



School of Nursing Catalog

Vanderbilt University

2024/2025

Containing general information and courses of study for the 2024/2025 session

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Calendar

School of Nursing Calendar 2024/2025

FALL SEMESTER 2024*

M.S.N. Prespecialty level new student orientation / Wednesday 14 August–Thursday 15 August

M.S.N. Prespecialty level classes begin / Friday 16 August

M.N. level classes begin / Monday 19 August

M.S.N. specialty level and Post Master's Certificate classes begin / Monday 19 August

Important: Please check your specialty class schedule for specific information on start dates for required classes.

Ph.D. Orientation and intensive / Monday 19 August–Friday 23 August

D.N.P. Orientation and intensive / Monday 26 August–Friday 30 August

End of student change period / Friday 30 August

Labor Day holiday (No VUSN classes) / Monday 2 September

Last day to withdraw with a "W" / Friday 4 October

Vanderbilt Homecoming/Reunion / Thursday 2 November–Saturday 4 November

Thanksgiving holiday / Saturday 23 November–Sunday 1 December

Classes end for all students / Friday 6 December

December Pinning Ceremony / Friday 6 December

SPRING SEMESTER 2025*

First day of spring semester for Specialty level MSN / Friday 3 January

Important: Please check your specialty class schedule for specific information on start dates for required classes.

M.N. First day of class for returning students / Monday 6 January

Prespecialty students first day of class / Monday 6 January

Ph.D. and D.N.P. intensive / Monday 6 January–Thursday 10 January

M.N. New student orientation / Wednesday 8 January–Thursday 9 January

End of student change period / Friday 17 January

Martin Luther King Jr. Day holiday (No VUSN classes) / Monday 20 January

Last day to withdraw with a "W" / Wednesday 19 February

Spring Break / Saturday 8 March –Sunday 16 March

Classes end for all students / Friday 18 April

Reception for graduates and May Pinning Ceremony / Thursday 8 May

Commencement / Friday 9 May

SUMMER SEMESTER 2025*

First day of summer semester for Prespecialty, MN and MSN specialty level students / Monday 28 April

Important: Please check your specialty class schedule for specific information on start dates for required classes.

Ph.D. intensive / Monday 6 May–Thursday 9 May

D.N.P intensive / Monday 12 May–Thursday 15 May

End of student change period / Thursday 15 May

Memorial Day holiday (No VUSN classes) / Monday 26 May

Last day to withdraw with a “W” / Friday 6 June

Juneteenth Holiday (No VUSN classes) Thursday 19 June

Independence Day holiday (No VUSN classes) / Friday 4 July

Classes end for all students / Friday 1 August

Pinning Ceremony for summer 2024 graduates / Sunday 2 August

**Subject to change*

Communicating with the School of Nursing

Academic Matters

Dean Pamela R. Jeffries

110 Godchaux Hall

(615) 322-3804

Ruth Kleinpell, Interim Senior Associate Dean for Academics

278 School of Nursing

(615) 343-5876

Rolanda Johnson, Associate Dean for Equity, Diversity and Inclusion

Assistant Dean for Academics

275 School of Nursing

(615) 343-2228

Betsy Babb Kennedy, Associate Dean for Academic & Curriculum Affairs

274 School of Nursing

(615) 936-0447

Admissions

Ernie Rushing, Associate Dean for Enrollment, Alumni, and Student Affairs

176 School of Nursing

(615) 322-3802

Scholarships and Financial Aid

Kristie Smith Futrell, Director of Student Financial Services

180 School of Nursing

(615) 322-8986

Research Matters

Ruth Kleinpell, 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

April Kapu, Senior Associate Dean for Clinical and Community Partnerships

214 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

Patty Sengstack, Senior Associate Dean for Nursing Informatics

260 Frist Hall

(615) 322-4639

Student Affairs

Feylyn Lewis, Assistant Dean for Student Affairs

179 School of Nursing

(615) 343-3334

Mailing Address

Vanderbilt University School of Nursing
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) 322-8300

School of Nursing

Nursing Administration

PAMELA R. JEFFRIES, Ph.D., R.N., F.A.A.N., A.N.E.F., F.S.S.H., Dean

RUTH KLEINPELL, Ph.D., ACNP-BC, F.A.A.N., F.A.A.N.P., F.N.A.P., M.C.C.M., Interim Senior Associate Dean for Academics

