enrolled in nurse-midwifery or in a nurse practitioner specialty and support students' professional formation as advanced practice nurses. Content on evidence-based practice, quality and safety, leadership, ethics, policy, and role development is addressed cumulatively through the successive courses. Further application of concepts learned in these courses will occur in the specialty course offerings.

### 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. Most specialties do 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

PROFESSORS Ruth M. Kleinpell, Jennifer L. Wilbeck

ASSOCIATE PROFESSORS Terri Allison, Brian Widmar

ASSISTANT PROFESSORS Nathan Ashby, Sharon Bryant, Courtney Cook, Sarah Gast, Michael Gooch, Megan Shifrin

INSTRUCTORS Alex Brunhoeber, Nina Collins, Kathryn McNabb, Mallory Miller, Susanna Rudy, Doug Smith, Linda Wilkerson

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 intensivist. 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 either the American Nurses Credentialing Center (ANCC) or the American Association of Critical Case Nurses (AACN) Certification Board Adult-Gerontology Acute Care Nurse Practitioner Certification exam.

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

#### **FALL I**

NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6101	Advanced Health Assessment and Clinical Reasoning (3 credit hours)
NURS 6102	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6103	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6105	Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner (1 credit hour)
NURS 6114	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

#### **SPRING I**

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6115	Adult-Gerontology Acute Care Nurse Practitioner Practicum (4 credit hours)
NURS 6124	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours) Elective (2 credit hours)

#### **SUMMER I**

NURS 6065 credit hours)	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6134	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)
NURS 6195	Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)

Total: 40 credit hours

NOTE: Hospitalist option = 41 credit hours. Intensivist option = 42 credit hours.

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

SPECIALTY DIRECTOR Leslie Welch Hopkins

PROFESSOR Sarah C. Fogel

ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes

ASSOCIATE PROFESSOR Rolanda Johnson

ASSISTANT PROFESSORS John Travis Dunlap, Leslie Welch Hopkins, Jennifer L. Kim, Abby Parish

INSTRUCTORS Karen Hande, Kanah May Lewallen, Carrie Plummer, Melissa Smith

LECTURER Sharon A. Jones

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 Adult-Gerontology Primary Care Nurse Practitioner certification exam offered by the American Nurses Credentialing Center or the American Association of Nurse Practitioners Certification Board. There is a significant emphasis on disease prevention and health promotion, in addition to the treatment of common acute and chronic conditions of adults. This program offers a broad foundation in adult primary care. The range of clinical sites for AGPCNP students is tremendous and includes ambulatory clinics, private physician-owned practices, internal medicine practices, and long-term-care facilities, to name a few.

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

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

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6205	Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)

#### **SPRING I**

NURS 6032	Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6215	Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)
NURS 6234	Adult-Gerontology Primary Care II (3 credit hours)
NURS 6236	Advanced Concepts in the Care of the Elderly (2 credit hours)

#### **SUMMER I**

NURS 6031	Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6231	Essential Procedures for the Primary Care Provider (2 credit hours)
NURS 6295	Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)

Total: 40 credit hours

## *Family Nurse Practitioner*

SPECIALTY DIRECTOR Courtney Pitts

ASSOCIATE PROFESSORS Courtney Pitts, Geri Reeves

ASSISTANT PROFESSORS Angela Anthamatten, Melissa Glassford, Queen Henry-Okafor, Anna Richmond, Jannyse Starks, Julia Steed, Carol Ziegler

INSTRUCTORS Duke Chenault, Shannon Cole, Nicole Dellise, Mary Lauren Pfeiffer, Randy Smith

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 or the American Academy of Nurse Practitioners Board Family Nurse Practitioner certification exam.

### *Family Nurse Practitioner*

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6505	Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)

#### **SPRING I**

NURS 6032	Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)
NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6521	The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (2 credit hours)
NURS 6532	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
NURS 6555	Practicum in Primary Health Care of the Family (4 credit hours)

#### **SUMMER I**

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6565	Practicum in the Primary Health Care of the Family (1 credit hour)
NURS 6575	Clinical Decision Making for the Family Nurse Practitioner (1 credit hour)
NURS 6585	Family Nurse Practitioner Preceptorship (4 credit hours)

Total: 40 credit hours



## *Family/Emergency Nurse Practitioner*

SPECIALTY DIRECTOR Jennifer L. Wilbeck

THIS master of science in nursing specialty offers a uniquely designed four-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 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.

The family/emergency nurse practitioner 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.

Graduates are eligible to take the Family Nurse Practitioner Certification examination offered through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board.

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

### **Family Nurse Practitioner Component**

As the foundation for specialty care, this portion of the program prepares graduates to deliver comprehensive primary care across the lifespan. Clinicals occur within a variety of outpatient and primary care settings.

### **Emergency Care Focus Component**

The unique aspects and complexities of emergency care are explored within the following specialty courses: NURS 6301 Concepts in Advanced Emergency Nursing, NURS 6143 Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider, NURS 6305 Advanced Health Assessment Application for the Adult-Gerontology ACNP, NURS 6385 Practicum in Emergency Care I, and NURS 6395 Practicum in Emergency Care II. Additionally, other courses have been modified to allow for varied learning experiences necessary for the ENP.

### ***Family/Emergency Nurse Practitioner***

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Care Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6045	Professional Formation I: Roles and Context for Advanced Nursing (2 credit hours)
NURS 6305	Advanced Health Assessment Application for the Adult-Gerontology ACNP (1 credit hour)

#### **SPRING I**

NURS 6032	Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)
NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6055	Professional Formation II: Evidence Based Change in Healthcare Environments (3 credit hours)
NURS 6301	Concepts in Advanced Emergency Nursing (3 credit hours)
NURS 6385	Practicum in Emergency Care I (1 credit hour)
NURS 6521	The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
NURS 6525	Practicum in Primary Healthcare of the Child and Adolescent (2 credit hours)
NURS 6532	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Healthcare to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6143	Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider (2 credit hours)
NURS 6395	Practicum in Emergency Care II (1 credit hour)
NURS 6535	Practicum in Primary Health Care of the Adult for Dual Specialty (3 credit hours)
NURS 6595	Family Nurse Practitioner Preceptorship for Dual Specialty (3 credit hours)

#### **SUMMER I**

#### **FALL II**

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

**Total: 51 credit hours**

## *Neonatal Nurse Practitioner*

SPECIALTY DIRECTOR Karen D'Apollito  
 PROFESSOR Karen D'Apollito  
 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 nursery. 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 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 certification is required prior to beginning classes. A minimum of two years of current R.N. experience in a Level III NICU is required prior to beginning clinical courses.

### ***Neonatal Nurse Practitioner***

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6602	Developmental/Neonatal Physiology (2 credit hours)
NURS 6605	Advanced Neonatal Health Assessment (3 credit hours)
NURS 6610	Neonatal Nursing Birth Through 2 Years of Age (2 credit hours)
NURS 6614	Neonatal Pathophysiology and Management I (3 credit hours)

#### **SPRING I**

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6615	Neonatal Practicum (3 credit hours)
NURS 6620	Introduction to Advanced Procedures for Neonatal Nurse Practitioners (3 credit hours)
NURS 6621	Advanced Neonatal Pharmacotherapeutics (3 credit hours)
NURS 6624	Neonatal Pathophysiology and Management II (3 credit hours)

#### **SUMMER I**

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6695	Neonatal Preceptorship (6 credit hours)

**Total: 40 credit hours**

# *Nurse-Midwifery*

SPECIALTY DIRECTOR Julia Phillippi  
PROFESSOR Mavis N. Schorn  
ASSOCIATE PROFESSOR Stephanie Devane-Johnson  
ASSISTANT PROFESSOR Jeremy Neal  
INSTRUCTORS Melissa G. Davis, Diane Folk, Tonia Moore-Davis

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

## *Nurse-Midwifery*

### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6805	Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
NURS 6810	Women’s Health for Nurse-Midwifery (3 credit hours)
NURS 6811	Reproductive Anatomy and Physiology (2 credit hours)
NURS 6812	Evolution of Midwifery in America (2 credit hours)

### **SPRING I**

NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6545	Practicum in Primary Health Care of the Adult (2 credit hours)
NURS 6815	Nurse-Midwifery Practicum I (2 credit hours)
NURS 6821	Antepartal Care for Nurse-Midwifery (3 credit hours)

### **SUMMER I**

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6831	Skills for Nurse-Midwifery (1 credit hour)
NURS 6835	Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 6836	Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 6838	Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)

### **FALL II**

NURS 6841	Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)
NURS 6895	Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

### **SPRING III**

NURS 6036	Advanced Practice Nursing in the Primary Care of the Child and Adolescent (3 credit hours)
NURS 6521	The Context of Primary Care: FNP Domains and Core Competencies for practice (2 credit hours)
NURS 6532	Advanced Practice Nursing in the Primary Care of the Elderly (1 credit hours)
NURS 6555	Practicum in the Primary Health Care of the Family (2 credit hours)
NURS 6585	Family Nurse Practitioner Preceptorship (4 credit hours)

Total: 65 credit hours

## *Nurse-Midwifery/Family Nurse Practitioner*

SPECIALTY DIRECTORS Julia Phillippi, 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 exam and the American Nurses Credentialing Center or the American Association of Nurse Practitioners Certification Board Family Nurse Practitioner certification examination. The Nurse-Midwifery specialty is accredited by the Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910; phone: 240-485-1802; Web: *midwife.orglacme*.

### *Nurse-Midwifery/Family Nurse Practitioner*

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6805	Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
NURS 6810	Women's Health for Nurse-Midwifery (3 credit hours)
NURS 6811	Reproductive Anatomy and Physiology (2 credit hours)
NURS 6812	Evolution of Midwifery in America (2 credit hours)

#### **SPRING I**

NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6545	Practicum in Primary Health Care of the Adult (2 credit hours)
NURS 6815	Nurse-Midwifery Practicum I (2 credit hours)
NURS 6821	Antepartal Care for Nurse-Midwifery (3 credit hours)

#### **SUMMER I**

NURS 6065 credit hours)	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6831	Skills for Nurse-Midwifery (1 credit hour)
NURS 6835	Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 6836	Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 6838	Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)

#### **FALL II**

NURS 6841	Nurse-Midwifery Role Synthesis, Exploration, and Analysis (2 credit hours)
NURS 6895	Advanced Clinical Integration Experience for Nurse-Midwifery (5 credit hours)

#### **SPRING II**

NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6521	The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
NURS 6532	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)

NURS 6555 Practicum in Primary Health Care of the Family (2 credit hours)  
NURS 6585 Family Nurse Practitioner Preceptorship (4 credit hours)

Total: 65 credit hours

## ***Nursing and Health Care Leadership***

SPECIALTY DIRECTOR Richard Watters

PROFESSOR Bonita Pilon

ASSOCIATE PROFESSORS Debbie A. Arnow, Pamela Jones, Richard Watters

ASSISTANT PROFESSORS Christian Ketel, Treasa Leming-Lee, Clare J. Thomson-Smith

THIS specialty prepares graduates for the advanced role of nursing and health care leadership. The program of study is designed to prepare nurses at the graduate level to lead the delivery of nursing and health care services in the ever-changing health care environment. The curriculum provides a series of integrated learning experiences that focus on the development of nurses with critical thinking and analytic skills who are capable of leadership and innovation in a dynamic health care system. This part-time, six-semester program in a modified, distance-accessible format includes on-campus immersion experiences, courses using distant format, and two practicum courses. The practicum courses provide students with the opportunity to integrate and apply their learning from the courses in the practice setting. As part of the practicum courses, students will work collaboratively and in partnership with their respective health care agency to develop, implement, and evaluate agency-designated projects. Graduates acquire the breadth and depth of leadership knowledge, skills, and abilities to perform effectively and assume various leadership positions in a variety of health care settings.

### ***Nursing and Health Care Leadership***

#### **FALL I**

NURS 6411 Foundations of Leadership (3 credit hours)  
NURS 6710 Fundamentals of Nursing Informatics—Nursing Informatics Professional Formation I (3 credit hours)

#### **SPRING I**

NURS 6041 Principles of Healthcare Finance (3 credit hours)  
NURS 6055 Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)

#### **SUMMER I**

NURS 6408 Strategic Planning (2 credit hours)  
NURS 6410 Design Thinking and Innovation Health (3 credit hours)

#### **FALL II**

NURS 6025 Applied Quality Improvement and Patient Safety (3 credit hours)  
NURS 6414 Organizational Behavior in Complex Health Care Systems (3 credit hours)

#### **SPRING II**

NURS 6417 Advanced Leadership and Human Capital (3 credit hours)  
NURS 6485 Practicum I (3 credit hours)

#### **SUMMER II**

NURS 6404 Directed Reading (2 credit hours)  
NURS 6495 Practicum II (4 credit hours)

Total: 35 credit hours

## *Nursing and Health Care Leadership*

**(Note: Program of study for students who entered the NHCL program of study, fall 2020, only.)**

### **FALL I**

NURS 6411 Foundations of Leadership (3 credit hours)  
NURS 6710 Fundamentals of Nursing Informatics—Nursing Informatics Professional Formation I (3 credit hours)

### **SPRING I**

NURS 6041 Principles of Healthcare Finance (3 credit hours)  
NURS 6055 Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)

### **SUMMER I**

NURS 6408 Strategic Planning (2 credit hours)  
NURS 6065 Professional Formation III - Leading Collaborative Change: Improving Delivery of Healthcare to Patients and Populations (4 credit hours)

### **FALL II**

NURS 6025 Applied Quality Improvement and Patient Safety (3 credit hours)  
NURS 6414 Organizational Behavior in Complex Health Care Systems (3 credit hours)

### **SPRING II**

NURS 6417 Advanced Leadership and Human Capital (3 credit hours)  
NURS 6485 Practicum I (3 credit hours)

### **SUMMER II**

NURS 6404 Directed Reading (2 credit hours)  
NURS 6495 Practicum II (4 credit hours)

Total: 35 credit hours

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# *Nursing Informatics*

SPECIALTY DIRECTOR Patricia Sengstack  
PROFESSORS Jeff Gordon, Elizabeth Weiner  
ASSISTANT PROFESSORS Alvin Jeffery, Christian Ketel, Michelle Ruslavage  
INSTRUCTOR Penny Dodson

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. VUSN's informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

## ***Nursing Informatics***

### **FALL I**

NURS 6411 Foundations of Leadership (3 credit hours)  
NURS 6710 Fundamentals of Nursing Informatics (3 credit hours)

### **SPRING I**

NURS 6720 Professional Formation 2: Theories, Frameworks, and Models Supporting Informatics Practice (3 credit hours)  
NURS 6732 Designing, Planning and Managing Scalable Projects (3 credit hours)

### **SUMMER I**

NURS 6723 Informatics of Clinical Practice (3 credit hours)  
NURS 6724 Leveraging Technology for Learning and Teaching in Healthcare (3 credit hours)

### **FALL II**

NURS 6025 Applied Quality Improvement and Patient Safety (3 credit hours)  
NURS 6727 Data to Information I (3 credit hours)

### **SPRING II**

NURS 6715 Nursing Informatics Practicum I (3 credit hours)  
NURS 6728 Data to Information II (3 credit hours)

### **SUMMER II**

NURS 6730 Nursing Informatics Professional Formation 3: Advanced Concepts of Informatics (3 credit hours)  
NURS 6795 Nursing Informatics Practicum II (3 credit hours)

Total: 36 credit hours

# *Pediatric Nurse Practitioner*

## Primary Care

SPECIALTY DIRECTOR, PRIMARY CARE Brittany H. Nelson

PROFESSORS Mary Jo Gilmer, Sharon Karp

ASSISTANT PROFESSORS Brittany H. Nelson, Terry Witherington,

INSTRUCTORS Carl Anderson, Margaret S. Anderson, Susan Beaird, Anna Brown, Sharon Fleming, Lani Liehr, Natalie Owen, Jennifer Ridgway

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. Graduates are eligible to take the Pediatric Nurse Practitioner Primary Care Certification exam offered by the Pediatric Nurse Practitioner Certification Board.

### *Pediatric Nurse Practitioner–Primary Care*

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7011	Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)
NURS 7012	Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)
NURS 7013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 7015	Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)

#### **SPRING I**

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7021	Advanced Practice Nursing in Pediatric Primary Care, part II (3 credit hours)
NURS 7023	Advanced Pharmacotherapeutics (3 credit hours)
NURS 7035	Practicum in Primary Health Care of Children (4 credit hours)

#### **SUMMER I**

NURS 6065 (4 credit hours)	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7032	Current Issues in the Delivery of Advanced Pediatric Care (3 credit hours)
NURS 7085	Advanced Pediatric Primary Care Preceptorship (5 credit hours)

Total: 40 credit hours

# *Pediatric Nurse Practitioner*

## Acute Care

SPECIALTY DIRECTOR, ACUTE CARE Sheree Allen

INSTRUCTORS Sheree Allen, Carl Anderson, Margaret S. Anderson, Misty Evans, Christin Huff, Marshay James, Lani Liehr, Brittany H.

Nelson, LaTeesa Posey-Edwards, Agnes Read, Stephanie M. Spence, Kim K. Steanson, Terry Witherington

LECTURERS Jennifer Nelson, Suzanne Williams

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 two years of acute care experience with children or one year of experience in a pediatric critical care area. Clinical experiences are arranged across a variety of inpatient hospital settings and include pediatric intensive care units, emergency departments, and sub-specialty clinics. Graduates are eligible to take the Pediatric Nurse Practitioner Acute Care Certification exam offered by the Pediatric Nurse Practitioner Certification Board (PNPCB). 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.

### *Pediatric Nurse Practitioner–Acute Care*

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7011	Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)
NURS 7012	Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)
NURS 7013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 7025	Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner (1 credit hour)

#### **SPRING I**

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7022	Advanced Practice Nursing in Pediatric Acute Care I (3 credit hours)
NURS 7024	Advanced Pharmacotherapeutics (3 credit hours)
NURS 7045	Advanced Practice Nursing in Pediatric Acute Care Practicum I (4 credit hours)

#### **SUMMER I**

NURS 6065 credit hours)	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7031	Advanced Practice Nursing in Pediatric Acute Care II (3 credit hours)
NURS 7095	Advanced Practice Nursing in Pediatric Acute Care Practicum II (5 credit hours)

Total: 40 credit hours

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

SPECIALTY DIRECTOR Marci Zsamboky

PROFESSORS Susan M. Adams, Vaughn G. Sinclair

ASSOCIATE PROFESSOR Dawn M. Vanderhoef

ASSISTANT PROFESSORS Jennifer Scroggie, Megan Simmons, Marci Zsamboky

INSTRUCTORS Chance Allen, Alice Bernet, Edith E. Cloyd, Virginia Gardner, Brandee Madden, Michele A. Martens, Melissa Ott, Matt Schroer, LeTizia Smith, Rose Vick, Jessica Walker

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 Psychiatric-Mental Health Nurse Practitioner (Lifespan) certification exam.

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

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

#### **FALL I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6011	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7212	Models and Theories of Psychiatric Mental Health Nursing (2 credit hours)
NURS 7215	Theoretical Foundations and Practicum for Psychiatric–Mental Health Nursing Across the Lifespan (3 credit hours)

#### **SPRING I**

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7205	Advanced Health Assessment Applications for the Psychiatric–Mental Health Nurse Practitioner (1 credit hour)
NURS 7221	Neuroscience for Mental Health Practitioners (3 credit hours)
NURS 7222	Psychopharmacology (2 credit hours)
NURS 7225	Practicum in Psychiatric–Mental Health Nursing with Individuals, Groups, and Families (4 credit hours)

#### **SUMMER I**

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 7231	Population-based Mental Health Care Across the Lifespan (2 credit hours)
NURS 7232	Advanced Psychopharmacology (2 credit hours)
NURS 7295	Psychiatric–Mental Health Nurse Practitioner Preceptorship (4 credit hours)

**Total: 41 credit hours**

## *Women's Health Nurse Practitioner*

SPECIALTY DIRECTOR Ginny Moore  
ASSOCIATE PROFESSOR Ginny Moore  
INSTRUCTORS Lindsey Baksh, Tonia Moore-Davis, Shaunna Parker, Shelza Rivas, Stefani Yudasz

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	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7305	Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
NURS 7310	Women's Health for Advanced Practice Nursing I (3 credit hours)

#### **SPRING I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7315	Practicum in Women's Health (4 credit hours)
NURS 7320	Women's Health for Advanced Practice Nursing II (3 credit hours)

#### **SUMMER I**

NURS 6031	Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7330	Women's Health Issues (1 credit hour)
NURS 7395	Preceptorship in Women's Health (5 credit hours)

Total: 40 credit hours

# ***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 well-woman health care, prenatal and postpartum management, 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 and as an Adult-Gerontology Primary Care Nurse Practitioner through the American Nurses Credentialing Center or the American Association of Nurse Practitioners Certification Board. 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	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6205	Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)
NURS 7305	Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
NURS 7310	Women's Health for Advanced Practice Nursing I (3 credit hours)

### **SPRING I**

NURS 6010	Advanced Pathophysiology (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6215	Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)
NURS 6234	Adult-Gerontology Primary Care II (3 credit hours)
NURS 7320	Women's Health for Advanced Practice Nursing II (3 credit hours)

### **SUMMER I**

NURS 6031	Advanced Practice Nursing in the Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6231	Essential Procedures for the Primary Care Provider (2 credit hours)
NURS 6236	Advanced Concepts in the Care of the Elderly (2 credit hours)
NURS 7315	Practicum in Women's Health (4 credit hours)
NURS 7330	Women's Health Issues (1 credit hour)



## FALL II

NURS 6295 Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)  
NURS 7395 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 the School of Nursing 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 their 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 School of Nursing 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 40 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 School of Nursing Clinical Practica requirements. Any awarding of joint credit will require approval of both Vanderbilt Divinity School Field Education and the School of Nursing specialty director.

#### **For Pre-specialty Entry**

Year One: VUSN Pre-specialty Year (fall, spring, summer)  
Year Two: VDS (fall, spring)  
Year Three: VUSN Specialty Year (fall, spring, summer)  
Year Four: VDS (fall, spring)

#### **For B.S.N. Entry**

Year One: VDS (fall, spring)  
Year Two: VUSN Specialty Year (fall, spring, summer)  
Year Three: VDS (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 School of Nursing 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 40 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 School of Nursing and Vanderbilt Divinity School credit for Divinity School Field Education requirements and School of Nursing Clinical Practica requirements.

#### **For Pre-specialty Entry**

Year One: VUSN Pre-specialty Year (fall, spring, summer)  
Year Two: VDS (fall, spring)  
Year Three: VUSN Specialty Year (fall, spring, summer)  
Year Four: VDS (fall, spring)  
Year Five: VDS (fall, spring)

#### **For B.S.N. Entry**

Year One: VDS (fall, spring)  
Year Two: VUSN Specialty Year (fall, spring, summer)  
Year Three: VDS (fall, spring)  
Year Four: VDS (fall, spring)

## ***Academic Regulations***

### **VUSN: NEW STUDENT REQUIREMENTS**

*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.*

*Background Check Requirement:* Upon acceptance, all full- and part-time students admitted to a MSN, Post-Master's Certificate or DNP program must complete a background check through Castle Branch using the package code specified under the *New Student Compliance Requirements* section of the VUSN Admitted Student webpage (<https://nursing.vanderbilt.edu/students/admitted/index.php>) for their entry type .

*Enrollment is contingent upon satisfactory evaluation of the results of the background check.*

**Background Check Required for Readmission:** *Students returning from a break in enrollment must complete a new background check through Castle Branch by using the package code specified on the Current MSN/Post Master's Certificate/DNP Student Requirements webpage, <https://nursing.vanderbilt.edu/clinicalplacement/currentstudents.php>. A new background check is not required for students returning from a VUSN approved deferment or LOA. However, all returning students must submit up-to-date documentation to their myCB account requirements prior to registration.*

*Disclosure of offenses post-background check completion:* Current full- and part-time MSN, Post-Master's Certificate, and DNP 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 Abuse scan: Office of Inspector General (OIG), General Services Administrations (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

*New Student Compliance Requirements:* The State of Tennessee requires certain immunizations for all students (including distance graduate and professional students) prior to registration. The University's *Immunization Hold* on registration is automatically cleared from Your Enrollment Services (YES) account (allow 10-business days) after the student has satisfactorily met the state-mandated requirements through the Student Health Portal.

In addition, all full- and part-time MSN, Post-Master's Certificate, and DNP students are required to meet the VUSN requirements for registration through Castle Branch. The *Nursing Requirement Hold* on registration is automatically cleared from Your Enrollment Services (YES) account (allow 10-business days) after the requirements for the student's entry type are satisfactorily completed through Castle Branch.

Students should use the process indicated on the VUSN Admitted Student webpage (<https://nursing.vanderbilt.edu/students/admitted/index.php>) under *New Student Compliance Requirements* to meet the state-mandated and VUSN student requirements for registration.

***Please note: If the new student fails to provide acceptable documentation of requirements, she/he will not be allowed to attend orientation and/or classes.***

*How to Meet the VUSN New Student Compliance Requirements:* Place an order through Castle Branch ([https://www.castlebranch.com/online\\_submission/package\\_code.php](https://www.castlebranch.com/online_submission/package_code.php)) for the background check and medical document manager package by using the package code and classification for your entry type specified on the VUSN Admitted Student webpage (<https://nursing.vanderbilt.edu/students/admitted/index.php>) under *New Student Compliance Requirements*.

Placing this order creates your "myCB" account, which is an online document manager for the immunizations/titers, TB testing, training, certifications and licensure required as a VUSN student. Submit documentation of the following to each requirement in your myCB account's To-Do-List prior to July 1 for fall, and December 1, for spring. Documentation can be submitted by file upload, fax, or mail. The student must click on the drop-down for each requirement in the *To-Do-List* to view instructions and download required forms. The documentation submitted must resemble a photocopy of the original with all dates and information clear and readable.

Complete the *VU Nursing Immunization and TB Testing form* ([https://nursing.vanderbilt.edu/clinicalplacement/pdf/health\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/health_questionnaire.pdf)) to meet the requirements listed below. Documentation of previously completed immunizations, titers and/or TB testing must be from the following sources for approval: official medical, state, county, or international immunization records (English required).

Non-RN entries (Pre-specialty students) also receive a drug screen as part of their Castle Branch background check and document manager package and should follow the instructions provided through their myCB account.

*VUSN Immunization/Titer, TB Testing, CPR Certification, Health Insurance, Licensure and Certification Requirements for Registration:*

1. Physical examination within six months of acceptance to the program, authenticated by a physician, an APRN, PA, or a DO documenting evidence of the student's physical and mental capability to carrying out assignments in a nursing school program. Use the VU Nursing Immunization and TB Testing form at,

[https://nursing.vanderbilt.edu/clinicalplacement/pdf/health\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/health_questionnaire.pdf). (Also, downloadable from the requirement's drop-down in your myCB account.)

2. Measles, Mumps, Rubella: Two (2) MMR vaccinations given at least 28-days apart OR if no vaccination records available, lab evidence of immunity (positive titer results) for each Measles (Rubeola), Mumps, and Rubella. At least one of two MMR booster vaccinations is required prior to registration following a negative or equivocal titer result.
3. Varicella: Two varicella vaccines given at least 28 days apart OR if no vaccination records available, lab evidence of varicella immunity (positive titer). At least one of two Varicella booster vaccinations is required prior to registration following a negative or equivocal titer result.
4. Hepatitis B: A Hepatitis B vaccination series completed following the guidelines for dosing intervals published by the Centers for Disease Control and Prevention (CDC) OR if no vaccination records available, lab evidence of immunity (positive anti-HBs or HBsAb surface antibody). A Hepatitis B booster vaccination series is required prior to observation or clinical following a negative or equivocal titer result. DNP students with no patient contact can choose to sign the Hepatitis B Waiver form (download from the myCB requirement's drop-down).
5. Tetanus-Diphtheria-Pertussis (Tdap): Documentation of vaccination within last ten years. (DTP/DTaP and Td/TD vaccines do not meet this requirement.)
6. All newly admitted students are required to submit a tuberculin skin test (PPD) completed within 12-months of program start. In addition to a PPD completed within 12-months of start, the Pre-specialty (non-RN) entry type is required to submit a second PPD completed within 3-months of program start. Alternatively, all newly admitted entry types may opt to complete one TB blood test (IGRA= QFT-Plus, QFT-GIT and T-Spot) in-place of the PPD(s), completed within 3-months of program start.
  - If reading(s) is/are negative, repeat one- PPD or TB blood test annually.
  - If positive, medical evaluation and documentation of a clear chest x-ray completed within 3-months of program start (lab report OR physician verification of results required). If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must notify their Program Director and follow up with a medical evaluation and if needed, treatment. For each consecutive year of enrollment after completing a chest x-ray, the Annual Post-Chest X-ray TB Questionnaire ([https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening_questionnaire.pdf)), must be completed and signed by a healthcare provider.
7. Influenza: Annual flu vaccination is required or student must obtain an approved exemption through Vanderbilt University's Student Health Center by submitting a request by October 1<sup>st</sup>, prior to each flu season at, <https://www.vumc.org/student-health/influenza-vaccinations-students>. Medical provider documentation of a contraindication to the seasonal influenza vaccine is required for exemption approval. (Note: Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not considered to be a medical contraindication to the influenza vaccine).

In addition, students unable to receive an annual flu vaccination must also obtain an approved exemption (per site specifications) prior to placement at each clinical, observation or project site.
8. All students are required to have current health insurance coverage either through the University's student health insurance plan or by another policy while enrolled (monthly issued insurance is not acceptable). Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience.

Students who wish to be covered by a personal policy must complete a waiver EACH YEAR to decline the University's student insurance plan by January 1 for spring admits and August 1 for fall, Maymester and summer admits by submitting proof of coverage at: [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the Gallagher Student Health Insurance plan. Newly admitted VUSN students must also submit documentation to their Castle Branch account (myCB) of either the University's student health insurance coverage (proof available the first week of August at, <https://www.gallagherstudent.com/students/>) or of their approved personal insurance with a copy (front & back) of their insurance card or a letter verifying coverage. More information on the University's student health insurance is provided at, <https://www.vumc.org/student-health/requirements>.

9. Current American Heart Association (AHA) Basic Life Support (BLS) CPR certification is required by all entry levels and specialties. BLS provided by the AHA is the only BLS card accepted. In addition to the AHA BLS, additional CPR certifications are required by the following specialties: AHA Pediatric Advanced Life Support (PALS) is required by PNP-AC and ENP. AHA Advanced Cardiac Life Support (ACLS) is required by AGACNP and ENP. NNP specialty requires the Neonatal Resuscitation Program (NRP) certification. Advanced Trauma Life Support (ATLS) or Trauma Nurse Core Course (TNCC), required by ENP. Other specialties may require additional CPR certifications at specific stages of enrollment.
10. Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work and will be doing clinical training (if applicable). In addition, DNP students who are a NP, CNM or CRNA are required to submit an unencumbered Advance Practice Registered Nurse (APRN) designation in their state of residence and states of clinical practice and hold national board certification in their area of specialty as appropriate.
11. HIPAA and OSHA safety training is required annually by academic year through BrightSpace (VUNetID required). Instructions to complete the online training are available under the Castle Branch requirement's drop-down. Additional training may be required for particular clinical sites.
12. Honor Code and Plagiarism Tutorial. Read letter regarding plagiarism from the Senior Associate Dean for Academics (<https://nursing.vanderbilt.edu/students/admitted/pdf/plagiarism.pdf>) and follow instructions under the Castle Branch requirement's drop-down to complete the latest version of a tutorial developed by Indiana University Bloomington.

*Clearing the VUSN, Nursing Requirement Hold for Registration:* The newly admitted student must satisfactorily complete the Castle Branch background check and all of their myCB account, *To-Do-List* requirements with a July 1<sup>st</sup> *Due Date* must show as 'Complete'. Additionally, students admitted to the Pre-specialty program (non-RN) must satisfactorily complete a drug screen through Castle Branch. Once the requirements for the student's entry type are satisfactorily completed, the *Nursing Requirement Hold* is automatically cleared from Your Enrollment Services (YES) account (allow 10-business days).

*Additional Clinical Site Requirements and Restrictions:* Additional immunizations, titers, TB testing, drug screening, and/or additional background checks may be required by some clinical, observation and project sites. Once enrolled, the student may complete immunizations, titers and TB testing at Student Health (<https://www.vumc.org/student-health/>). 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 *VU Nursing Immunization and TB Testing form* ([https://nursing.vanderbilt.edu/clinicalplacement/pdf/health\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/health_questionnaire.pdf)) and any required documentation to the appointment. Students are 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.

*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 VUSN. Students are not entitled to worker's compensation benefits.

*How to Meet the State-Mandated Immunization Requirements for New Students at Vanderbilt University:* Follow instructions on the Vanderbilt Student Health Center's *Immunization Requirements* webpage (<https://www.vumc.org/student-health/immunization-requirements-new-students>) to enter dates and submit documentation of the following state-mandated requirements through the *Vanderbilt Student Health Immunization Portal* (<https://vanderbilt.studenthealthportal.com/Account/Logon?ReturnUrl=%2f>). Acceptable forms of documentation include; official state/county immunizations, official signed or certified medical records, Yellow Book/immunization card from county of origin (English required), or the *VU Nursing Immunization and TB Testing form* ([https://nursing.vanderbilt.edu/clinicalplacement/pdf/health\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/health_questionnaire.pdf)) completed and signed by a healthcare provider.

*Vanderbilt University's State-Mandated Immunization and/or Titer Requirements for Registration:*

1. Measles, Mumps, Rubella: Two (2) MMR vaccinations given at least 28-days apart OR if no vaccination records available, lab evidence of immunity (positive titer results) for each Measles (Rubeola), Mumps, and Rubella. At least one of two MMR booster vaccinations is required prior to registration following a negative or equivocal titer result.
2. Varicella: Two varicella vaccines given at least 28 days apart OR if no vaccination records available, lab evidence of varicella immunity (positive titer). At least one of two Varicella booster vaccinations is required prior to registration following a negative or equivocal titer result.
3. Hepatitis B: A Hepatitis B vaccination series completed following the guidelines for dosing intervals published by the Centers for Disease Control and Prevention (CDC) OR if no vaccination records available, lab evidence of immunity (positive anti-HBs or HBsAb surface antibody). A Hepatitis B booster vaccination series is required prior to observation or clinical following a negative or equivocal titer result. DNP students with no patient contact can choose to sign the Hepatitis B Waiver form (download from the myCB requirement's drop-down).
4. Tetanus-Diphtheria-Pertussis (Tdap): Documentation of vaccination within last ten years. (DTP/DTaP and Td/TD vaccines do not meet this requirement.)
5. All newly admitted students are required to submit a tuberculin skin test (PPD) completed within 12-months of program start. In addition to a PPD completed within 12-months of start, the Pre-specialty (non-RN) entry type is required to submit a second PPD completed within 3-months of program start. Alternatively, all newly admitted entry types may opt to complete one TB blood test (IGRA= QFT-Plus, QFT-GIT and T-Spot) in-place of the PPD(s), completed within 3-months of program start.
  - If reading(s) is/are negative, repeat one- PPD or TB blood test annually.
  - If positive, medical evaluation and documentation of a clear chest x-ray completed within 3-months of program start (lab report OR physician verification of results required). If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must notify their Program Director and follow up with a medical evaluation and if needed, treatment. For each consecutive year of enrollment after completing a chest x-ray, the Annual Post-Chest X-ray



### TB Questionnaire

([https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening_questionnaire.pdf)), must be completed and signed by a healthcare provider.

6. Influenza: Annual flu vaccination is required or student must obtain an approved exemption through Vanderbilt University's Student Health Center by submitting a request by October 1<sup>st</sup>, prior to each flu season at: <https://www.vumc.org/student-health/influenza-vaccinations-students>. Medical provider documentation of a contraindication to the seasonal influenza vaccine is required for exemption approval. (Note: Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not considered to be a medical contraindication to the influenza vaccine).  
In addition, students unable to receive an annual flu vaccination must also obtain an approved exemption (per site specifications) prior to placement at each clinical, observation or project site.
7. All students are required to have current health insurance coverage either through the University's student health insurance plan or by another policy while enrolled (monthly issued insurance is not acceptable). Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience. Students who wish to be covered by a personal policy must complete a waiver EACH YEAR to decline the University's student insurance plan by January 1 for spring admits and August 1 for fall, Maymester and summer admits by submitting proof of coverage at, [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the Gallagher Student Health Insurance plan. Newly admitted VUSN students must also submit documentation to their Castle Branch account (myCB) of either the University's student health insurance coverage (proof available the first week of August at, <https://www.gallagherstudent.com/students/>) or of their approved personal insurance with a copy (front & back) of their insurance card or a letter verifying coverage. More information on the University's student health insurance is provided at, <https://www.vumc.org/student-health/requirements>.

*Clearing the State-Mandated, VU Immunization Requirement Hold for Registration:* The University's *Immunization Hold* is automatically cleared from Your Enrollment Services (YES) account when a message of compliance is received through your *Student Health Immunization Portal* (allow 10-business days).

### *VUSN: CONTINUING STUDENT REQUIREMENTS*

*Disclosure of offenses post-background check completion:* Current full and part-time, MSN, Post-Master's Certificate, and DNP students are required to immediately report to their academic director and the Senior Associate Dean for Academics any arrest, criminal charge, or conviction occurring after his or her background check has been completed. Required disclosure also includes but is not limited to allegations, investigations, and/or disciplinary action from any licensing board or agency included under the Nationwide Health Care 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.

*Background Check Required for Readmission:* Students returning from a break in enrollment must complete a new background check through Castle Branch prior to registration by using the *Package Code*

specified on the *Current MSN/Post Master's Certificate/DNP Student Requirements* webpage:  
<https://nursing.vanderbilt.edu/clinicalplacement/currentstudents.php>.

A new background check is not required for students returning from a VUSN approved deferment or LOA. However, returning students must submit up-to-date documentation to their myCB account requirements prior to registration.

*Maintaining Health Insurance, TB Testing, Annual Flu Vaccination, Training, Licensing and Certification Requirements:* While enrolled, continuing full and part-time, MSN, Post-Master's Certificate, and DNP students are required to update the following date-dependent documentation in their myCB account (<https://mycb.castlebranch.com/>), *To-Do-List* by the requirement's *Renewal Date*. (Renewal requirements are generated 21-days prior to the *Renewal Date*.) Students maintaining the Magnus Immunization Tracker through Castle Branch have an annual \$20 fee.

***Please note: Students who fail to maintain their Castle Branch (myCB) account's To-Do-List requirements with up-to-date documentation will not be allowed to begin/continue clinical course work and/or register for additional courses.***

*VUSN Requirements to Maintain for Registration:*

1. All students are required to have current health insurance coverage either through the University's student health insurance plan or by another policy while enrolled (monthly issued insurance is not acceptable). Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience. Students who wish to be covered by a personal policy must complete a waiver EACH YEAR to decline the University's student insurance plan by January 1 for spring admits and August 1 for fall, Maymester and summer admits by submitting proof of coverage at, [www.gallagherstudent.com/vanderbilt](http://www.gallagherstudent.com/vanderbilt). If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the Gallagher Student Health Insurance plan. Students must maintain current documentation of health insurance coverage through their Castle Branch (myCB) account. Documentation of the University's student health plan can be pulled each academic year, the first week of August at, <https://www.gallagherstudent.com/students/>. Students who change providers during enrollment must provide current documentation of their coverage by contacting the VUSN Compliance Officer at: [lisa.boyer@vanderbilt.edu](mailto:lisa.boyer@vanderbilt.edu) or call (615) 343-3294.
2. Annual tuberculin skin test (PPD) or blood test (IGRA= QFT-Plus, QFT-GIT and T-Spot). If the student has been consecutively enrolled and a clear chest x-ray was submitted to myCB in the year(s) prior, complete the Annual Post-Chest X-ray TB Questionnaire ([https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening\\_questionnaire.pdf](https://nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening_questionnaire.pdf)), to confirm the absence of symptoms (healthcare provider signature required).
  - a. If test is positive, medical evaluation and documentation of a clear chest x-ray (lab report OR physician verification of results required). If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must notify their Program Director and follow up with a medical evaluation and if needed, treatment.
3. Current American Heart Association (AHA) Basic Life Support (BLS) CPR certification is required by all entry levels and specialties. BLS provided by the AHA is the only BLS card accepted. In addition to the AHA BLS, additional CPR certifications are required by the following specialties: AHA Pediatric Advanced Life Support (PALS) is required by PNP-AC and ENP. AHA Advanced Cardiac Life Support (ACLS) is required by AGACNP and ENP. NNP

specialty requires the Neonatal Resuscitation Program (NRP) certification. Advanced Trauma Life Support (ATLS) or Trauma Nurse Core Course (TNCC), required by ENP. Other specialties may require additional CPR certifications at specific stages of enrollment.