APRIL KAPU, D.N.P., A.P.R.N., ACNP-BC, FAANP, FCCM, F.A.A.N., Senior Associate Dean for Clinical and Community Partnerships

RUTH KLEINPELL, Ph.D., ACNP, F.A.A.N., F.A.A.N.P., F.N.A.P., M.C.C.M., Interim Senior Associate Dean for Research

PATRICIA SENGSTACK, D.N.P., R.N., CPHIMS, F.A.A.N., Senior Associate Dean for Informatics

TERRI ALLISON, DNP, ACNP-BC, FAANP, Assistant Dean for Academics, Doctoral Nursing Practice

ROLANDA JOHNSON, Ph.D., M.S.N., R.N., Assistant Dean for Academics

ANGELA M. McNELIS, Ph.D., R.N., F.A.A.N., A.N.E.F., C.N.E., Director of the Ph.D. in Nursing Science Program

MARILYN DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice

BRYN EVANS, MMHC, PMP, Assistant Dean for Finance and Operations

MARY ANN JESSEE, Ph.D., R.N., Assistant Dean for Academics, Generalist Nursing Practice

ROLANDA JOHNSON, Ph.D., M.S.N., R.N., Assistant Dean for Office of Equity, Diversity and Inclusion

FEYLYN LEWIS, Ph.D., Assistant Dean for Student Affairs

ERNIE RUSHING, Ph.D., M.B.A., Associate Dean of Strategic Enrollment

KRISTIE SMITH FUTRELL, M.Ed., Director of Student Financial Services

SARA A. DONAHOE, M.Ed., Assistant University Registrar and Director of Nursing Student Records

Center for Research Development and Scholarship

Ruth Kleinpell, Ph.D., ACNP, F.A.A.N., F.A.A.N.P., F.N.A.P., M.C.C.M., Interim Senior Associate Dean for Research, Director

Faculty Senate VUSN Senators

Susan Andrews, Kate Clause, Queen Henry Okafor, Anna Richmond, Jannyse Tapp, Leslie Hopkins, Angel Anthamatten

Faculty Assembly Bylaws and Governance Committee

Terri Allison, Chair; Monika Do, Chair-Elect; Members: Leslie Hopkins, Brandee Madden, Mulubrhan Mogos, and Jessica Wellette

VUSN Executive Committee

Pamela R. Jeffries, Chair. Terrah Foster-Akard, Terri Allison, Susan Andrews, Debbie Arnow, Bari Brooks, Christopher Cloar, Marilyn Dubree, Bryn Evans, Brittany Haskell, Jo Ellen Holt, Leslie Hopkins, Mary Ann Jessee, Rolanda Johnson, Pam Jones, Sharon Karp, Betsy Kennedy, Ruth Kleinpell, Shelagh Mulvaney, Brittany Nelson, Julia Phillippi, Mariann Piano, Sara Putnam, Anna Richmond, Julia Steed, Betsey Usher, Philip Walker, Jennifer Wilbeck, Brian Widmar, Nancy Wise.

Faculty

vanderbilt.edu/faculty-affairs/faculty-registry/

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 2025. 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, Abby Parish, Chair; Members: Courtney Cook, Lacey Cross, Helen Nation, Matt Schroer and Randy Smith.

D.N.P. Program Curriculum Committee, Melissa Hayes, Chair; Ty Williams, Travis McCall Chair-Elect. Members: Debbie Arnow, Jennifer Barut, Jason Jean, Michelle Martens, Abby Parish, and Jessica Walker.

Ph.D. Program Curriculum Committee, Alvin Jeffrey, Chair. Members: Leanne Boehm, Mary Dietrich, Kate Clouse, and James Muchira.

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.

Chair. Members: Chance Allen, Shannon Cole, Laney Cross, Lindsay Bakish, and Monika Do.

Non-Tenure Appointment/Promotion Committee

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

Jennifer Kim, Chair, Mary Lauren Pfeiffer, Chair-Elect. Members: Sharon Bryant, Stephanie Devane-Johnson, Karen Hande, April Kapu, Sharon Karp and Cole Powers.

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.

Jennifer Ridgway, Chair; Courtney Huff-Oelberg, Staff Chair; Emory Hamlin, Staff Chair-Elect; Sarah Gast, Chair-Elect. Members: Lindsay Baksh, Janell Jayamohan, Jennifer Kim, Melissa Lord, Melanie Morris, Colleen Moss, Carrie Plummer and Brittany Haskell.