4. HIPAA and OSHA safety training is required annually by academic year through BrightSpace (VUnetID required). Instructions to complete the online training are available under the Castle Branch (myCB) requirement's drop-down. Additional training may be required for particular clinical sites.
5. Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work and will be doing clinical training (if applicable). In addition, DNP students who are a NP, CNM or CRNA are required to submit an unencumbered Advance Practice Registered Nurse (APRN) designation in their state of residence and states of clinical practice and hold 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 University's Student Health Center by submitting a request by October 1<sup>st</sup>, prior to each flu season at, <https://www.vumc.org/student-health/influenza-vaccinations-students>. Medical provider documentation of a contraindication to the seasonal influenza vaccine is required for exemption approval. (Note: Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not considered a medical contraindication to the influenza vaccine.)  
In addition, students unable to receive an annual flu vaccination must also obtain an approved exemption (per site specifications) prior to placement at each clinical, observation or project site.

*Clearing the VUSN Continuing Student, Nursing Requirement Hold for Registration:* The continuing student must maintain up-to-date documentation through their myCB account by submitting the documentation specified under the requirement's drop-down. The readmitted student must have satisfactory completion of a new background check in addition to maintaining up-to-date documentation through their myCB account.

The *Nursing Requirement Hold* in *Your Enrollment Services (YES)* account is automatically cleared (allow 10-business days) when the student's myCB requirements show as 'Complete' by their Renewal Date.

*Additional Clinical Site Requirements and Restrictions:* Additional immunizations, titers, TB testing, drug screening, and/or additional background checks may be required by some clinical, observation and project sites. Once enrolled, the student may complete immunizations, titers and TB testing at Student Health (<https://www.vumc.org/student-health/>). A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of their *VU Nursing Immunization and TB Testing form* and any required documentation to the appointment. Students are 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.

*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 VUSN. Students are not entitled to worker's compensation benefits.

### **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.

### **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 their 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).

## **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 University Counseling Center and the Writing Studio.

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

## **VUSN: CLINICAL PLACEMENT**

The Clinical Placement Office works collaboratively with faculty, program directors, and students to ensure all students have a productive clinical experience. Clinical sites and preceptors are chosen for their ability to provide students with clinical experiences consistent with course and certification requirements and the mission of the school. Due to regulatory requirements or a lack of available and appropriate preceptors, VUSN may not be able to accommodate clinical placements in all areas of the country. Students should discuss their preferences with their specialty faculty to be sure they understand all possible options.

### **Pre-Specialty Year Rotations**

Students during their pre-specialty year will be placed in group clinical experiences. These group experiences may be in a hospital or community setting.

### **Placements within the Greater Middle Tennessee Area – Specialty Year**

For students admitted as MTA (Greater Middle Tennessee Area) students, the Clinical Placement Office works with the specialty faculty to secure clinical sites. Clinical sites located within a 150-mile radius from the School of Nursing are considered to be within this area. As a result, students may have rotations in Kentucky, Alabama, and east or west Tennessee, depending on the appropriateness of the site. Faculty take into consideration a number of factors in assigning students to sites, including home address, specialty needs, and clinical interests.

Given the large number of health profession students in the area and the competition for sites, agencies and providers have asked that all Greater Middle Tennessee area VUSN placements be coordinated by a school representative. Students are not to reach out to local sites to arrange their own placements. If you identify a possible local placement, please contact your specialty director or course coordinator first; they will work with the Clinical Placement office staff to see if a placement is possible.

### **Placements outside the Greater Middle Tennessee Area – Specialty Year**

For students admitted as OMTA (outside the Greater Middle Tennessee Area), students, faculty, and the Clinical Placement staff work collaboratively to locate OMTA sites. Students are encouraged to develop a list of possible sites, as they often have a better knowledge of the area and can use personal networks and connections to identify a potential rotation.

The Clinical Placement office will research the area and share information on agencies and practices where VUSN either has an existing relationship or where a previous student has precepted. The Clinical Placement office also coordinates with the Alumni Relations office to share information on alumni in the area who might be able to assist.

Once the student has secured agreement from a preceptor for a rotation, s/he must submit information through the Clinical Placement system. This enables the faculty to vet the preceptor and ensure the experience is appropriate and will meet both the specialty requirements and the student's educational needs.

Once the faculty has vetted the preceptor, the Clinical Placement office is responsible for ensuring all appropriate agreements are in place and all agency requirements met, before a student may begin their



rotation. Vanderbilt requires an agreement with all sites where a student will obtain experience. This includes the practice site as well as any ancillary sites, such as hospitals, surgery centers, and nursing homes. A student may not go with the preceptor to a site where the school does not have an active affiliation agreement. Even when Vanderbilt has an agreement with the site, the Clinical Placement office is required to confirm it is still valid.

Students are strongly encouraged to plan ahead. Given the competition for clinical placements in some parts of the country, securing a preceptor and negotiating and finalizing the necessary agreements can take several months, and in some cases up to a year.

In rare cases, Vanderbilt is unable to come to an agreement with an agency, or a particular area may not have an appropriate site or preceptor available; the Clinical Placement staff communicates on a regular basis with the faculty to allow sufficient time for a student to secure another placement, if necessary. 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. Due to the large number of placements each term, requests for rotations for a minimal number of hours (typically less than 80) must be reviewed and approved on a case-by-case basis by the faculty before an agreement is initiated.

### **Clinical Requirements – MTA and OMTA**

For clinicals at the specialty level, an active and unencumbered RN license, valid for the state in which the student is doing the rotation, is required. Depending on the clinical placement location, students may be required to obtain additional state licenses. Due to regulatory requirements or a lack of available preceptors, VUSN cannot accommodate clinical placements in all areas of the country.

All requirements for enrollment must be completed and on file (see **Registration**) at the time of enrollment and must be kept current throughout the student's clinical practica. Clinical preceptors and/or agencies may require a drug screening, fingerprinting, additional criminal background checks, or other requirements specific to that site. Costs associated with these processes are the responsibility of the student. The Clinical Placement office will notify students of any additional requirements associated with their rotation.

Students may not begin their clinical rotations until they have met all the site requirements and have received confirmation from their faculty and the Clinical Placement office that they are cleared to start.

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

See Tennessee Board of Nursing Rules and Regulations at <https://publications.tnsosfiles.com/rules/1000/1000.htm> for information regarding eligibility for RN licensure in Tennessee.

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.

### **Student Dress Code**

Student dress code requirements are listed in the *School of Nursing 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 and a cumulative GPA of 3.0 or higher, all grades B- or higher and all grades of Satisfactory. . Academic



standing may also be altered by failure to maintain up-to-date documentation of student enrollment requirements (e.g., license, health requirements) or by unlawful conduct during enrollment.

Students who receive federal student financial aid may be required to meet different or additional requirements of “satisfactory academic progress” for financial aid purposes. For more information, please see: <https://www.vanderbilt.edu/enrollmentbulletin/financial-information/satisfactory-academic-progress-standards/>.

### **Completion of Program**

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

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

### **Grading System**

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

All letter grades are counted in the computation of grade point averages. F grades are also counted in the computation of grade point averages, unless the course is repeated and completed with a passing grade. The grades Pass/Fail and Satisfactory/Unsatisfactory are not counted toward grade point averages.

**C.** The grade of C+ or below is not a passing grade. A student earning a grade lower than a B– in any required nursing course must repeat the course. 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–, 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 meets the following criteria:

- Requires additional time to complete course work after the conclusion of a course. All course requirements must be submitted for grading no later than the end of the next enrolled semester or the grade will automatically be converted to an F. (If a Leave of Absence is taken in the following semester, the grade of “I” must be removed by the end of the next enrolled semester.)
- Demonstrates ongoing and timely communication during the course with course coordinator.
- Obtains approval from the course coordinator for an incomplete grade. Students must follow the steps given in the VUSN Student Handbook <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>. Petitions for an incomplete course grade must be submitted to the course coordinator prior to grades being due for the semester. Completes a new contract with the course coordinator if an extension of the original contract is necessary.
- Understands that a pending incomplete grade in a prerequisite course for a course in the next semester may result in a change of progression.

***I: Incomplete in clinical course.*** Students receiving a grade of I in a clinical course must register for zero hours of NURS 5999 —Clinical Continuation. Tuition is charged at a rate of \$200.00.

**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. Commonly five points per day will be deducted for work submitted after the assigned due date, but the deduction depends on the assignment, course syllabus, and decision between the faculty and student.

The student must request an extension from the course coordinator or instructor at least one day before the work is due. The course faculty/coordinator will deny or approve the request. If approved, the course faculty/coordinator and student negotiate a revised due date.

### ***Repeat Courses***

Students enrolled in the M.S.N. program or post-master's certificate program are required to earn a grade of B– or higher or a grade of Satisfactory in all required courses. If a grade less than B– or a grade of Unsatisfactory is earned, the course must be repeated.

- Only one nursing course may be repeated one time.
- Only the latest grade counts in calculation of the grade point average.
- 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 (and the student may be subject to dismissal from the program). Course withdrawals count in the number of times a student may register for a course.
- If a grade less than a B- is earned in a required elective course and another (different) elective course may be taken to replace a required elective, the grade of the initial elective will continue to average in the GPA.
- A course taken at VUSN may not be repeated outside VUSN for credit toward the degree.
- Due to the sequential nature of nursing courses, repeating a course may necessitate dropping to a part-time program of study.
- 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.
- Students may not repeat a course already successfully completed.

### ***Academic Probation/Dismissal***

The academic performance of MSN and P.M.C. students is reviewed by the MSN Student Admission and Academic Affairs (SAAA) committees at the end of each semester.

The committee, on the recommendation of the student's instructors, academic 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. If a student is deficient in a major area, the committee will review the student's total program performance.

Students will be placed on probation:

- If a semester GPA less than a 3.0 is earned.
- Only once during the entire program of study.

Students will be dismissed if:

- Previously placed on probation and the student's record warrants another probation. A student may be placed on probation only once during their entire program of studies.
- A second course grade is less than a B- or Unsatisfactory.
- Two or more grades earned during the program are less than a B- or Unsatisfactory.
- Unsatisfactory progress toward the degree is being made and improvement is judged unlikely.

When a student is placed on probation or dismissed, letters are sent to the student, the student's adviser, and the academic director. If a student cannot improve their 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 in a subsequent semester will give the student at least a 3.0 cumulative grade point average.

### ***Readmission***

An M.S.N. or post-master's certificate (P.M.C.) 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/>. An applicant for readmission must address the reason(s) that they left Vanderbilt and present a plan specifying changes that they made in order to ensure academic success.

The Student Admissions and Academic Affairs (SAAA) Committee will consider an application for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period.

- There is no guarantee 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, they will be readmitted on probation.
- If additional course(s) have been completed since the applicant was last enrolled at VUSN, the applicant must provide an official transcript of all completed course(s).

Readmitted students must complete a new background check upon return

### ***Progression***

Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course is successfully completed. This means that a student may not be permitted to take any other coursework until the course has been successfully completed.

To progress from the MSN generalist component to the MSN specialist nursing component, students who entered with a degree in a field other than nursing must:

- complete all required courses with grades B– or higher and
- earn at least a 3.0 cumulative grade point average.

Students who entered with an A.D.N., an A.S.N., or a hospital diploma, must

- complete all required courses with grades B- or higher and
- earn at least a 3.0 cumulative grade point average.

### ***Registered Nurse Licensure***

- Students must hold an active Tennessee nursing license or an unencumbered registered nurse's license in the state where the student is completing specialty clinical training.
- Students must pass the NCLEX-RN exam before taking specialty level clinical courses.
- Specialty students must pass the NCLEX-RN exam by the end of the second of the specialty curriculum (whether full- or part-time).
- Specialty student who does not pass the NCLEX-RN exam by the end of the spring semester must take a Leave of Absence (LOA). The student can return after passing the NCLEX-RN exam and in accordance with the LOA policy.

### ***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 grade less than **B–**; (d) no incomplete grades; and (e) satisfactory criminal background check. Students who are ineligible to take the NCLEX–RN after completing the

appropriate courses will not be allowed to enroll in specialty courses.

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.

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## *The Post-Master's Certificate Program*

THE purpose of the Post-Master's Certificate (P.M.C.) program is to provide, for nurses who already hold a master's or doctoral (D.N.P.) degree in nursing, an educational route to specialization in an area other than that obtained in their master's or D.N.P. program. The program is designed to strengthen or broaden the clinical capabilities of master's- or D.N.P.-prepared nurses who are planning a role expansion or role change. Post-master's certificate students are expected to master the same outcome criteria as M.S.N. advanced practice nursing students.

Post-master's certificate 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:

- For advanced practice roles including nurse-midwives, nurse practitioners, nurse informaticists, and nurse leaders who have expertise and advanced knowledge in a specialty area and can function in complex situations independently and/or collaboratively with health care teams;
- To evaluate and apply advanced knowledge by means of critical thinking, clinical reasoning, ethical principles, and the use of current and emerging technologies and electronic data in relation to advanced nursing practice.

### **Admission**

All applicants apply online at [apply.vanderbilt.edu/apply](http://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 the Nursing Education at Vanderbilt chapter. 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, complete, 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 or D.N.P. 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 or D.N.P. degree in nursing.
3. Unencumbered Registered Nurse license in the state where the student is doing clinical training
4. 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 the Financial Information section of this catalog.

## **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, emergency nurse practitioner, family nurse practitioner, neonatal nurse practitioner, nurse-midwifery, nurse-midwifery/family nurse practitioner, pediatric nurse practitioner (acute or primary care), psychiatric and mental health nurse practitioner (lifespan), and women's health nurse practitioner. Sample curriculum plans for the specific advanced practice specialty are available in the *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. 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. At least 12 credit hours must be taken at Vanderbilt to earn a post-master's certificate. Each student's record contains documentation of credit granted for prior didactic and clinical experiences through a gap analysis. The transcript for a P.M.C. advanced practice nurse graduate shows educational preparation for the advanced practice nurse role and at least one (1) population focus. Completion of the APRN clinical core courses (advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology) is required. Documentation of previous completion or need to complete the clinical core courses must be on the gap analysis. No transfer credit is awarded; all required courses must be taken at Vanderbilt. Twelve credit hours is the usual minimum amount of course work 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, psychiatric-mental health nurse practitioner (lifespan), and advanced nursing executive examinations. Graduates of the Adult-Gerontology Acute Care Nurse Practitioner program are also eligible to take the certification exam through the American Association of Critical Care Nurse Certification Corp. 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 Board.

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.



## *Emergency Nurse Practitioner Post-Master's Certificate*

PROGRAM DIRECTOR Jennifer Wilbeck

THE Emergency Nurse Practitioner 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 Board 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-Master's Certificate Nursing Program**

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

1. A master's degree in nursing (M.S.N.) or a doctor of nursing practice (D.N.P.) from an accredited program
2. Completed application and official transcript documenting conferral of master's degree in nursing or the doctor of nursing practice
3. Unencumbered registered nurse license in the state where the student will obtain clinical training
4. National certification as a family nurse practitioner

A student may be enrolled in post-master's certificate courses while enrolled as a Vanderbilt 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. or D.N.P. 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.

### **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

# *The D.N.P. Degree*

PROGRAM DIRECTOR Terri Allison

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## **DEGREE OFFERED: Doctor of Nursing Practice**

THE Doctor of Nursing Practice program prepares leaders in advanced nursing practice to bring evidence-based knowledge into the practice arena, improve health care outcomes and strengthen the leadership role in guiding complex care delivery and nursing education.

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 Institute of Medicine and other national organizations, the American Association of Colleges of Nursing (A.A.C.N.) published a position paper in 2004 targeting the adoption of the D.N.P. as the terminal degree for advanced nursing practice. 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 care leaders. Nurses prepared in practice doctorate programs have a blend of clinical, organizational, economic, and leadership skills to enable them to use nursing and other scientific findings to design sustainable programs of care delivery that are innovative, economically feasible and have significant impact on health care outcomes.

### **D.N.P. Executive Leadership Track**

The Doctor of Nursing Practice program with an emphasis on executive leadership prepares the expert leader to bring evidence-based knowledge into the practice arena, improve health care outcomes and strengthen the executive nurse leadership role in guiding complex care delivery.

Three entry options:

- M.S.N. in health care leadership or in nursing administration
- M.S.N. in other advanced nursing practice specialties
- B.S.N. with a master's in a non-nursing business- or health-related field (e.g., MBA, M.P.H., M.H.A., M.M.H.C.)

Applicants to the D.N.P.-EL must be certified or eligible for certification in one of the following:

- American Organization for Nursing Leadership (A.O.N.L.) Certified in Executive Nursing Practice (C.E.N.P.)  
[www.aonl.org/initiatives/CENP](http://www.aonl.org/initiatives/CENP)
- American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC)  
[nursingworld.org/our-certifications/nurse-executive](http://nursingworld.org/our-certifications/nurse-executive)
- American Nurses Credentialing Center Nurse Executive, Advanced (NEA-BC)  
[nursingworld.org/our-certifications/nurse-executive-advanced](http://nursingworld.org/our-certifications/nurse-executive-advanced)

### **B.S.N. to D.N.P.:**

Vanderbilt University currently offers an integrated B.S.N. to D.N.P. program in two focus areas: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) and Family/Emergency Nurse Practitioner. These programs focus on preparing students to provide an advanced level of evidence-based care in acute/critical care and/or emergency department settings. The programs also emphasize the implementation and evaluation of evidence, systems-level thinking, care quality, and safety, and the development of meaningful interventions that may improve outcomes of care for the patients. The programs advance students' preparation to serve as leaders of multidisciplinary teams in acute/critical care and emergency department settings.

The program gives registered nurses with bachelor of nursing science degrees the ability to earn doctor of nursing practice degrees in eight semesters and without first obtaining a master's-level nursing degree. The B.S.N. to D.N.P. AGACNP program requires a minimum of 65 credit hours; the FNP/ENP program requires a minimum of 77 credits. The curriculum is structured so that students complete either AGACNP or FNP/ENP courses and core D.N.P. course work first, and then transition into D.N.P.-specific practice courses. All students complete a DNP project as part of their program of studies.

## *Degree Requirements*

### **Post-Master's D.N.P. Program**

Requirements for the degree include successful completion of 36 credit hours of course work to include a minimum of 500 hours of practice integration and the successful completion of a D.N.P. project. All degree requirements must be completed within five years of enrollment. The D.N.P. project, a written document and oral presentation, embraces the synthesis of both course work and practice application and is reviewed and evaluated by the student's D.N.P. project committee. 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. Projects most often evolve from practice and may be completed 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, translating evidence into practice, program development and evaluation, health care policy, or clinical or practice-based inquiry.

### **B.S.N. to D.N.P.: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**

The program requires satisfactory completion of a minimum of 65 credit hours with, Courses are courses offered in concentrated blocks of time on campus. The frequency, length, and days of the week varies by semester. Clinical placements may be arranged outside of the Middle Tennessee area provided a suitable agency and preceptor is available. Two optional focus areas are offered: intensivist and hospitalist. All students take the same core content, but students in hospitalist and intensivist tracks are required to complete one to two additional credit hours beyond the total listed in the B.S.N.–D.N.P. curriculum plan. Students accepted into the intensivist focus are required to reside in the Middle Tennessee/Nashville area prior to the start of the AGACNP clinical sequence. The hospitalist focus enrolls both distance and local applicants. The program requires a minimum of 1000 practice hours post-B.S.N. and is based upon a 1:9 credit-to-contact hour ratio.