Student Admissions and Academic Progression Executive Committee

The Student Admissions and Academic Progression 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.N. Program SAAP Committee, Jud Smith, Chair.

M.S.N. Program SAAP Committee, Mary Lauren Pfeiffer, Chair; Duke Chenault, Chair-elect.

D.N.P. Program SAAP Committee, Leslie Hopkins, Chair; Melissa Hayes, Chair-elect.

Ph.D. Program SAAP Committee, , Chair. Ex officio: Terrah Akard.

Program Evaluation Committee

Jessica Walker (Chair), Cate Enstromr (Chair-Elect), Courtney Cook, Misty Evans, Sarah Gast, Mary Ann Jessee, Heather Robbins and Jannyse Tapp.

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.

Julie Barroso, Chair. Terrah Akard, Kate Clouse, Ruth Kleinpell, Shelagh Mulvaney, and Mariann Piano.

Ph.D. Executive Committee

Angela McNelis, Chair; Chair. Members: Terrah Akard, Kate Clouse, Cathy Maxwell, Jeremy Neal, Deonni Stoldalorf.

Education and Operations Technology Committee

Brittany Haskell, Chair and Staff Chair: Eric Hall. Members: Angel Anthamatten, Faculty Chair-Elect, Sheri Dover Staff Chair-Elect, Janelle Dell, Stephanie Devane-Johnson, Kannah Lewallen, Julie Perry, Lori Schirle, Taylor Boll, Carrie Sennett, Sara Donahoe, Heather Laney and Emily McNew.

Ph.D. Subcommittees

Admissions Committee

Jeremy Neal, Chair. Leanne Boehm, Mary Dietrich, Mulubrhan Mogos, Bethany Rhoten.

Curriculum Committee

Cathy Maxwell, Chair. Julie Barroso, Kate Clouse, Alvin Jeffrey.

Diversity and Inclusion Committee

Melan Smith-Francis, Chair. Carrie Plummer (Chair-Elect);

Jennifer Barut, Michael Gooch, Queen Henry-Okafor, James Muchira, Mulubrhan Mogos, Antonio Allen, Leann Ruderer and Beth Sims.

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

For more information on becoming a member of JHS, please email 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.

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 more nursing faculty and students to interact with nursing staff, medical faculty, and medical students in 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 of Science in Nursing, Post-Master's certificate, and Doctor of Nursing Practice nursing programs at Vanderbilt University School of Nursing 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; web: midwife.org. The U.S. Department of Education is located at 400 Maryland Avenue, SW, Washington, DC 20202-0498; telephone (800) USA-LEARN (800-872-5327).

VUSN Mission

Mission

Vanderbilt University School of Nursing advances nursing education, health equity, and well-being through scientific discovery, innovation, evidence-based care and lifelong learning.

Vision

Vanderbilt University School of Nursing will be the global leader in the transformation of health care and the nursing profession.

Vanderbilt University School of Nursing Core Values

- Excellence
- Kindness/civility
- Inclusivity
- Integrity/Trust

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 detail, is to enable students to make informed 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/.

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. Students will be asked to leave the clinical site until the question is resolved. Some clinical placement sites require alcohol and drug screening prior to beginning clinical practice. Additional standards of conduct, standards, and procedures may be found in the Student Handbook [Student Handbook](#).

Appeal Process for the M.N., M.S.N., P.M.C., and D.N.P. SAAP Committee Probation/Dismissal Decisions Grounds for Appeal

Any VUSN student who has been subject to an adverse determination by a SAAP 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 SAAP committee, or
- New information that was not reasonably available for the initial presentation to the SAAP Committee, the introduction of which would reasonably be expected to affect the committee's determination. For further detail, refer to the [VUSN Student Handbook](#).

Application Procedure

The link to the online application for the M.N., M.S.N, P.M.C., and D.N.P programs is found at 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 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., M.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 begins reviewing M.N. applications for admission to its spring class beginning July 15 of the previous year. Applications received after this date 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 SAAP 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 the educational format. Attendance is required for on-campus block classes and/or intensives each semester. The Brightspace learning management system is the record of student participation and attendance in the online course. 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 must be requested prior to the holiday by the student in the office of Equal Opportunity and Access.

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.