### *B.S.N. to D.N.P.: Family/Emergency Nurse Practitioner*

*The integrated BSN to DNP FNP/ENP track focuses on preparing students to provide an advanced level of evidence-based care in emergency care settings. In addition, the program will emphasize DNP skills such as the implementation and evaluation of evidence, systems-level thinking, and care quality and patient safety. The program*

*advances students' preparation to serve as leaders of multidisciplinary teams in acute and critical care settings.*

*The program gives registered nurses with Bachelor of Nursing Science degrees the ability to earn Doctor of Nursing Practice degrees in eight semesters and without first obtaining a master's-level nursing degree. This program requires a minimum of 77 credit hours completed in eight semesters of full-time study.*

*The program is structured so that students will complete FNP, ENP and core DNP coursework first, and then transition into DNP-specific practice courses. Students will be eligible to take FNP and ENP certification exams upon completion of specialty-specific course work and will be doctorally prepared nurse practitioners upon graduation. All applicants will need to have two years of RN work experience, at least one of which was in an emergency care setting. The program only starts in the fall semester.*

## **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 C.C.N.E.-accredited program with current national 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.

Applicants admitted contingent on national certification will not be eligible to enroll until documentation of national certification has been provided. An applicant not successful on the certification exam prior to enrolling will have their admission offer rescinded and will need to reapply for admission after national certification has been obtained.

- M.S.N. , M.A. or MS in nursing administration, health care leadership or nursing informatics from an A.C.E.N.- or C.C.N.E.-accredited program. National certification is preferred but not required. Applicants from unaccredited nursing programs will be considered on an individual basis.

- M.S.N, M.A.. or M.S. in nursing education from an A.C.E.N.- or C.C.N.E.-accredited program may be required to take up to nine credits in prerequisite courses in finance, quality improvement and leadership prior to beginning DNP courses. Applicants from unaccredited nursing programs will be considered on an individual basis.

- B.S.N. and master's degree in a non-nursing business- or health-related field (e.g. master of business administration, master of public health, master of hospital administration, master of management in health care, or master of health informatics). To be eligible for the Executive Leadership tack a Applicant must be certified or eligible for certification in one of the following:

- American Organization for Nursing Leadership (A.O.N.L.) Certified in Executive Nursing Practice (C.E.N.P.)

*[www.aonl.org/initiatives/CENP](http://www.aonl.org/initiatives/CENP)*

- American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC)

*[nursingworld.org/our-certifications/nurse-executive](http://nursingworld.org/our-certifications/nurse-executive)*

- American Nurses Credentialing Center Nurse Executive, Advanced (NEA-BC)

*[nursingworld.org/our-certifications/nurse-executive-advanced](http://nursingworld.org/our-certifications/nurse-executive-advanced)*

- Healthcare Information and Management Systems Society (HIMSS) Certified Professional in Health Information & Management Systems (CPHIMS)

*[www.himss.org/health-it-certification/eligibility](http://www.himss.org/health-it-certification/eligibility) \**

- American Nurses Credentialing Center (A.N.C.C.) Informatics Nursing Certification (R.N.-BC) and have three years of informatics experience, with two of those years in a health care setting. *[nursingworld.org/our-certifications/informatics-nurse](http://nursingworld.org/our-certifications/informatics-nurse)*

- B.S.N. degree from an A.C.E.N. or C.C.N.E. accredited program with career interest in Adult-Gerontology Acute Care Nurse Practitioner or Family/Emergency Nurse Practitioner are eligible for the B.S.N. to D.N.P.: AGACNP program.

- M.S.N. or M.N. in majors such as generalist entry into practice or clinical nurse leader from an A.C.E.N.- or

C.C.N.E.-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 the certificate.

### **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, and a 3.5 cumulative GPA for graduate work is preferred. 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 professional practice competence. Applicants are strongly encouraged to select a doctorally prepared nurse and/or a faculty member who is familiar with the applicant's academic ability. 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 who have worked with the applicant in a clinical setting.
5. *Official Transcripts.* Applicants must submit one transcript from each United States post-secondary institution attended to Vanderbilt's Center for Data Management. International student applicants who have completed college or university course work at an institution in a country other than the United States must obtain a complete course-by-course evaluation of the native transcripts, degrees, and other relevant documents. In all instances, the evaluating agency will require original, official documentation. Please note that the evaluating agency must send Vanderbilt both the course-by-course report and copies of the native documents. If the agency does not provide copies of the documentation used to do the course-by-course evaluation, the student must submit their official documentation to Vanderbilt. Official transcripts and course-by-course evaluation reports should be sent to the following address: Office of the University Registrar, Vanderbilt University, ATTN: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 For further questions regarding prior degrees, please visit: [registrar.vanderbilt.edu/academic-records/international-degrees.php](http://registrar.vanderbilt.edu/academic-records/international-degrees.php)
6. *R.N. License.* An unencumbered Registered Nurse's license must be presented.
7. *National Certification.* CNM, CNS, CRNA and NP applicants must have national board certification in their areas of specialty and must provide documentation of current certification status prior to enrolling. National certification for nursing administration, health care leadership or nursing informatics applicants is desirable but not required. Applicant to the D.N.P. Executive Leadership track with a degree other than a master of science in nursing (M.S.N.) must be certified or eligible to be certified by one of the organizations listed in the D.N.P. Executive Leadership section. Applicants without national certification will be evaluated individually and may be required to pursue a post-master's certificate in an advanced practice specialty. Vanderbilt M.S.N. or post-master's NP or CNM graduates who are seamlessly progressing to D.N.P. courses must obtain national certification before enrolling in NURS 8015.
8. *Advanced Practice Registered Nurse (APRN) designation.* Applicants who are an NP, CNM, or CRNA must have APRN designation in state of residence and state or states of clinical practice. APRN designation is optional for CNSs.
9. *Interview.* After a preliminary review of the application, prospective students may be contacted to schedule a telephone interview.

VUSN M.S.N. and P.M.C. students qualify to seamlessly transition to the D.N.P. program 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.

### **Admission to the B.S.N.-D.N.P.: Program**

Admission is based on the same factors as those listed in the Admission to the Post-Master's D.N.P. program, except that national certification and APRN licensure are not required. Applicants to the FNP/ENP program must have two years of RN work experience, at least one of which was in an emergency care setting

### **Application Procedure**

The D.N.P. application is online at [apply.vanderbilt.edu/apply/](http://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 on December 1. Applications received after December 1 are reviewed on a rolling basis until all spaces are full. All application materials must be received before the application can be sent for faculty review. A \$500 nonrefundable 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.

### **Required Courses Prior to 2018**

NURS 8010	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)*
NURS 8012	Informatics for Scholarly Practice (2 credit hours)
NURS 8014	Statistics in Health Sciences (3 credit hours)
NURS 8015	Integrative Application of Evidence-Based Practice I (1 credit hour)
NURS 8022	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 8024	Epidemiology (3 credit hours)
NURS 8025	Integrative Application of Evidence-Based Practice II (1 credit hour)
NURS 8032	Health Care Economics and Finance (3 credit hours)
OR NURS 8034	Advanced Health Care Economics and Finance (3 credit hours)
NURS 8042	Quality Improvement and Patient Safety (3 credit hours)
NURS 8044	Management of Organizations and Systems (3 credit hours)
OR NURS 8045	Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)
NURS 8052	Health Policy (2 credit hours)
NURS 8054	Legal and Ethical Environment (3 credit hours)
NURS 8095	Integrative Application of Evidence-Based Practice III (2 credit hours)
	Electives (4 credit hours)

**Total: 35 credit hours**

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



### Required Courses Beginning Fall 2018

NURS 8010	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)
NURS 8012	Informatics for Scholarly Practice (2 credit hours)
NURS 8014	Statistics in Health Sciences (3 credit hours)
NURS 8022	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 8024	Epidemiology (3 credit hours)
NURS 8032	Health Care Economics and Finance (3 credit hours)
OR NURS 8034	Advanced Health Care Economics and Finance (3 credit hours)*
NURS 8042	Quality Improvement and Patient Safety (3 credit hours)
NURS 8044	Management of Organizations and Systems (3 credit hours)
OR NURS 8045	Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)*
NURS 8052	Health Policy (2 credit hours)
NURS 8054	Legal and Ethical Environment (3 credit hours)
NURS 8064	Scholarly Writing (1 credit hour)
NURS 8105	DNP Integrative Application of Evidence-Based Practice (4 credit hours)
	Electives (4 credit hours)

**Total: 36 credit hours**

\*Experienced health care leaders may take 8034 instead of 8032, and 8045 instead of 8044 after discussion with their adviser

### Required Courses Executive Leadership Track Beginning Fall 2018

NURS 8010	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)
NURS 8012	Informatics for Scholarly Practice (2 credit hours)
NURS 8014	Statistics in Health Sciences (3 credit hours)
NURS 8022	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 8024	Epidemiology (3 credit hours)
NURS 8032	Health Care Economics and Finance (3 credit hours)
OR NURS 8034	Advanced Health Care Economics and Finance (3 credit hours)*
NURS 8042	Quality Improvement and Patient Safety (3 credit hours)
NURS 8045	Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)
NURS 8052	Health Policy (2 credit hours)
NURS 8054	Legal and Ethical Environment (3 credit hours)
NURS 8064	Scholarly Writing (1 credit hour)
NURS 8069	Lean Methodology in Health Care (2 credit hours)
NURS 8105	DNP Integrative Application of Evidence-Based Practice (0-4 credit hours)
	Electives (2 credit hours)

\*Experienced health care leaders may take 8034 instead of 8032 after discussion with their adviser

**Total: 36 credit hours**

### Required Courses in B.S.N. to D.N.P.: AGACNP program

All students take the same core content, but students in hospitalist and intensivist tracks will require completion of 1-2 additional credit hours beyond the total listed in the B.S.N.–D.N.P. curriculum plan. Please note that acceptance into the intensivist focus requires residence in the Middle Tennessee/Nashville area prior to the start of the AGACNP clinical sequence. The hospitalist focus accepts both distance and local applicants.

NURS 6045	Professional Formation I: Roles & Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6102	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6103	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6114	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology I (2 credit hours)
NURS 8064	Scholarly Writing (1 credit hour)
<b>Spring I</b>	
NURS 6124	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (4 credit hours)
NURS 8014	Statistics in Health Sciences (3 credit hours)
NURS 8054	Legal and Ethical Environment (3 credit hours)
<b>Summer I</b>	
NURS 6134	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)
NURS 8024	Epidemiology (3 credit hours)
NURS 8032	Health Care Economics and Finance (3 credit hours)

**Fall II**

NURS 6101	Advanced Health Assessment and Clinical Reasoning (3 credit hours)
NURS 6105	Advanced Health Assessment Applications for the AGACNP (1 credit hour)
NURS 8010	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)
NURS 8042	Quality Improvement and Patient Safety (3 credit hours)

**Spring II**

NURS 6115	Adult-Gerontology Acute Care Nurse Practitioner Practicum (4 credit hours)
NURS 8022	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 8105	DNP Integrative Application of Evidence-Based Practice I (1 credit hour)
	* Elective: Specialty required (2–3 credit hours)

**SUMMER II**

NURS 6075	Professional Formation 4: Transitions to Advanced Nursing Practice (1 credit hour)
NURS 6195	Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credits)
NURS 8105	DNP Integrative Application of Evidence-Based Practice (1 credit hour)

**Fall III**

NURS 6099 **	Clinical Elective (2 credit hours)
NURS 8012	Informatics for Scholarly Practice (2 credit hours)
NURS 8044	Management of Organizations and Systems (3 credit hours)
NURS 8105	DNP Integrative Application of Evidenced-Based Practice (1 credit)

**Spring III**

NURS 8052	Health Policy (2 credits)
NURS 8105	DNP Integrative Application of Evidenced-Based Practice (1 credit)

**Total: 65 credit hours**

\* Four elective credit hours are required for the DNP degree. Elective 1 may be a MSN or DNP level elective, as designated by your chosen specialty program. It may be for 2 or 3 credits, but it must be at least 2 credits.

\*\*This elective is not required to meet the specialty requirements for certification. The course offers an opportunity for students to obtain more in depth clinical experience in an area of interest.

AGACNP requires 630 clinical hours for the MSN degree; 500 direct clinical practice hours are required for board examination eligibility (MSN clinical hours are based upon a 1:5 ratio). DNP degree requires a minimum of 1000-practice hours post BSN (or 500 post-MSN). (DNP practice hours a based upon a 1:9 ratio)

**Required Courses in B.S.N. to D.N.P.: Family/Emergency Nurse Practitioner Program****FALL I**

Course	Credit Hours
NURS 6010: Advanced Pathophysiology	3
NURS 6011: Advanced Health Assessment and Clinical Reasoning	2
NURS 6011L: Advanced Health Assessment and Clinical Reasoning Lab	1
NURS 6020: Advanced Pharmacotherapeutics	3
NURS 6045: Professional Formation I: Roles and Contexts for Advanced Nursing Practice	2
NURS 8064: Scholarly Writing I	1
<b>Total Semester Hours</b>	<b>12</b>

**SPRING I**

Course	Credit Hours
NURS 6032: Advanced Practice Nursing in the Primary Care of the Woman	1
NURS 6036: Advanced Practice Nursing in Primary Care of the Child & Adolescent	3
NURS 6521: The Context of Primary Care: FNP Domains and Core Competencies for Practice	2
NURS 6532: Advanced Practice Nursing in the Primary Care of the Elderly	1
NURS 8014: Statistics in Health Sciences	3
NURS 8054: Legal & Ethical Environment	3
<b>Total Semester Hours</b>	<b>13</b>

**SUMMER I**

Course	Credit Hours
NURS 6143: Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider	2
NURS 8024: Epidemiology	3
NURS 8032: Economics and Finance	3
Total Semester Hours	8

**FALL II**

Course	Credit Hours
NURS 6030: Advanced Practice Nursing in Primary Care of the Adult	3
NURS 6305: Advanced Health Assessment Applications for the Emergency NP	1
NURS 6535: Practicum in Primary Care of the Adult Dual Specialty	3
NURS 8010: Evidence Based Practice I: The Nature of Evidence	2
NURS 8042: Quality Improvement and Patient Safety	3
Total Semester Hours	12

**SPRING II**

Course	Credit Hours
NURS 6301: Concepts of Advanced Emergency Nursing	3
NURS 6385: Practicum in Emergency Care I	1
NURS 6525: Practicum in Primary Health Care of the Child and Adolescent	2
NURS 6595: FNP Preceptorship for AGACNP/FNP Dual Specialty	3
NURS 8105: Integrative Application of Evidence-Based Practice	1
NURS 8022: Evidence-Based Practice II: Evaluating and Applying Evidence	3
Total Semester	13

**SUMMER II**

Course	Credit Hours
NURS 6361: Pathophysiology & Collaborative Management in Emergent and Critical Care	3
NURS 6365: Trauma, Emergency & Critical Care Clinical I	3
NURS 6395: Practicum in Emergency Care II	1
Total Semester Hours	7

**FALL III**

Course	Credit Hours
NURS 6099: Clinical Elective1	2
NURS 8012: Informatics for Scholarly Practice	2
NURS 8044: Management of Organizations and Systems	3
NURS 8105: Integrative Application of Evidence-Based Practice	1
Total Semester Hours	8

**SPRING III**

Course	Credit Hours
NURS 8052: Health Policy	2
NURS 8105: Integrative Application of Evidence-Based Practice	1
Elective2	2
Total Semester Hours	5

TOTAL PROGRAM HOURS 77

1This elective is not required to meet the specialty requirements for certification. The course offers an opportunity for students to obtain more in-depth clinical experience in an area of interest.

2 Four elective credit hours are required for the DNP degree. Electives may be a MSN or DNP level elective, as designated by your chosen specialty program. It may be for 2 or 3 credits, but it must be at least 2 credits.  
3 ENP requires 980 clinical hours for the MSN degree (MSN clinical hours are based upon a 1:5 ratio).  
4 DNP requires a minimum of 1000 practice hours post BSN (or 500 post-MSN). (DNP practice hours are based upon a 1:9 ratio).

## *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 incorporating professional values and ethical principles;
3. Support and improve patient care and health care systems through the use of clinical practice models, health policy, informatics, and organizational leadership skills;
4. Advocate for clinical prevention, population health initiatives, and evidence-based health policy through interprofessional and stakeholder collaboration.

### **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 prescribed 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 6 hours per semester. Students admitted in fall 2018 or later are required to follow a five- or six-semester program of study as outlined in the Vanderbilt University School of Nursing *Student Handbook*. The student's status is defined as follows:

*Full time:* Registered for 6 or more hours  
*Three-quarter time:* Enrolled in 4-5 credit hours  
*Half time:* Enrolled in 2-3 credit hours  
*Less-than-half time:* Registered for 1 credit hour

### **Ratio of Credit Hours to Clock Hours**

*Didactic.* Courses are 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 D.N.P. 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 *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) [the *Essentials*].

[www.aacn.nche.edu/dnp/Essentials.pdf](http://www.aacn.nche.edu/dnp/Essentials.pdf). A minimum of 1,000 hours post B.S.N. or 500 hours post M.S.N. are 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
- Opportunities to build and assimilate knowledge for advanced specialty practice at a high level of complexity
- Opportunities for further synthesis and expansion of learning
- Experiences in the context within which the final D.N.P. project is completed
- Opportunities to integrate and synthesize the Essentials and specialty requirements necessary to demonstrate competency in an area of specialized advanced nursing practice

### **Practica**

Most students complete practice hours at their site of employment as an advanced practice nurse, health care leader, 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 project committee 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. D.N.P. students will be asked to complete the immunization/certification requirements as required by the school. Practice mentors and/or agencies may require a drug screening or additional criminal background check. Costs associated with these processes are the responsibility of the student.

# *Academic Regulations*

## **Project Committee Chairs**

Each student is assigned a Project Committee Chair who serves in the role of faculty adviser to assist the student with the program of studies, elective choices, development of the D.N.P. project and helps resolve academic problems.

## **Program of Studies**

During the first semester of study, all students will meet with their project committee chair 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 to the D.N.P. Program Director who will forward it to the School of Nursing Registrar's office for official processing. Students who wish to alter the required program of studies may petition the D.N.P. program director. Students must provide justification for the request and proposing an alternative program of study, which must be approved by the project committee chair, 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 wish to alter their program of study must have the proposed program approved by the D.N.P. program director, Terri Allison.

## **Electives**

Post-master's certificate and D.N.P. students have the option to enroll in VUSN 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 project committee chair 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.

## **Waiver of Doctor of Nursing Practice Course(s)**

A D.N.P. student may request a waiver when the student believes they possess the competencies listed for a particular course required for the D.N.P. program. A D.N.P. student may seek waiver of a course(s) by providing description, verification, and/or a letter of competency based on the student's academic history. The waiver must be requested before registration for classes.

A waiver of requirement exempts the student from taking a required course (or courses) and indicates the student has met the requirements and competencies that are associated with the course(s). A course successfully waived is noted on the student's internal program of studies but does not appear on the official transcript. Vanderbilt University does not grant credit for courses waived.

## **Academic Standards**

### *Academic Standing*

All D.N.P. students, including those completing a post-master's certificate as part of their program of studies and B.S.N.–D.N.P. students, are required to maintain both a semester and a cumulative GPA of 3.0 or higher, and no grade below B– in any course. Students who have earned a grade below B–, regardless of GPA, are placed on academic probation.

### *Completion of Program*

All D.N.P. students, including those completing a post-master's certificate 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

*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. An incomplete grade in a course that is prerequisite to a course in the next semester may result in a change of progression. At least two weeks prior to the last day of classes, 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 project committee chair, if applicable,) to determine an agreed-upon date to complete all course work; (d) Submit the Contract for Incomplete Grade [https://nursing.vanderbilt.edu/students/current/enrollment/student\\_forms.php](https://nursing.vanderbilt.edu/students/current/enrollment/student_forms.php) ; and (e) email the contract to the course coordinator to sign.

Students are expected to have ongoing and timely communication with the course coordinator. All incomplete grade requests will be subject to an internal review by the D.N.P. program 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 VUSN registrar. 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—Clinical Continuation. Tuition is charged at a rate of \$200.00. This charge does not apply to NURS 8105.

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

The academic performance of D.N.P. students is reviewed by the D.N.P. Student Admission and Academic Affairs (SAAA) committee at the end of each semester. Academic performance of students completing a BSN to DNP or a PMC during a DNP program of studies are also be reviewed by the DNP SAAA committee.

The committee, on the recommendation of the student's instructors, academic 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. If a student is deficient in a major area, the committee will review the student's total program performance.

A student will be placed on probation if:

- A semester GPA less than a 3.0 is earned.
- A grade of Unsatisfactory or a grade less than a B- is earned, regardless of the effect of that grade on the student's semester or cumulative GPA.
- A student may be placed on probation only once during the entire program of study.

A student will be dismissed if:

- Previously placed on probation and the student's record warrants another probation. A student may be placed on probation only once during their entire program of studies.
- A second course grade is less than a B- or an Unsatisfactory grade.
- Two or more grades earned during the program are less than a B- or Unsatisfactory.
- Unsatisfactory progress toward the degree is being made and improvement is judged unlikely.

When a student is placed on probation or dismissed, letters are sent to the student, the student's adviser, and the academic director. If a student cannot improve their 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 in a subsequent semester will give the student at least a 3.0 cumulative grade point average.

### Readmission

A D.N.P. student who is dismissed or withdraws 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 [apply.vanderbilt.edu/apply/](http://apply.vanderbilt.edu/apply/). An applicant for readmission must address the reason(s) that they left Vanderbilt and present a plan specifying changes that they made in order to ensure academic success.

The Student Admissions and Academic Affairs (SAAA) Committee will consider an application for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period.

- There is no guarantee 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, they will be readmitted on probation.
- If additional course(s) have been completed since the applicant was last enrolled at VUSN, the applicant must provide an official transcript of all completed course(s).

Readmitted students must complete a new background check upon return

### Progression

The D.N.P. Student Admission and Academic Affairs (SAAA) Committee reviews D.N.P. student performance at the end of each semester. Many required D.N.P. courses are sequential, and a student who fails to pass such a course cannot progress until the course has been successfully completed. DNP students who are APRNs must be certified in their APRN specialty prior to enrolling in NURS 8105: DNP Integrative Application of Evidence-Based Practice. Nursing Healthcare Leadership and Nursing Informatics specialties do not require certification.

# *The Ph.D. in Nursing Science*

PROGRAM DIRECTOR Mariann Piano

PROFESSORS Thomas L. Christenbery, Sarah C. Fogel, Mary Jo Gilmer, Jeffrey S. Gordon, Ann F. Minnick, Linda D. Norman, Sheila H. Ridner, Elizabeth E. Weiner

RESEARCH PROFESSORS Mary S. Dietrich, Nancy L. Wells

ASSOCIATE PROFESSORS Terrah L. Akard, Jana L. Lauderdale, Melanie Lutenbacher, Anne M. Miller, Elizabeth R. Moore, Shelagh A. Mulvaney

ASSISTANT PROFESSORS Sharon M. Karp, Cathy A. Maxwell, Jeremy Neal, Julia C. Phillippi, Bethany Rhoten, Deonni Stollendorf

## **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 [nursing.vanderbilt.edu/phd](http://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 15 may be transferred from master's course work, pending review and approval by the graduate faculty. The core curriculum of the program includes 32 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 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, 604 Godchaux Hall, 461 21st Avenue South, Nashville, Tennessee 37240, calling (615) 322-7410 or (855) 868-7410, or visiting the website at [nursing.vanderbilt.edu/phd](http://nursing.vanderbilt.edu/phd).

## Financial Information

Tuition for 2020/2021 is \$1,716 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. D.N.P. students admitted prior to fall 2018 may complete the degree requirements in either four consecutive semesters of full-time study or six semesters of part-time study. D.N.P. students admitted in fall 2018 or later complete the program in five or six semesters and complete a minimum of 36 credit hours.

The course fee for students registered for zero hours of Clinical Continuation (NURS 5999 ) or Thesis (NURS 7999 ) is \$200. Registration and payment of course fee retain student status.

Students taking an incomplete or having a missing grade in a course register for zero hours, if not otherwise enrolled, until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is \$200.00. Registration and payment of fees retain student status.

There will be a one-time fee of \$100 for processing transcripts.

### Other Fees

Application	\$50
Matriculation (nonrefundable)	\$500
Student service fees	
Fall and spring (per semester)	\$271
Summer	\$92
Zero hours	\$200
Student health insurance (per year) (\$1,825, fall; \$1,825, spring)	\$3,655
Transcript fee (one time)	\$100

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 15 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 charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or are dismissed from the university for any reason may be entitled to a partial refund. Fees are nonrefundable. The refund schedules may be viewed at [vanderbilt.edu/stuaccts](http://vanderbilt.edu/stuaccts).

### **Tuition Payment Plan (The Vandy Plan)**

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

### **Late Payment of Fees**

All charges not paid by the specified due dates will be assessed a late payment fee of 1.50% owed (minimum \$5).

### **Financial Clearance**

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

### **Professional Liability Insurance**

The student tuition rate includes the cost for professional liability insurance. The policy covers only practice as a nursing student and does not extend to coverage of nursing practice outside of the student role. 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.gallagherstudent.com](http://www.gallagherstudent.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.

### **Transcripts**

Official academic transcripts are supplied by the Office of the University Registrar on authorization from the student. Transcripts are not released for students with financial or other university holds.

### **Student Service Fees**

The required student service fees entitle degree-seeking students to use the facilities of Sarratt Student Center and the David Williams II Student Recreation and Wellness Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published 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.

## **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 credit hours 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 Unsubsidized Loan and the Federal Direct Grad PLUS loans are borrowed from the Federal Direct Loan Program. The Federal Direct 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 loan is 4.30 percent (for the 2020/2021 academic year).

As soon as the student has been awarded a federal 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 5.30 percent (for the 2020/2021 academic year). Your eligibility for this loan is based on your credit history, and, in some cases, a co-borrower is required. The borrower generally begins repayment of a PLUS loan within 60 days after the final loan disbursement. There is no grace period for these loans, so interest begins to accumulate at the time the first disbursement is made.

### **Internal Scholarships**

All internal scholarships for M.S.N. students are merit based and are awarded based on a combination of the student's incoming grade point average and GRE or other standardized test 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, the statement of purpose on the admission application and faculty 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 GPAs 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 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.

## Generalist Nursing Courses and Electives

**NURS 5095.** Pre-specialty Clinical Directed Study. This clinical course is designed to facilitate pre-specialty student maintenance of clinical competencies in the event the student is unable to progress as planned in the clinical course curriculum of the pre-specialty 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 pre-specialty course. Prerequisite: Successful completion of at least one pre-specialty clinical course. [1]

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

**NURS 5103.** Human Experience of Health and Illness Across the Lifespan I. 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, 5105, 5106, 5115. [4]

**NURS 5105.** Enhancement of Community and Population Health I. This course is the first in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community-based health care principles that impact the client. Healthy People 2020 will be used as a framework to determine the health status of the community. Notably, the course will provide the student knowledge on how the social determinants of health impact the health of the community. In addition, resources will be discussed in relation to the availability, barriers, and access in the community. The community clinical experience is designed to provide the student the opportunity to work within a community organization or agency to assess and identify specific challenges to maximizing the health of persons in communities and populations. Corequisite: 5101, 5103, 5106, 5115. [3]

**NURS 5106.** Pharmacology for Nursing Care I. This course presents an introduction to pharmacologic knowledge, the clinical indications for drug use as a treatment modality, and the role of the nurse in drug therapy. The course will present content on the prototype drug from major drug classifications that serves as a framework for continued self-study of new drug information. Emphasis will be placed on major drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy. Corequisite: 5101, 5103, 5105, 5115. [2]

**NURS 5115.** Fundamentals of Clinical Practice. This course is the first in a sequence of three clinical practice courses. The course is designed to provide the student with the opportunity to acquire the knowledge, skills, and attitudes required to apply the nursing process (assessment, analysis, planning, intervention, and evaluation) in the delivery of client-centered nursing care. Students will learn and practice assessment and intervention skills in a didactic classroom setting and in a simulated laboratory setting and progress to full application of the nursing

process in an adult medical/surgical clinical setting with maximum faculty guidance. Corequisite: 5101, 5103, 5105, 5106. [5]

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

**NURS 5203.** Human Experience of Health and Illness Across the Lifespan II. 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. 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. 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. 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. 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. 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. [Prerequisites and corequisites apply to non-R.N. students only.] [4]

**NURS 5305.** Enhancement of Community and Population Health III. This course is the third in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community-based health care principles that impact the client. This course addresses healthcare 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. This course presents pharmacologic knowledge, the clinical indications for medication use as a treatment modality, and the role of the nurse in medication therapy. Emphasis is placed on the variations of pharmacologic therapy in critical and complex situations with the goal of achieving safe and optimal client outcomes in specific situations. Major medication classifications and commonly encountered prototype(s) within specialty areas will serve as a framework for continued learning of new pharmacologic information. Additionally, this course engages students in group activities which require collaboration, negotiation, and rationalizations of decisions essential for client centered care. 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. 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. 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. This course focuses on identification of the unique strengths/perceptions of each RN student and a development of an individualized plan for learning. The course assists RN students in identifying and developing strategies to foster critical thinking, lifelong learning, and nursing practice role development. Theory development and research are introduced as processes essential to the organization and development of nursing knowledge. Limited to RN students. [3]

**NURS 5402.** Epidemiology and Population-Based Nursing. This course provides the student with an opportunity to explore population-based health care principles of prevention, health maintenance and health promotion within the context of Healthy People 2020. 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. 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. Corequisites: 5401, 5402, 5303. [3]

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

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

**NURS 5505.** Health Assessment for the Registered Nurse. This course is designed to provide the RN student the opportunity to learn and practice the skills of assessment in a classroom, laboratory setting, and then in a clinical area for a variety of client populations across the life span. The student's specialty population will be considered in the choice of health care setting utilized for practice. Prerequisite: 5303, 5402. Corequisite: 5506. [3]

**NURS 5506.** Pharmacology for the Registered Nurse. This course extends and builds upon pharmacological knowledge from foundational pharmacology courses and pathophysiology courses. The focus of the course is the variations of drug therapy in complex situations. The course presents cases of complex drug regimens for analysis and evaluation by the student. Emphasis will be placed on pharmacological interventions to achieve safe and optimal patient outcomes in specific situations. [3]

**NURS 5515.** Providing Care at the Community Level. This course is an introduction to the scope and practice of family and community health nursing. It emphasizes, through didactic and community practice, the promotion and maintenance of the health of diverse populations across the lifespan. The epidemiological process and the nursing process serve as the organizing framework for didactic content and clinical interventions to support family and community health. Social, cultural, economic, environmental, and ethical issues related to specific populations will be explored. Limited to RN students. Prerequisite: 5402; or with permission of instructor. [3]

**NURS 5598.** Independent Study - Non Clinical. Ind Study - Non Clinical [1-6]

**NURS 5999.** [Clinical Continuation]. MSN, post-master's certificate, or DNP students enroll in this course to resolve an incomplete grade in a prior semester's clinical course. Enrollment in the course is considered to carry at least half-time status. Tuition is charged at a flat rate of \$200. Students may enroll in this course no more than twice. Offered as needed. [0]

**NURS 6010.** Advanced Pathophysiology. This is a graduate level, advanced pathophysiology course designed to meet the educational needs of those pursuing certification as advanced practice nurses. The 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. This course is the foundational didactic course for advanced nursing 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. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. [2]

**NURS 6011L.** Advanced Health Assessment Lab. This course is the foundational physical exam and health assessment lab companion course for Advanced Health Assessment, N6011 for advanced nursing 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 standardized patients. Prerequisite: Admission to specialty and graduate level standing. [1]

**NURS 6020.** Advanced Pharmacotherapeutics. This course is designed to provide students with the knowledge of pharmacotherapeutics 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. [3]

**NURS 6025.** Applied Quality Improvement and Patient Safety. This course focuses on the application of quality improvement methodology and measurement of outcomes across a broad range of health care settings. Students learn the systematic methods of continuous quality improvement, based on the work of Deming and others. The use of various outcome measurement instruments and data collection tools are explored. [3]

**NURS 6030.** Advanced Practice Nursing in Primary Care of the Adult. This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive; health promoting). Pre/corequisite: 6101 or 6011. [3]

**NURS 6031.** Advanced Practice Nursing in Primary Care of the Adolescent. This didactic course presents knowledge that is necessary for the practice of primary health care nursing of adolescents. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse adolescent populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adolescent is explored. Students are introduced to the dynamics of the managed care environment. Pre/corequisite: 6011 or 6101. [1]

**NURS 6032.** Advanced Practice Nursing in the Primary Care of the Woman. This didactic course presents the knowledge that is necessary for the practice of primary care of the female patient by advanced practice nurses. Course content includes the principles of health promotion, disease prevention and assessment, and the management of common primary health care problems in the female population. Emphasis is placed on management of women's health issues in a general, primary care setting. Pre/corequisite: 6011. [1]

**NURS 6034.** Adult Gerontology Primary Care I. This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive, health promoting). Pre/corequisite: 6011. [3]

**NURS 6036.** Advanced Practice Nursing in Primary Care of the Child and Adolescent. This course presents knowledge necessary for the practice of primary health care of children and adolescents. Course content includes the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in diverse pediatric and adolescent populations ages 0-21 years. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child/adolescent is explored. This course builds on pre-requisite knowledge by exploring the pathophysiologic disease processes underlying certain conditions that are specific to the pediatric and adolescent population as well as exploring treatment of these processes. Pre/corequisite: 6011. [3]

**NURS 6041.** Principles of Health Care Finance. In this course, students learn to apply accounting and economic principles, and financial management strategies to effectively manage health care resources in health care organizations. Students acquire the knowledge and skills to utilize computer software for conducting efficient financial analysis. [3]

**NURS 6045.** Professional Formation 1: Roles and Contexts for Advanced Nursing Practice. This course offers an introduction to the principles, concepts, and frameworks for advanced nursing practice. Students will integrate principles of evidence-based practice, quality and safety, leadership, ethics, policy, and role development. Students will identify the role of advanced nursing practice in the healthcare environment with emphasis on leadership in quality and safety as a part of interprofessional teams. [2]

**NURS 6055.** Professional Formation 2: Application of Evidence in Healthcare Environments. This course is the second in a series of courses facilitating Professional Formation in the Advanced Nursing Practice role. Students will develop skills to evaluate and synthesize supporting evidence and examine ethical dilemmas of implementation, to develop and articulate innovative solutions. Students will learn how to assess clinical processes, identify advanced nursing practice problems, and determine how to address problems. Prerequisite: 6045. [3]

**NURS 6060.** Conceptualization and Integration of Evidence for Advanced Nursing Practice. This course provides the student with the opportunity to explore a relevant problem in advanced nursing practice. Concepts related to the selected problem are identified and critically appraised. Methodologies to generate evidence will be presented to examine knowledge related to the selected problem and make practice recommendations. This course builds upon prerequisite knowledge. Prerequisite: 6050. [3]

**NURS 6065.** PF 3: Leading Collaborative Change: Improving Delivery of Healthcare to Patients and Populations. This course is the third in a series building Professional Formation in an advanced nursing practice role. Students will develop leadership skills for participation in interprofessional teams to address practice problems and improve

care delivery. Students will plan evidence-based solutions that meet the six aims for healthcare quality from the Institute for Healthcare Improvement. Students will be prepared to advocate for policy change at the institutional, state, and federal level to improve the health of populations. Prerequisite: 6055. [4]

**NURS 6070.** APN Role Within the U.S. Healthcare Delivery System. This course provides students with an understanding of how the U.S. healthcare system works, including major components of both service delivery and financing of care. Students analyze and evaluate the healthcare 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 healthcare delivery. The focus is on economic implications of health planning, organization of personnel and resources, design of payment systems, and cost effectiveness of healthcare delivery. [3]

**NURS 6075.** Professional Formation 4: Transition to Advanced Nursing Practice. This course facilitates professional formation through transition to the advanced nursing practice role. Students will evaluate practice settings appropriate for their scope and navigate the employment search and hiring process. Students will also explore the credentialing/privileging process and will discuss strategies for continued professional development. [1]

**NURS 6080.** Local Applications of Global Health. This is a 1 credit hour elective course designed for graduate students interested in the local context of global health applications. 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 and assignments. This course is designed for students interested in reciprocity in global health and caring for underserved populations locally and abroad, and builds on a diverse base of prerequisite knowledge in interdisciplinary fields pertaining to health, social justice, sustainable development, and working in interdisciplinary teams. [1]

**NURS 6084.** Planetary Health, Policy and Social Justice. This is a 3 credit hour elective course designed for students interested in exploring the intersections between primary care, planetary health and climate change (according to WHO, currently the greatest threat to global health), social justice and policy. The causes of climate change and the resulting primary, secondary and tertiary impacts on people and communities will be examined through the lens of global health and policy. Students will work with local agencies to develop evidence-based and targeted adaptation and mitigation strategies as well as policy-based solutions, all incorporating science and engineering, political science and policy, law and economics as well as nursing and medicine to address healthspan disparities related to climate change and social vulnerability. [3]

**NURS 6085.** Professional Formation 5: Role of the APN in Improving Delivery of Healthcare - Indiv. & Populations. Students will identify the role of advanced nursing practice in the healthcare environment with emphasis on leadership in quality and safety as a part of interprofessional teams. Students will incorporate ethical principles in clinical scenarios and in the use of current and emerging technologies. Students will develop plans for system change to deliver high quality care to patients and populations. [2]

**NURS 6090.** JOINT STUDIES MED SCHOOL. JOINT STUDIES MED SCHOOL

**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 healthcare 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 healthcare 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 healthcare environments. Additionally, specific healthcare 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. Pre/corequisite: Admission to any graduate or professional degree program across the Vanderbilt campus. [2]

**NURS 6098.** Independent Study, Non-Clinical. Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

**NURS 6099.** Independent Study: Clinical. A program of independent study in a selected area of nursing practice under the direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

**NURS 6101.** Advanced Health Assessment and Clinical Reasoning. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to

formulate diagnoses for culturally diverse adults and older adults. Students interpret data and problem solve utilizing case studies and surrogate patients. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. [3]

**NURS 6102.** Advanced Physiology and Pathophysiology. 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. 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. 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 6114.** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I. NURS 6114 is the first of a three-course series that explores, at an advanced level, pathophysiology, assessment, diagnoses, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Pre/corequisite: 6102, 6103. [3]

**NURS 6115.** Adult-Gerontology Acute Care Nurse Practitioner Practicum. This course is designed to provide clinical experience in development and application of the roles of the acute care nurse practitioner. The students apply and evaluate nursing theory and pathophysiologic and psychosocial concepts in planning and delivery of care in clinical settings. The student practices in clinical settings for a total of 280 hours. Clinical conferences are held weekly and focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 6101, 6102, 6103, 6105, 6114; corequisite: 6124. [4]

**NURS 6123.** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II. This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including oncology and renal and fluid and electrolyte disorders. Each student demonstrates his/her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Pre/corequisite: 6050. Prerequisite: 6102, 6103, 6113. [3]

**NURS 6124.** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II. NURS 6124 is the second of a three-course series that explores, at an advanced level, pathophysiology, assessment, diagnoses, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care. Each student demonstrates in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 6045, 6102, 6103, 6114. Pre/corequisite: 6055. [3]

**NURS 6125.** Adult-Gerontology Acute Care Nurse Practitioner Practicum. This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner. The clinical setting will be used for application and evaluation of nursing theory and pathophysiologic and psychosocial concepts in planning and developing care for culturally diverse adults and older adults in the clinical setting. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Pre/corequisite: 6011 or 6101, 6102, 6103, 6114, 6305. [2]

**NURS 6133.** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III. This course is third in a sequence of courses that explores, at an advanced level, the pathophysiology, assessment,



diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including hematologic, hepatic, endocrine, and gastrointestinal disorders as well as psychosocial needs. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 6050, 6102, 6103, 6113 & 6123. Corequisite: 6060 & 6070. [3]

**NURS 6134.** Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III. This course is third in a sequence of courses that explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including hematologic, hepatic, endocrine, and gastrointestinal disorders as well as psychosocial needs. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 6045, 6055, 6102, 6103, 6114, 6124. Pre/corequisite: 6065, 6075. [3]

**NURS 6135.** Adult-Gerontology Acute Care Nurse Practitioner Practicum in Intensive Care. This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner with an intensivist focus. The clinical setting will be used for application and evaluation of pathophysiologic and psychosocial concepts in planning and developing care in the clinical setting. Student will be assigned to multidisciplinary critical care teams and will rotate through these teams during the course. The student will practice in clinical settings for a total of 280 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. Prerequisites: 6101, 6102, 6103, 6105, 6114; Pre/corequisite: 6124. [4]

**NURS 6140.** Introduction to Transplantation. This elective course consists of didactic content related to the care of adults undergoing transplantation with emphasis on immunology, immunosuppression, and criteria for transplantation, as well as complications related to transplantation and immunosuppression. An overview of transplantation of the heart, lung, liver, kidney, pancreas, and bone marrow is presented. Ethical, psychosocial, and donor selection/management issues are discussed. [2]

**NURS 6141.** Introduction to Neurocritical Care and Management of Neurological Disease. This course provides an introduction into the subspecialty field of neurocritical care and management of neurological disease across care settings (i.e. outpatient specialty clinic to intensive care). This course will build upon a foundational understanding of neurocritical care and management of neurological disease specific to the role of the AGACNP or ENP. Prerequisite: 6101, 6102, 6103, 6114. [2]

**NURS 6142.** Concepts in Advanced Trauma Nursing. This course explores, at an advanced practice level, pathophysiology, assessment and diagnosis and collaborative management of adults who have experienced a severe trauma. Each student will demonstrate in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for the collaborative management of trauma patients. Pre/corequisite: 6101, 6105, 6114, 6115, 6124. [2]

**NURS 6143.** Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider. This course introduces advanced practice students to the utilization of point of care ultrasound (POCUS) in clinical practice. Course concepts include basic ultrasound physics and mechanics, anatomical landmarks in the context of pathophysiology, ultrasound exam types, and ultrasound methods for diagnostic, procedural and therapeutic applications of the technology in patient care. Students will participate in module-based didactics and apply course concepts during hands on simulation experiences. Pre/corequisite: 6521 or permission of the instructor. Priority goes to students in the FNP/ENP specialty. [2]

**NURS 6147.** Advanced Concepts in Cardiovascular Nursing. This course is designed to provide a conceptual basis for the diagnosis and treatment of human response to actual and/or potential cardiovascular health problems. The concomitant influence of physical, psychological, social, cultural, and environmental variables will also be explored. Emphasis is placed on acute and/or critically ill 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. N6147 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: 6102, 6103 or with permission of course coordinator. [3]

**NURS 6148.** Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner. 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 6165 is strongly recommended but not required for enrollment in the course. Pre/corequisite: 6102. [2]

**NURS 6149.** Advanced Critical Care Concepts for the ACNP Intensivist. This course assists students in developing the competence to evaluate, diagnose and treat patients with a variety of complex critical illnesses. Students will be educated on a variety of advanced intensive care topics. The primary focus is on evidence-based practice diagnostics and treatment of the critically ill patient. This course builds on previous coursework, including the Acute Care Nurse Practitioner core courses. Prerequisite: 6102, and Fundamental Critical Care Support Provider Certification through the Society of Critical Care Medicine's Course. [3]

**NURS 6155.** Adult Gerontology Acute Care Nurse Practitioner Intensivist Practicum. This course is designed to provide clinical experience in and application and integration of the roles of the adult gerontology 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 280 hours and will focus on working with complex 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, 6114, 6124, 6135, 6149. Pre/corequisite: 6134. [4]

**NURS 6165.** Advanced Clinical Skills for the AG-ACNP Hospitalist. 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: 6102. Completion or current enrollment in 6148 is required for enrollment in the course. No exceptions will be made. [1]

**NURS 6170.** Advanced Critical Care Simulation. This course is designed to provide advanced cognitive and procedural experience in the critical care simulator at the Center for Experimental Learning and Assessment at the Vanderbilt School of Medicine. Simulations are designed to provide clinical content surrounding the management of complex patients in the ICU setting. These class sessions provide an opportunity for students to integrate complex diagnostics and therapeutics with communication and team management skills. Sessions focus on clinical situations that student NPs are unlikely to directly manage during their clinical rotation where more experienced providers are available. Prerequisite: 6101, 6105, 6102, 6103, 6114, 6135, 6149. Pre/corequisite: 6134. [1]

**NURS 6185.** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship. N6185 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 AG-ACNP/FNP - Emergency Care program. The emergency clinical setting will be used for application, synthesis, and evaluation of nursing theory, 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 weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in adult acute/critical care. Pre-requisite: 6101, 6102, 6103, 6114, 6124, 6125, 6301, 6305 Pre/corequisite: 6134, 6385. [4]

**NURS 6195.** Adult-Gerontology Acute Care Nurse Practitioner Preceptorship. This course is the final clinical preceptorship, and it is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The students practice in clinical settings for a total of 280 hours, and will focus on working with complex adult and older adult patients. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 6101, 6102, 6103, 6105, 6114, 6115, 6124, RN licensure; Pre/corequisite: 6134. [4]

**NURS 6205.** Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the adult practice setting. Advanced health assessment techniques are emphasized. Diverse approaches are used in expanding proficiency in conducting histories and physical examinations in clinical laboratory settings with adult clients. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]



**NURS 6215.** Adult Gerontology Primary Care Nurse Practitioner Clinical I. This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations.

Pre/corequisite: 6011/6105, 6020, 6010, 6034. [4]

**NURS 6231.** Essential Procedures for the Primary Care Provider. This course builds on knowledge of advanced health assessment and primary care of the adult with a focus on procedures commonly performed in the adult practice setting. Using principles of universal precautions and infection control as a foundation, students will learn invasive procedures related to different body systems. Pre/corequisite: 6011. [2]

**NURS 6234.** Adult Gerontology Primary Care II. This course is designed to provide students with knowledge needed to assess and manage less common acute and chronic diseases and health problems in the adult and geriatric population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive care, health promotion, symptom palliation). Prerequisite: 6011, 6034; Pre/corequisite: 6010. [3]

**NURS 6236.** Advanced Concepts in the Care of the Elderly. This didactic course presents the advanced concepts in the care of the elderly patient. Students examine selected age/related changes, disease processes and 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. [2]

**NURS 6237.** Concepts of Mental Health for Adults. This didactic course presents common mental health disorders seen in primary care settings within the scope of practice of the AGNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders in adult and geriatric patients. Importance is placed on early screening, diagnosis, treatment and referrals. The reciprocal relationship of mental and physical health is emphasized. Pre/corequisite: 6010, 6020, 6034. [1]

**NURS 6295.** Adult Gerontology Primary Care Nurse Practitioner Clinical II. 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/corequisites: 6010, 6011, 6020, 6031, 6034, 6045, 6055, 6065, 6205, 6215, 6234, 6236. [4]

**NURS 6301.** Concepts of Advanced Emergency Nursing. This course explores at an advanced practice level the knowledge base and skills necessary to render emergency and trauma care. This will provide a foundation for future ENP role development. The essential evaluation, stabilization and critical time management techniques will be discussed utilizing didactic classroom instruction, case scenarios & lab/simulations. This class will address frequently encountered diseases and injuries in an emergency care setting. Prerequisite: 6011. Current RN licensure or permission of the instructor. [3]

**NURS 6305.** Advanced Health Applications for the Family/ Emergency Nurse Practitioner. Advanced health assessment skills emphasized in this course include performing appropriate health histories and physical examinations on patients of all ages presenting for emergency care. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored through didactic modules, simulations & clinical experiences. In addition, the course explores best practices for performing procedural skills and emphasizes proper documentation of gathered data. Pre/corequisite: 6011, or post-master's status, graduate-level standing, admission to the ENP specialty. [1]

**NURS 6361.** Pathophysiology & Collaborative Management in Emergent & Critical Care. This didactic course is designed to facilitate ENP student 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 & critical care 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 provides the FNP prepared student with clinical experiences supporting the development and application of the emergency nurse practitioner role. Emergency Department settings allow the student to apply management skills, nursing theory, critical thought incorporating pathophysiologic and psychosocial concepts in planning care for acutely & critically ill patients across the lifespan.

Clinical conferences allow students to explore the synthesis of didactic knowledge with clinical experiences in 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. Prerequisites: Enrollment in ENP Specialty Program, 6361, 6365. Co-requisite: 6301. [3]

**NURS 6385.** Practicum in Emergency Care I. This course is designed to provide clinical experience in development and application of the roles of the emergency nurse practitioner. Emergency Care settings provide the student the opportunity to apply management skills, pathophysiologic and psychosocial concepts in planning care for patients. Clinical conferences will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care of patients across the lifespan. Prerequisites: 6011, 6020. Corequisites: 6301, 6525. [1]

**NURS 6395.** Practicum in Emergency Care II. This course is designed to provide clinical experience in development and application of the roles of the Family & Emergency Nurse Practitioner. Emergency Care settings will provide the student the opportunity to apply management skills, pathophysiologic and psychosocial concepts in planning care for patients. Clinical conferences will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care of patients across the lifespan. Pre/corequisites: 6301, 6305, 6385. [1]

**NURS 6404.** Directed Reading. This directed reading course introduces students to contemporary issues that influence society and healthcare. Students explore the socio-political and ethical environments in which advanced practice nurse leadership takes place. Students demonstrate critical thinking and analysis in the course assignments and discussions. [2]

**NURS 6408.** Strategic Planning for Health Care Organizations. This course focuses on short- and long-term strategic issues that affect the financing, organization, and delivery of health care services. Students develop competency in strategic planning and apply these skills to complex healthcare organizations. [2]

**NURS 6410.** Design Thinking and Innovation Health. This course offers students an immersive experience in design thinking, a human-centered approach to innovation. Students are introduced to the concepts of the design thinking process - a systematic approach to creative problem-solving and innovation. A brief background is provided on the theory and relevant history of design thinking. The stages of the design thinking process and methodologies are described. Examples of design thinking are provided to demonstrate how design thinking has been used to create innovations that promote the adoption and spread of ideas. This course also prepares students' mindset for innovation as a design thinker. [3]

**NURS 6411.** Foundations of Leadership. The call for nurses to advance and assume leadership positions within their organizations is a current imperative. Amid the complex nature of leadership within health care, this course provides students with a foundation in the many aspects of leadership ranging from an understanding of personal attributes, strengths, and challenges to a review of contemporary leadership theories and conflict management. This introductory course provides practical application of leadership principles. Enrollment limited to students in Nursing Informatics or Nursing and Health Care Leadership. [3]

**NURS 6414.** Organizational Behavior in Complex Health Care Systems. This course provides an in-depth analysis of the theories and concepts of organizational behavior in complex health care systems and provides insight into why people behave the way they do. The content balances classical management ideas with thorough coverage of the most recent organizational behavior developments and contemporary trends. The course is designed for nursing managers and leaders who are charged with predicting and effectively influencing those they lead. Prerequisite: 6411. [3]

**NURS 6417.** Advanced Leadership and Human Capital. This course focuses on the art and science of leading and managing people. The course guides students in their quest to become resonant leaders, coaches, and mentors, and to embrace diversity in the teams they lead. Reality based decision making is explored as an approach to support high quality and safe patient care. [3]

**NURS 6485.** Practicum I. This course is a leadership/management practicum experience in which students apply models of quality improvement, informatics, leadership and organizational behavior, outcome measurement, and financial management in a selected health care setting. This practicum provides students with an opportunity to work closely with a leader in a variety of health care settings. Students contribute to the functioning of the health care agency and complete an agency designated project(s) during the practicum. Pre-co-requisites: All specialty courses except 6404. [3]

**NURS 6495.** Practicum II. This course provides students with an opportunity to work closely with a leader in a formal mentorship arrangement in a health care setting. Students 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. This practicum builds on skills and experiences obtained in Practicum I. In this second practicum, students are mentored by a senior leader with increased complexity of course deliverables. In addition to the agency designated practicum project, students will complete a population health project related to the agency's population, needs, and priorities. Pre/co-requisites: All specialty courses except 6404 and 6495. [4]

**NURS 6505.** Advanced Health Assessment Applications for the Family Nurse Practitioner. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Pre/corequisite: 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. 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. Pre-requisite: Graduate status and FNP specialty student required. [2]

**NURS 6525.** Practicum in Primary Health Care of the Child and Adolescent. This course is a clinical practicum focusing on child and adolescent health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and adolescent and formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with children and their families. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Relevant resources and research related to the child and adolescent are explored with the application of findings to the care of clients. Prerequisites: 6010, 6011, 6020, 6305, Corequisite: 6036. [2]

**NURS 6531.** Advanced Practice Nursing in Primary Care of the Child. This course presents knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse pediatric populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 6011. [2]

**NURS 6532.** Advanced Practice Nursing in the Primary Care of the Elderly. In this didactic course, knowledge is presented that is necessary for the practice of primary health care nursing of the elderly. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse elderly populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 6011. [1]

**NURS 6535.** Practicum in Primary Health Care of the Adult for Dual Specialty. This course is a clinical practicum focusing on adult health care with an emphasis on health promotion, management of common acute and chronic health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. Corequisites: 6010, 6011, 6020, 6030, 6305. [3]

**NURS 6538.** Behavioral Health for Primary Care I. This course provides the theoretical content for managing dysfunctional coping patterns and psychiatric disorders of individuals presenting to primary care settings. The DSM-

5 (Diagnostic and Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature and differential diagnosis. Emphasis will be placed on screening and assessment of common psychiatric disorders to inform appropriate management within the primary care setting. Permission must be granted by the FNP academic director prior to enrolling in the course. Prerequisites: 6010, 6011, 6011L, 6020, 6030, 6505. Corequisite: 6555. [1]

**NURS 6539.** Behavioral Health for Primary Care II. This course provides evidence-based treatment strategies for common psychiatric disorders in the primary care setting. Pharmacological and nonpharmacological interventions will be discussed as well as strategies for timely referral and collaboration with mental health professionals as indicated. Permission must be granted by the FNP academic director prior to enrolling in the course. Prerequisite: NURS 6538. [2]

**NURS 6545.** Practicum in Primary Health Care of the Adult. This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. This course is for NMW and NMW/FNP students. Prerequisite: 6011, 6805, 6810; Pre/Corequisite: 6020, 6821. [2]

**NURS 6555.** Practicum in Primary Health Care of the Family. This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. This course builds on knowledge acquired in previous courses of advanced health assessment, pharmacology, pathophysiology, and primary care of the child, adolescent, adult and elderly client. 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. Prerequisites for FNP: 6011, 6505; Corequisites for FNP: 6010, 6020, 6030, 6036. Prerequisite for NMW/FNP: 6045; Corequisites for NMW/FNP: 6010, 6020, 6030, 6036, 6585. [Variable credit - 4 for FNP; 2 for NMW/FNP]

**NURS 6565.** Practicum in Primary Health Care of the Family. This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 6010, 6011, 6020, 6030, 6036, 6505, 6532, 6555. [1]

**NURS 6575.** Clinical Decision Making for the Family Nurse Practitioner. This clinical course builds on knowledge and skills developed in previous didactic courses and implemented in the first practicum. Emphasis is on utilization of evidence-based practice and the integration of technology into primary care. This course focuses on management of the patient with complex acute or chronic illness. The purpose of the course is to enable the student to enter practice with the ability to independently manage patients across the lifespan. Prerequisite: 6010, 6011, 6020, 6030, 6032, 6036, 6505, 6521, 6532, 6555. Corequisite: 6565, 6585. [1]

**NURS 6585.** Family Nurse Practitioner Preceptorship. In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite for FNP students: 6555, 6565; pre/corequisite for NMW/FNP students: 6545, 6555. [4]

**NURS 6595.** Family Nurse Practitioner Preceptorship for Dual Specialty. In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in 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. Prerequisites: 6020, 6030, 6032, 6036. [3]

**NURS 6602.** Developmental/Neonatal Physiology. This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns are addressed. The structural and functional



development of fetal systems, during critical periods, is emphasized. Abnormalities and alterations in fetal development are explored. Environmental factors that influence the structural and functional development of fetal systems are discussed. Long-term clinical implications of alterations in structure and physiologic functioning are also addressed. [2] Fall.

**NURS 6605.** Advanced Neonatal Health Assessment. 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. 55 hours of supervised clinical experience in the regular newborn nursery and/or Level II Neonatal Intensive Care Unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal term and late preterm infants. [3]

**NURS 6610.** Neonatal Nursing Birth Through 2 Years of Age. This course focuses on the health status and care of the neonates and infants through 2 years of age. Emphasis is placed on theories of attachment, growth and development through 2 years of age. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness and management of common older infant medical conditions. Physical, social, cognitive and emotional growth will be addressed as well as issues associated with the development of sleep/wake cycles, infant behavior, newborn laboratory screening, feeding, infant and childhood immunizations, safety, and common parental concerns. Normal variations and minor disruptions in aspects of newborn and infant health are emphasized. Knowledge synthesized from this course provides an essential working foundation for future neonatal/infant course work. Clinical practice in the role of the NNP related to infant outcomes and ethical dilemmas are discussed. Corequisite: 6602. [2]

**NURS 6614.** Neonatal Pathophysiology and Management I. This is the first of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course emphasizes the role of the advanced practice nurse in the care of high-risk neonates/infants. Perinatal risk factors associated with variations in neonatal health and functioning are also examined. Issues, trends and legal issues of the NNP role are addressed. Corequisite: 6602, 6605, 6610. [3]

**NURS 6615.** Neonatal Practicum. Clinical practicum and seminars provide opportunities for developing advanced skills in the nursing care of level II neonates and infants through 2 years of age. Experiences in facilitating and evaluating continuity of care across several settings are a major thrust. Students may work collaboratively with NNPs on unit-based projects as part of the practicum. Advanced practice nursing roles and expert skills are critically examined in clinical and individual conferences. RN licensure is required prior to beginning clinical hours. This course builds on the knowledge obtained during the fall and early part of the spring semesters. Students are expected to attend deliveries and provide complete care to neonates/infants in a level II nursery. Experiences will also occur in the newborn follow-up clinic or pediatrician office to care for older infants through 2 years of age if available. Prerequisite: 6602, 6605, 6610, 6614; corequisite: 6620, 6624; successful completion of Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PALS) is required prior to clinical. [3]

**NURS 6620.** Introduction to Advanced Procedures for Neonatal Nurse Practitioners. 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. 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. 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. 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, RN licensure, NRP (Neonatal Resuscitation Program) and PALS (Pediatric Advanced Life Support). [6]

**NURS 6710.** Fundamentals of Nursing Informatics-NI Professional Formation 1. This course provides an overview of informatics and the role it plays in the delivery of evidence based care. With a focus on healthcare information technology's contribution to data acquisition, this course will enhance the learner's understanding of the transformation of data into information and knowledge. A practical approach is taken to ensure learners understand essential elements of informatics practice such as the system development lifecycle, the electronic health record, national health policy, patient quality, and the safe use of technology. This course prepares the learner to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation. [3]

**NURS 6715.** Nursing Informatic Practicum I. In this course, the learner implements the role of the informatics nurse specialist in a health care setting. The focus is on the integration and application of theory, knowledge, and skills from previous courses within the various roles open to an informatics nurse specialist. Learners are provided an opportunity to work closely with a preceptor to observe and participate in real world informatics activities. Under the guidance of the preceptor, learners will have the opportunity to use current informatics evidence and research from the literature, collect and analyze data, demonstrate critical thinking skills, identify researchable clinical informatics problems, and identify and evaluate various informatics roles. Prerequisite: 6723. [3]

**NURS 6720.** Theories, Frameworks and Models Supporting Informatics Practice-NI Professional Formation 2. This course is the second in a series of courses facilitating professional formation for the informatics nurse specialist. Building on content from NI Professional Formation 1, learners will develop knowledge and skills in the concepts, theories, models, and frameworks that support informatics practice. Topics include evidence-based practice, organizational theories, systems thinking, the socio-technical model, human factors engineering principles, and information science theories. The application of ethical principles and systematic change processes will be emphasized throughout the course. Prerequisite: 6710. [3]

**NURS 6723.** Nursing Informatics and the Information System Lifecycle. This course focuses on a structured approach to methods, techniques, and tools for information system development and implementation used by informatics nurse specialists. The information system life cycle approach incorporates the following phases: planning, analysis, design, implementation, and evaluation. Planning and management of disaster recovery, business continuity, and methods of evaluating effectiveness and return on investment are included. Prerequisite: 6710, 6720, 6732. [3]

**NURS 6724.** Leveraging Technology for Learning and Teaching in Healthcare. Informatics nurse specialists have the responsibility to teach their professional colleagues how to use the latest information technology applications. This course will expose learners to adult learning principles that translate into evidence-based, technology-facilitated learning activities. Technology enhanced instructional tools for professional development and patient education will be covered. [3]

**NURS 6727.** Data to Information I. Given the explosion of data generation and availability in recent years, skills for adding and extracting data and gaining insights from these data are essential for informatics nurse specialists. Fundamental to all of this is an understanding of database structure behind clinical record systems such as an EHR or PHR. This first of two courses explains how databases are structured, within the context of an internet accessible PHR as an example. Database design and programming how to add data to a database and query on data applications will be the primary focus. Learners will gain practical experience and skills in creating a database application and then retrieving and analyzing data found in their database. [3]

**NURS 6728.** Data to Information II. Building upon Data to Information I, this course focuses on the use of rapidly growing clinical data to support continuous learning in healthcare. Learners will be exposed to key concepts in Learning Health Systems, data science, machine learning, "big data," and the application of diverse methods to



improve the quality of healthcare outside of traditional clinical trials and related approaches. The course will emphasize data science studies in biomedical literature, clinical prediction models, and collaboration with data scientists. Prerequisite: 6727. [3]

**NURS 6730.** Advanced Concepts of Informatics-NI Professional Formation 3. This course is the third in a series of courses facilitating professional formation in the informatics nurse specialist role. Building on content from NI Professional Formation 2, learners will acquire advanced knowledge in contemporary health informatics topics applicable to local, national, and global environments. Ranging from interoperability to knowledge representation to genetics/genomics to health policy to healthcare delivery outside the clinical environment, this survey course will cover a large breadth of topics and facilitate learners' ability to acquire greater content depth in a self-directed manner. Learners will also be exposed to professional development and career planning resources. Prerequisite: 6720. [3]

**NURS 6732.** Designing, Planning and Managing Scalable Projects. Regardless of size or scope, all new and existing projects within a healthcare setting can benefit from leaders able to execute successful project management skills. Project management skills covered in this course include determining project scope, time, cost, quality, human resource, communications, risk, and procurement management. This course will expose learners to the tools and skills required to successfully manage complex informatics projects within healthcare settings. Learners will be exposed to tools and frameworks found in business and management environments. Practical skills that leverage software will be acquired through hands-on application. Prerequisite: 6710. [3]

**NURS 6795.** Nursing Informatics Practicum II. This practicum builds on skills and experiences obtained in Nursing Informatics Practicum I. The learner will continue to be mentored by a preceptor in a healthcare setting. The focus is on the integration and application of theory, knowledge, and skills from previous courses with increasing complexity and advanced critical thinking. Under the guidance of the preceptor, learners will have the opportunity to grow their informatics knowledge and further evaluate their role as an informatics nurse specialist. In this second practicum, students will complete an informatics related project pertinent to a healthcare organization using evidence and data to address a real world problem. Prerequisite: 6715. [3]

**NURS 6805.** Advanced Health Assessment Applications for Nurse-Midwifery. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Techniques, including communication skills, used in assessment of the health status of women and the fetus are developed and refined in laboratory and clinical settings. Congruence of philosophical concepts among the profession, school, and the program is introduced. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the basis for clinical actions. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 6810.** Women's Health for Nurse-Midwifery. 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. This course builds on knowledge of basic reproductive anatomy and physiology as well as techniques of assessment to facilitate student's ability to translate knowledge into clinical application. Students synthesize knowledge of organic processes, normal and abnormal, to learn assessment, management, diagnosis, and treatment of conditions encountered by the clinician whose scope is the care of women. Pre/corequisite: 6011. [3]

**NURS 6811.** Reproductive Anatomy and Physiology. Normal anatomy and physiologic processes of reproduction, including changes during the maternity cycle, are studied. Selected physiologic processes associated with healthy women across the lifespan, human genetics, development of the products of conception, the maternity cycle and the implications for client adaptations are examined. [2]

**NURS 6812.** Evolution of Midwifery in America. This course surveys the historical and social literature of midwifery nursing and medicine in the context of the care of women and infants. Development of midwifery and the professional organization are analyzed and interpreted. Development of the midwife and nurse-midwife are examined in relation to societal, economic, and political issues involved in health care systems from the 18th century to present. Dynamics that affect the medical and midwifery models of care will be discussed to provide critical understanding of women's health care in America. Prerequisite: none. [2]

**NURS 6815.** Nurse-Midwifery Practicum I. 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 perimenarche 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. This course uses content on women's health and preconception from N6810 and physiology of pregnancy from N6811. This course will address the clinical application of gynecologic care, both normal and pathology, over the lifetime, as well as maternal changes and fetal development in pregnancy building on content from these courses. Prerequisites: 6011, 6805, 6810; corequisites: 6020, 6821. [2]

**NURS 6821.** Antepartal Care for Nurse-Midwifery. This course provides the theoretical basis of individualized family-centered management of pregnancy for women of diverse cultural and socioeconomic backgrounds. Pregnancy is viewed as a normal physiologic and developmental process that affects and is affected by a variety of factors, including psychosocial, epidemiologic, legal and ethical issues. Strategies are presented for health promotion and disease prevention, including 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. 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: 6805, 6810. Pre/Corequisite: 6821. [1]

**NURS 6835.** Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care. 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 extrauterine 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, 6815. Pre/Corequisite: 6831, 6836, 6838. [4]

**NURS 6836.** Intrapartum Care for Nurse-Midwifery. This course examines the theoretical basis of intrapartum nurse-midwifery management. Multidisciplinary theories, concepts, and research are synthesized to develop safe management plans that are culturally and ethically appropriate and applicable to the physical, emotional, and educational needs of the childbearing woman and her family. Nurse-midwifery management recognizes pregnancy and birth as a normal physiologic and developmental process. Management includes non-intervention in the absence of complications as well as selected intrapartum complications and emergencies. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 6011, 6020, 6805, 6810, 6811, 6815, 6821. [3]

**NURS 6838.** Postpartum and Neonatal Care for Nurse-Midwifery. 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: 6010 and 6020. [2]

**NURS 6841.** Nurse-Midwifery Role Synthesis, Exploration, and Analysis. 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 healthcare are applied. The course builds on information initially discussed in NURS 6812 Evolution of Midwifery in America. Pre-requisites: 6812. Co-requisites: 6895 or permission of instructor. [2]

**NURS 6895.** Advanced Clinical Integration Experience for Nurse-Midwifery. The final nurse-midwifery practicum allows the student to practice full scope nurse-midwifery under the supervision of experienced Certified Nurse-Midwife preceptors, managing women's health care from perimenarche through the postmenopausal periods and newborn health care from birth through the first month of life. Full scope nurse-midwifery care includes the areas of gynecology, family planning, preconception, antepartum, intrapartum, postpartum, newborn, breast-feeding support, common health problems in the pregnant and non-pregnant woman, and the peri and postmenopausal periods. Students immerse themselves in the clinical practice to which they are assigned and reside in the community in which it is located, providing for continuity of care. Practice is in collaboration with the client and other health care providers, consulting and referring according to the nurse-midwifery management process. Academic faculty are closely involved with the selection of appropriate clinical sites and ongoing advisement and evaluation of the student during the practicum. A written comprehensive exam is taken after the practicum is completed. By the end of the course, the graduate is prepared to assume the role of the beginning professional nurse-midwife and to sit for the American Midwifery Certification Board (AMCB) certification examination. The AMCB Philosophy, Code of Ethics, and Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 6810, 6815, 6821, 6831, 6835, 6836, 6838. Corequisite: 6841. [5]

**NURS 7011.** Health Promotion of Behavior Development: Birth through Adolescence. This course focuses on the theoretical basis for pediatric advanced nursing practice emphasizing the development of the child and adolescent as an individual within the context of family and society. Using a family-centered approach, this course considers factors, techniques and research which facilitate or interfere with healthy development. Emphasis is placed on developing strategies for providing appropriate anticipatory guidance, health promotion, and disease prevention interventions within the life course. Pre/corequisite: None. [3]

**NURS 7012.** Advanced Practice Nursing in Pediatric Primary Care-Part I. This is the first course in a two-part pediatric primary care didactic course sequence. Information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content includes information related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents by pediatric nurse practitioners. Content is presented within a family-centered and developmental perspective and includes content related to advanced pathophysiology, research, psychosocial factors, and ethical considerations. Prerequisite: Graduate level standing, admission to the Pediatric Nurse Practitioner Program; Corequisite: 7011, 7013, 7015 or 7025, 6010. [3]

**NURS 7013.** Advanced Health Assessment and Clinical Reasoning. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse pediatric patients. Synthesizing a systematic, organized, family-centered health assessment that is sensitive to growth and development needs is emphasized. Health promotion and disease prevention strategies are discussed. Pre/corequisite: 6010, 7015 or 7025. [2]

**NURS 7015.** Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner. This course builds on knowledge of advanced health assessment with focus on clients commonly seen in the pediatric practice setting. Techniques, including communication skills, used to assess the health status of children and adolescents are enhanced and refined. Diverse clinical experiences are used to develop proficiency in history taking and health assessment techniques with infants, children, and adolescents within the context of family-centered care. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and which will provide the most pertinent data with the least risk to the infant and child-adolescent is emphasized. Corequisite: 7013. [1]

**NURS 7021.** Advanced Practice Nursing in Pediatric Primary Care-Part II. In this second part of the pediatric primary care didactic course sequence, information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content builds upon the information presented in Part I related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010, 7011, 7012, 7013/7015; Pre/corequisite: 7023. [3]

**NURS 7022.** Advanced Practice Nursing in Pediatric Acute Care-Part I. In this first part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill children and adolescents. Course content relates to the principles of assessment and management of common health care problems in children and adolescents. A portion of the course includes information necessary for PNs 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. 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; Corequisites: 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/co-requisites: 6010, 7011, 7012, 7013, 7025. [3]

**NURS 7025.** Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner. This clinical, lab course builds on knowledge of advanced pediatric health assessment derived from didactic content in NURS 7013. Diverse, interactive laboratory experiences, aided by standardized and surrogate patients, allow the student to develop proficiency in verbal and written communication, and advanced health assessment techniques within the context of developmentally appropriate, family-centered care. Co-requisite: 7013. [1]

**NURS 7031.** Advanced Practice Nursing in Pediatric Acute Care-Part II. This course is the second part of the acute care content designed to provide students with the knowledge necessary for the management of acutely ill, chronically ill, and critically ill children and adolescents. Course content builds upon the illness management presented in NURS 7022, and that of NURS 7025 related to the principles of assessment and management of common health care problems and developmental issues in children and adolescents. A portion of the course includes information necessary for PNP-ACs 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. Prerequisites: 6010, 7011, 7013, 7022, 7025, 7045. Corequisite: 7095. [3]

**NURS 7032.** Current Issues in the Delivery of Advanced Pediatric Care. The focus of this course is on the pediatric nurse practitioner role in developing, implementing, and evaluating comprehensive care with pediatric clients. Applications of effective strategies with selected families and populations are emphasized. The course provides an opportunity for synthesis of knowledge and skills, including management and communication strategies, health policies and trends, appropriate theories, and ethical principles. Pre/corequisite: None. [3]

**NURS 7035.** Practicum in Primary Health Care of Children. This course is a precepted clinical practicum focusing on pediatric health care in the primary care setting with an emphasis on health promotion, management of common health problems, and client education. A developmental approach is used in assessing the child and adolescent and formulating the treatment plan. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Learners explore relevant resources/research related to pediatric health care and apply findings to the care of clients. Prerequisite: 6010, 7011, 7012, 7013, 7015; Pre/corequisite: 7021, 7023. [4]

**NURS 7045.** Advanced Practice Nursing in Pediatric Acute Care Practicum - I. This course is a precepted clinical practicum focusing on inpatient management of acutely ill, chronically ill, and critically ill pediatric patients. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced 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. The focus of this clinical practicum is on implementation of the pediatric nurse practitioner role in delivering primary care to pediatric clients. The preceptorship provides a broad practice experience which allows for synthesis of knowledge and skills acquired in prerequisite and corequisite coursework. Emphasis is on providing comprehensive care to pediatric clients and families across a variety of practice settings in collaboration with other health professionals. At least 240 of the total clinical hours will be in primary care settings. Clinical seminars will focus on professional role issues for pediatric nurse practitioners and case presentations. Prerequisite: 6010, 7011, 7012, 7013, 7015, 7021, 7023, 7035. [5]

**NURS 7095.** Advanced Practice Nursing in Pediatric Acute Care Practicum - II. This course is a precepted clinical practicum focusing on the management of acutely ill, chronically ill, and critically ill pediatric patients and building upon the knowledge and experience gained in N7045. 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. 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: 6010, 6011, 6011L, 6020, graduate-level standing, admission to the Psychiatric-Mental Health Nurse Practitioner program. [1]

**NURS 7212.** Theories of Individual and Family Psychotherapy. This course introduces a variety of conceptual models and theories related to the practice of individual psychotherapy and family therapy. Models of personality development and family dynamics provide a theoretical basis for understanding the development of psychopathology and selection of appropriate therapeutic strategies. Students will apply selected theories to case study material and evaluate the utility of theory-based research findings for specific client populations. [2]

**NURS 7215.** Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan. This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health disorders. Laboratory time concentrates on case-based simulation of initial diagnostic interviews, formulation of differential diagnoses and initial treatment plans. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. Pre/corequisite: 6011, 7211 or 7212. [3]

**NURS 7216.** Child and Adolescent Psychopathology. This course builds on prerequisite knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and clinical practicum with psychiatric patients. This two-credit course for post-master's Adult PMHNP or Adult PMHCNS students reviews the major childhood disorders; looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to children and adolescents, use of rating scales, as well as evidence-based child and adolescent specific treatments. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds current ANCC certification as an Adult Psychiatric Mental Health Nurse Practitioner (PMHNP) or Adult Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS), has a master's degree or a post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited

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

**NURS 7221.** Neuroscience for Mental Health Practitioners. This course presents advanced concepts in neuroscience and the clinical management of targeted psychiatric symptoms, related to the treatment of various psychiatric disorders. The course reflects current scientific knowledge of neuroanatomy, neurophysiology, and neurochemistry, and its application to clinical problems seen in a variety of settings. This course complements diagnostic and psychopharmacology content from 7222 to provide the advanced practitioner with knowledge related to clinical management of psychiatric illnesses. Pre/corequisite: 6010 and 7222 or permission of faculty. [3]

**NURS 7222.** Psychopharmacology. This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. 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: 6010, and 7221 or permission of faculty. [2]

**NURS 7225.** Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups and Families. This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to complex groups. The student gains skill in implementing evidence-based practice interventions, case load management, and analyzing process dynamics with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Students will explore the PMHNP scope of practice through exposure to multiple roles and models. They will continue to refine diagnostic skills, pharmacological management, non-pharmacological management, and clinical reasoning. Prerequisites: 6011, 7205 and 7215; corequisites: 7221 and 7222. [4]

**NURS 7231.** Population-based Mental Health Care Across the Lifespan. This course focuses on systems issues affecting clients across the lifespan who require special attention from the advanced practice psychiatric nursing role. Emphasis is placed on effective management of current practice issues without compromising the special needs of these populations. These issues deal with the areas of effective evidence-based treatments, interface with families, developmental task resolution, legal/ethical decision-making, socialization, placements, co-morbidities in care and finances. This content is then conceptualized and operationalized relative to the advanced practice psychiatric nursing role and its interface with both the interdisciplinary psychiatric team of care and other health care professionals involved in the holistic treatment of the patient. Pre/corequisite: Admission to the PMHNP specialty level. Successful completion of 7215, 7225 clinical coursework. [2]

**NURS 7232.** Advanced Psychopharmacology. Explores advanced concepts related to the targeted clinical management of psychiatric symptoms and disorders across the lifespan. Applies knowledge of pharmacokinetics and pharmacodynamics and evidence-based practices to the management of complex patients with psychiatric disorders across the lifespan. Prepares the advanced practice registered nurse to evaluate available evidence to manage psychiatric disorders in persons with complex multimorbid psychiatric and physical health conditions. This course builds on diagnostic and neuroscience content from 7221 and 7222 to provide the advanced practitioner registered nurse with knowledge related to clinical management of psychotropic medications. Prerequisites: 7221 and 7222. [2]

**NURS 7275.** Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus. This clinical course builds on prerequisite knowledge of theoretical foundations 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 and differential diagnosis, 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, and both pharmacologic and non-pharmacologic intervention 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, diagnosis, intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC Certified Adult PMH-CNSs or Adult PMHNPs seeking post-master's certificate as Psychiatric Mental Health Nurse Practitioner prepared across the lifespan. Pre/Co-requisite: 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) or Adult Psychiatric Mental Health Nurse Practitioner (Adult PMHNP); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, hold a nursing license in an eligible state, and receives approval from the



PMHNP Program Director to be eligible to take this course based on Gap Analysis of transcripts. Gap Analysis of transcripts documents completion of equivalent content and clinical for 6010, 6011, 6020, 6050, 6060, 6070, 7205, 7211 or 7212, 7215, 7221, 7222, 7225, 7231. N7216 Child/Adolescent Psychopathology is required co/pre-requisite. [3]

**NURS 7285.** Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus. This clinical course builds on prerequisite knowledge of theoretical foundations of advanced practice mental health nursing and provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on adult and geriatric clients and their families. Additional prerequisite knowledge includes mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and previous psychiatric-mental health nursing experience. The clinical emphasis is on assessment, diagnosis, pharmacologic and non-pharmacologic interventions with adults and geriatric clients with mental illness and for persons/populations at risk for mental illness, as well as primary prevention in mental health. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. This preceptorship is designed for ANCC Certified Adult Psychiatric-Mental Health Clinical Nurse Specialists and Child/Adolescent Psychiatric-Mental Health Clinical Nurse Specialists seeking post-master's certificate as a Psychiatric Mental Health Nurse Practitioner prepared across the lifespan. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or both of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS) or Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing (Child/Adolescent PMH-CNS); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP Program Director to be eligible to take this course; 6011, 6020, 6010, 7221, and 7222; Gap analysis of graduate transcripts for completion of equivalent content and clinical for 7211 or 7212, 7215, 7225, 7231, 6070, 6050. [3]

**NURS 7295.** Psychiatric-Mental Health Nurse Practitioner Preceptorship. This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. Prerequisite: 7225. [4]

**NURS 7305.** Advanced Health Assessment Applications for the Women's Health Nurse Practitioner. Advanced techniques used in assessment of the health status of women are taught. Students in the course have the opportunity to enhance and refine their assessment and diagnostic skills in a laboratory setting. Diverse applications are used to expand proficiency in history taking and health assessment techniques specifically directed at the health care of women. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

**NURS 7310.** Women's Health for Advanced Practice Nursing I. Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women, 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 healthcare 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. 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. 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. 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. Enrollment limited to WHNP and WH/AGPCNP students. [1]

**NURS 7395.** Preceptorship in Women's Health. 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. THESIS

**NURS 8010.** Evidence-Based Practice I: The Nature of Evidence. This course explores the philosophical underpinnings for nursing knowledge relevant to advanced nursing practice at the doctoral level. Methods by which nursing knowledge is generated, levels of evidence, nursing theories and theories from other disciplines informing nursing practice will be investigated. Students will identify and analyze concepts relevant to their topic of interest. Admission to the DNP Program or permission of instructors required. [2]

**NURS 8012.** Informatics for Scholarly Practice. This course provides an overview of informatics and the role it plays in the delivery of evidence based care. With a focus on healthcare information technology's (IT) contribution to data acquisition, this course will enhance the student's understanding of the transformation of data into information and knowledge for scholarly practice and inquiry. A practical approach is taken to ensure students understand and can synthesize evidence based aspects of informatics practice including evolving trends such as the use of social media in health care, use of remote monitoring systems, simulation strategies, patient portals and patient generated health data. Driving this evolution is the involvement of the federal government via healthcare reform policies. This course prepares the student to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation. [2]

**NURS 8014.** Statistics in Health Sciences. This course provides the foundation for the critical evaluation and synthesis of published health sciences evidence including an overview of the appropriate use and interpretation of commonly used statistical techniques for generating that evidence. Students will analyze the research methods and reported statistical results in published literature with an emphasis on implications for advanced nursing practice decisions. Students will develop plans for analysis of data collected with consideration of the alignment of project purpose with methods. Students will develop skills necessary to translate the statistical findings for stakeholders. Prerequisite: Admission to the DNP program or permission of instructors. [3]

**NURS 8022.** Evidence-Based Practice II: Evaluating and Applying Evidence. This course will build on Evidence-Based Practice I by preparing DNP students to evaluate evidence designed to improve clinical outcomes related to their identified topic of interest, and to translate the evidence into practice environments. Prerequisite: 8010 (or seamless transition student). [3]

**NURS 8024.** Epidemiology and Population Health. This course focuses on methods to assess factors associated with the distribution and determinants of health and disease in human populations. The course introduces students to epidemiologic methods for describing disease rates; cohort, case-control, and cross-sectional studies; odds ratios, relative risks, confidence intervals, and tests of significance; and concepts of confounding, effect modification, and bias. Concepts of public health and health promotion, determinants of health, epigenetics and cultural diversity are examined. This course prepares students to analyze and translate evidence into practice and serves as a foundation in clinical prevention and population health. Prerequisite: 8014. [3]

**NURS 8032.** Health Care Economics and Finance. This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost-benefit analysis and health care entrepreneurship. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment. Students take either 8032 or 8034. [3]

**NURS 8034.** Advanced Health Care Economics and Finance. This course addresses advanced application of economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed at preparing the student to assume an executive-level DNP role in large and complex health care organizations. [3]

**NURS 8042.** Quality Improvement and Patient Safety. 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. [3]

**NURS 8044.** Management of Organizations and Systems. This course synthesizes leadership theory and organizational models within the context of the health care industry. Models of human resource management,

change management, strategic planning, program development and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations. [3]  
**NURS 8045.** Evidence Based Leadership in Healthcare Organizations: Creating sustainable value in Health Care. This course is specifically designed for DNP students with demonstrated leadership 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 leaders will apply evidence based leadership methodology towards creating sustainable value within their own health care environments. The DNP Leadership role is explored as an important catalyst for transforming traditional organizational decision-making and policy development to an evidence based approach. [3]

**NURS 8052.** Health Policy. This course addresses health policy from the perspectives of evidence development, analysis and economic impact within a socio-political context. There is a secondary focus on the role of regulation within the U.S. health care system. The DNP contribution to health policy development is explored. [2]

**NURS 8054.** Legal and Ethical Environment. This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact DNP practice. [3]

**NURS 8060.** Obesity and Weight Control Part 1: Biology, Physiology and Epidemiology. Nationwide and worldwide the obesity epidemic is growing, and this has led to a significant number of adults and children with obesity-related comorbidities such as hypertension, dyslipidemia, type 2 diabetes and cardiovascular disease. Awareness of this trend necessitates greater understanding of the link between adiposity and metabolic disease. This course will review the biological and physiological control of food intake and energy balance. The course will evaluate the metabolic pathways in which food and macronutrient intakes are utilized to provide energy and mechanisms by which body weight and health are influenced. Public health issues associated with obesity, energy and macronutrient intakes will be discussed as well as the adequacy of intakes in meeting recommended requirements at various life stages. Critical evaluation of peer-reviewed literature will be used to study prevention and risk factors of overweight and obesity, consequences with regard to metabolic syndrome and other chronic disease states, and public health issues. This course builds on undergraduate/graduate preparation in anatomy, physiology and biochemistry. [2]

**NURS 8062.** Management of Psychiatric Issues for the Non-Psychiatric Mental Health Advanced Practice Nurse. Expand clinical competencies of Non-Psychiatric Mental Health Advanced Practice Nurses in assessing, evaluating, diagnosing, and treating mental health problems. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, biochemistry within a cultural context. Prerequisite: Specialization in a non-Psychiatric-Mental Health Advanced Practice Nurse role. [2]

**NURS 8064.** Scholarly Writing. This course is designed to prepare students to be disciplined thinkers and effective communicators. The course explores general principles of analytical, expository, and argumentative writing and provides opportunity to review elements of the scholarly writing process; implement strategies to compose, review and proofread composition; critique one's own work; and evaluate the writing of others. [1]

**NURS 8066.** Curriculum Strategies for Health Professionals Education. (Required course for students who have received a Nurse Faculty Loan) This course is an introduction to the role of academic nurse educator in facilitating student learning. Theories and science of learning, curriculum development and course design, enhancement of the learning environment, and teaching strategies for the classroom, clinical, and simulated learning setting will be explored. Prerequisite: Graduate-level standing. [3]

**NURS 8067.** Educational Evaluation for Learning in the Health Professions. (Required course for students who have received a Nurse Faculty Loan) This course provides an introduction to theoretical foundations and evidence-based strategies for assessment, measurement, and evaluation in nursing education. Course participants explore assessment of clinical and didactic learning across cognitive, psychomotor, and affective domains for diverse learners, and are introduced to strategies for curriculum and program evaluation. Emphasis is placed on development of test items, interpretation of test results, evaluation of written assignments, and assessment of clinical skill performance. Discussion of legal, ethical, and social issues related to evaluation is included. Prerequisite: None, although completion of 8066 is strongly recommended. [3]

**NURS 8068.** Online Methodologies for Nursing Education. This course prepares nurse educators to teach in blended, hybrid, and online environments. Students will learn effective course design and teaching/learning strategies for students in the online setting, including pedagogical approaches to facilitate social processes of online

learning, collaboration, and engagement. Moving from theoretical to practical application, students will create an online learning module and evaluate a sample course for quality. Prerequisites: None, although completion of N8066 and N8067 is recommended. [3]

**NURS 8069.** Lean Methodology in Healthcare. 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. 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. 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 inter-professional team dynamics and emerge prepared to serve in leadership roles to create safer practice environments. The course builds on undergraduate and graduate preparation by engaging the student to gain new perspectives on how to expertly handle inter-professional discord, disclosure of medical errors, and improve communication in the healthcare team. Prerequisite: Graduate level standing. MSN students may enroll in the course with permission of the instructors. [2]

**NURS 8072.** Fundamentals of Global Health: Addressing Global Health Disparities. This is a 3 credit hour elective course 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 and empowering underserved populations locally and abroad. [3]

**NURS 8073.** Genetics in Clinical Practice. This is an elective course which focuses on the genetic basis of disease, genetic risk assessment and counseling, clinical genetics and management guidelines. The course will serve as the basis for the healthcare professional to holistically integrate genetic/genomics, epigenetics, and scientific concepts into personalized health care. This course is provided for doctoral and graduate students and offered during the spring, summer, and fall semesters. Students outside the School of Nursing should contact the instructor for permission to enroll. [2]

**NURS 8074.** Foundations of Genetics/Genomics in Healthcare. This is an elective course which focuses on the molecular basis of genetic disease, inheritance of disease and distribution of genetic diseases in populations. The course aims to expose students in the health sciences to genetic/genomic concepts for integration in clinical care and research endeavors. The ethical, legal and social implications of genetic testing will be addressed along with the available technology and applications of data science. This course is provided for doctoral and graduate students and offered during the fall and spring semesters. Students outside the School of Nursing should contact the instructor for permission to enroll. [3]

**NURS 8076.** Building a Professional Scholarship Trajectory. This is an elective course for the Vanderbilt University School of Nursing Doctorate of Nursing Practice Program focused on building a professional scholarship trajectory. Students will develop a plan for pursuing scholarship initiatives. Topics include developing a professional biography, analyzing benefits of professional involvement, evaluating sources for publishing the DNP project, analyzing the role of social media and professional networking in development of career goals, and developing strategies to secure professional opportunities for building a scholarship trajectory. Pre-requisite: admission to the DNP program or permission of faculty. [1]



**NURS 8077.** Cancer and Implications for Care. This course provides a comprehensive overview of cancer to include screening, diagnosis, staging, treatment and social determinants of care. Genomic applications in oncology are incorporated throughout the course to include diagnostic, prognostic, and therapeutic implications. Integration of palliative care and cancer survivorship are addressed. The focus of the course is clinical oncology within a personalized health care environment. Pre-requisite: Admission into any graduate or doctoral degree program or via permission of instructor. [3]

**NURS 8080.** Independent Study. Individualized study with content related to the student's practice and scholarly project. A contract is made between the student and faculty adviser with copies for the student, faculty adviser, program director, and student's academic record. With the adviser's guidance, the student is responsible for identifying study objectives and DNP competencies that are addressed within the course, and for specifying the primary DNP competency related to this study and learning activities and evaluation method. In addition, the student must complete the independent study agreement form that is available on the School of Nursing website. Prerequisite: Consent of faculty adviser. [Variable credit 1-4]

**NURS 8090.** Palliative Care for Adults: Advanced Pain and Symptom Management. This course provides a foundation for graduate level nurses to deliver effective pain and symptom management for adults living with a complex serious illness and/or terminal disease. The paradigm shift from traditional models of health care to models of palliative and hospice care, and the resultant impact on care in this population and their families are explored. The complexity of serious illnesses and terminal diseases and challenges and barriers to effective pain and symptom management are examined. Evidence-based pain and symptom management by the advanced practice nurse are emphasized. Prerequisite: Admission to graduate program or permission by faculty. Must be APRN or APRN student and completed Pathophysiology, Pharmacology and Assessment courses. [2]

**NURS 8091.** Palliative Care for Adults: Psychosocial, Spiritual and Cultural Aspects. This course provides a foundation for understanding the relationships among individual and family psychosocial, spiritual and cultural dimensions, ethical issues and client-family-provider communication when providing palliative and end-of-life care to adults and their families. Selected theory and practice components of loss, grief, death and bereavement for patients, families, and professional caregivers are examined. Prerequisite: Admission to graduate program or permission by faculty. [2]

**NURS 8092.** Palliative Care III: Palliative Care in Specialized Populations. 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. Prerequisite: admission to post-master's or DNP program or permission of faculty. [2]

**NURS 8105.** DNP Integrative Application of Evidence-Based Practice. NURS 8105 is an integrative application course that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop and implement the DNP project and apply scholarship to improve healthcare system, patient, and/or population health outcomes. The student is expected to accrue a minimum of 500 practice hours to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. Pre-requisites: 8010 and 8042. Co-requisite: 8022. This course is designed to be repeated for at least four terms. Students will earn one credit hour in each of the first four terms of enrollment for a maximum of four credit hours; students will earn zero credit hours in subsequent terms until completion of the sequence. [1]

**NRSC 8301.** Foundations in Health Research: Concepts, Theories, and Approaches. This course focuses on the research continuum from initial idea to dissemination. The student will examine organizational theory and concepts as they will apply to their own area of research. Health research resources including funding organizations, research agendas and the state of the science will be emphasized. Students will gain an understanding of publishing and disseminating their own research in the literature. Through the course, understanding of research interests within the current health research environment is emphasized as a foundation for developing and disseminating focused research. [2] SPRING

**NRSC 8302.** Advanced Doctoral Seminar I. This course consists of a series of seminars focusing on issues related to qualifying examinations, the dissertation, and continued development of a program of research. The topics are

selected by course faculty and the students who plan to take the comprehensive examinations within the next 9-12 months. Topics and experiences may include proposal development, grant applications, mock proposal reviews, qualifying examination situations, and dissemination of research findings. The seminar is required for two consecutive semesters. Prerequisite: Core Ph.D. course completion consistent with ability to complete the qualifying examination within 9-12 months after registration. [1] SPRING

**NRSC 8303.** Advanced Doctoral Seminar II. This is the second seminar course in this series. Prerequisite: completion of NRSC 8302: Advanced Doctoral Seminar I. [1] SUMMER

**NRSC 8304.** Ethical And Legal Issues In Research. This course provides an overview of issues related to the responsible conduct of research, including data management, vulnerable populations, authorship and publication, conflicts of interest and collaboration. Federal and institutional guidelines are included. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [2] SPRING

**NRSC 8305.** Informatics And Scholarly Inquiry. 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 healthcare 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 credits]. FALL

**NRSC 8306.** Research Design And Statistics I. This course focuses on understanding and applying the basic concepts of descriptive and relational research design and statistics. Students will be introduced to the full range of designs available to address research aims, moving from descriptive to experimental and quasi-experimental. After examining the relationship of research aims to research design, the nature of measurement, and causal inference, relevant statistical methods for visualizing, describing, and making inferences from data will be introduced. The focus will be on univariate and bivariate descriptive methods. Statistical computing packages will be used. Published research will be used to develop the student's ability to evaluate the design and statistical methods used to describe health care phenomena as well as relationships among them. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [3] FALL

**NRSC 8307.** Research Design And Statistics II. The course expands the concepts and applications of RD&S I including an introduction to longitudinal and randomized control design issues. Topics related to internal validity, experimental designs, and issues in comparing individuals and groups cross-sectionally and longitudinally will be detailed. Students will be introduced to issues in external validity and the relationships between internal and external validities. Parametric and non-parametric univariate comparative statistical methods used to analyze data resulting from cross-sectional and randomized controlled designs will be included. Students will be expected to generate and interpret results from statistical software and present relevant information in figures, tables, and text. Concepts will be studied within the context of evaluating published research. Prerequisite: completion of Research Design and Statistics I or consent of faculty. [3] SPRING

**NRSC 8308.** Research Design And Statistics III. This course is focused on advanced designs and multivariate statistical techniques. Design topics include advanced issues in external validity, field experimentation versus laboratory experiments, quasi-experimental and blended designs as well as special considerations for nested and complex longitudinal designs. Related statistical topics include advanced multiple linear regression methods (e.g. path and structural equation modeling), log-linear models and advanced techniques in survival and longitudinal data analysis. These methods and concepts will be discussed and evaluated through educational resources and published research using them. Students will have the opportunity to develop advanced skills in statistical applications most commonly used in their respective areas of interest. Prerequisite: completion of Research Design and Statistics II or consent of faculty. [3] SUMMER

**NRSC 8309.** Special Topics In Quantitative Methods. This course provides an overview of varied and timely topics in the field of quantitative methods. Exemplar topics may include issues in data collection methods such as using online or other resources, an examination of how quantitative data collection methods 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. Prerequisites: NRSC 8308, NRSC 8313; NRSC 8352 or NRSC 8382; or with permission from instructor(s). [2] FALL

**NRSC 8310.** Health, Health Care, Research, And Public Policy. This course explores and critically analyzes theoretical and empirical approaches to understanding dynamic synergies between research, nursing practice, health care organization, and public policy and their impact on health. Strategies for dissemination, translation, and evaluation of evidence-based research findings to support health care practices and public policies to measurably improve health outcomes for selected populations and the student's phenomenon of interest will be discussed. Local,



national, and global implications will be explored. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [2] SPRING

**NRSC 8311.** Role of Scientist In Academe, Community, And World. This seminar course assists the student to develop a personal framework for behavior within academe, the scientific community, and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated citizen scientist in an interdependent world. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [1] SPRING

**NRSC 8312.** Programs of Research And Grantsmanship. This course provides the foundational information necessary for developing a program of research. Focus is placed on acquiring practical skills necessary to develop a program of research, narrowing the focus of student's area of research, and for basic grantsmanship. Focus is placed upon developing the knowledge and practical skills necessary to investigate an area of research interest and draft a research proposal appropriate to current level of career development needs and/or phenomenon of interest. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [2] FALL

**NRSC 8313.** Theories of Science. This course provides students with an introduction to the central theoretical and philosophical issues concerning the nature of science, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims, and philosophy of science. The course will enable students to become knowledgeable about the forces affecting the development of knowledge and critical analyses of theories commonly used in nursing research. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [2] FALL

**NRSC 8350.** Conceptual Foundations For Clinical Research. Critical analysis of theories, concepts, and research related to the promotion, protection, and restoration of health across the lifespan at individual, family, and community levels. Emphasis will be on the individual level. Students conduct a critical analysis of existing and emerging scientific knowledge in a chosen field of study. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [3] SPRING

**NRSC 8352.** Measurement in Research. In this course, the student will develop expertise in the design, measurement, and analysis of studies employing generic outcomes. The impact of the researcher's decisions regarding conceptual models, treatment definition, risk adjustment strategies, and the application of statistical techniques will be explored. The student will also be expected to critically evaluate key measures to develop an overview, including measurement and analysis plans for a condition-specific outcome related to their phenomenon of interest. At least one controversy attendant to each generic outcome will be debated in class. Prerequisite: completion of Research Design and Statistics I and II. [3] SUMMER

**NRSC 8353.** Designing And Testing Clinical Interventions. Analysis of methodological, ethical, and practical issues related to the design and implementation of theory-based intervention studies. Students conduct a critical analysis of existing and emerging interventions related to their chosen field of study. Prerequisites: NRSC 8308; NRSC 8313; NRSC 8352; or with permission from instructor(s). [3] FALL

**NRSC 8366.** Curriculum Strategies For Health Professional Education. This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics, and sequencing of courses are discussed. Students will design a learning program that integrates learning styles, technology use, and a course management system. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [3]

**NRSC 8368.** Contextual Nature Of Health And Health Behaviors. This course explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting health by examining contextual factors that impact health and health behaviors of various system levels. Examines disparity (e.g., social and economic) as a determinant of health among individuals and sub-populations. Critique selected models of health, health behavior, community organization, and health care delivery and their usefulness to understand and impact selected health phenomena and various ethno-cultural populations and communities. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. Prerequisite: enrollment in the Ph.D. program or consent of faculty.

**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. Prerequisites: 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. 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. 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 credits]. SPRING. Prerequisite: enrollment in the PhD program or consent of faculty.

**NRSC 8382.** Measuring Outcomes: Issues In Health Service Research Designs. In this course, the student will develop expertise in the design, measurement, and analysis of studies employing the five generic outcomes of greatest interest in outcomes studies: satisfaction, cost-effectiveness, mortality, health-related quality of life, and morbidity. The student will also be expected to develop an overview including measurement and analysis plans for a condition-specific outcome. The impact of the researcher's decisions regarding conceptual models, treatment definition, risk adjustment strategies, and the application of statistical techniques will be explored. At least one controversy attendant to each of the five generic outcomes will be debated in class. Prerequisite: completion of Research Design and Statistics I and II. [3]

**NRSC 8383.** Issues in Health Services Research Intervention Studies. The student will develop expertise in the design and execution of intervention studies in health services research. Emphasis will be placed on the selection of interventions and the valid and reliable execution of the interventions through examination of issues such as treatment fidelity, intervention duration, location and interventionist expertise. The intervention categories studied include: labor, capital and processes (e.g., working conditions and work design). Strategies of attending to the execution and analysis of multilevel, multi-organizational studies will be addressed. [3] FALL

**NRSC 8390.** Independent Study In Nursing Science. Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: consent of instructor. [Variable credit: 1-3]

**NRSC 8394.** Qualitative Research Methods. This course introduces and explores qualitative research methods, including their theoretical and methodological foundations, and practical applications. Course participants will explore and pilot test one method in the context of their topic of interest. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [3]

**NRSC 8395.** Research Practicum. This course provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined according to best fit with available faculty research programs. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

**NRSC 8999.** Non-Candidate Research. Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. Prerequisite: enrollment in the Ph.D. program or consent of faculty. [Variable credit: 0-6]

**NRSC 9999.** Ph.D. Dissertation Research. Prerequisite: Enrollment in the Ph.D. program and consent of faculty. [Variable credit: 0-6]

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