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. The consent of the instructor must be obtained. 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.
2. Auditing students can observe and listen during class. Online material is available for review.
3. Auditing students are not allowed to participate in class. This includes asking questions of the professor during or after class about the course, participating in group discussions (in class or online), or access to tests.
4. Audits carry no credit.

Calendar

The official calendar of the School of Nursing is online at [VUSN 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/graduate/nursing/ and nursing.vanderbilt.edu/current/handbook.pdf.

In select 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 nursing.vanderbilt.edu/students/current/blockschedules/. 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 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.

MyVU is an online service that includes a calendar of events as well as articles of interest. The student is responsible for keeping 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. 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 Code of Ethics for Nurses at <https://www.nursingworld.org/coe-view-only>. 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.

Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed all curriculum requirements with at least a 3.0 overall GPA and passed all prescribed examinations by the published deadlines 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 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 organizations 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 hhs.gov/hipaa/index.html.

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 patient safety and security 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.N., M.S.N., D.N.P. or P.M.C program must satisfactorily demonstrate these competencies in the didactic, laboratory, seminar, and clinical practice courses throughout their program of study. To promote student and patient safety, students are required to inform the Office for Student Affairs if there are changes in health status that may affect the student's ability to demonstrate these competencies (with or without a reasonable accommodation based on disability). If a student experiences a change in health status, a medical clearance may be required as determined on a case-by-case basis.

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 and anti-racism statement:

Diversity and inclusivity are integral components of Vanderbilt University School of Nursing's mission *to advance nursing education, health equity and well-being through scientific discovery, innovation, evidence-based care and lifelong learning.* The school's Core Values undergird the school's mission and its goal to promote health equity and to transform nursing.

The Vanderbilt University School of Nursing Core Values are:

- Excellence
- Kindness/civility
- Inclusivity
- Integrity/Trust

These values are focal to many programs and initiatives within VUSN. To promote inclusivity, Vanderbilt School of Nursing instituted its diversity and inclusion statement in 2018. VUSN later revised this statement in 2021 to include language that specifies the school's rejection of racism. VUSN's diversity and inclusion and anti-racism statement is as follows.

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 reject racism of any kind, be it systemic, institutional, or individual. We acknowledge the painful histories related to racism even within the nursing discipline, including education, practice, and research. We pledge to not let an unjust past continue to determine the future. We will enact practices which promote anti-racism and social justice across all entities within VUSN. 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.

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. Students should request formal accommodations through the Student Access Office to record.

B. Any recorded instructional media, whether provided by the school or recorded by the student, and handouts should:

- a. Be used for individual 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 including final examinations and major papers are kept on file by the instructor for one year following the conclusion of the course.

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

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.

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 [VUSN Student Handbook](#). Students sign a pledge to uphold the VUSN Honor Code.

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 PreSpecialty and specialty levels of the M.S.N. program, the M.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 Student Accountability](#).

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 ([Vanderbilt Student Accountability](#)) 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.

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 ets.org/toefl. 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.

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, PMB 407701, Nashville, Tennessee 37240-7701 U.S.A.

Evaluating agencies include (1) World Education Services, Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087; telephone (212) 966-6311; website: wes.org; (2) Educational Credential Evaluators, Inc., Post Office Box 514070, Milwaukee, Wisconsin 53203-3470; telephone (414) 289-3412; website: ece.org; and (3) Josef Silny and Associates, Inc., 7101 SW 102 Avenue, Miami, FL 33173; telephone (305) 273-1616; website: jsilny.org/.

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/.

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.

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. 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: tn.gov/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; telephone (615) 322-2753. Email: iss@vanderbilt.edu.

Leave of Absence

A student may request to take a leave of absence (LOA) from their course of study after they have been enrolled at least one semester and maintained a good academic standing. Please refer to the [VUSN Student Handbook](#) for details.

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. Detailed information is found in the [VUSN Student Handbook](#).

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](#).

Orientation

A required orientation program is held for incoming students prior to the start of class to acquaint new and continuing students with the school environment. The senior associate dean may call additional class meetings throughout the year as needed. Content may be provided in person, virtually or in combination.

Professional Licensure and Out of State Requirements

State Boards of Nursing set standards for licensure. For students entering the M.N. or M.S.N. program with a degree

in a field other than nursing, successful completion of the PreSpecialty and M.N. courses prepares students to take the R.N. licensure exam (NCLEX-RN). While the NCLEX-RN is a national exam, most PreSpecialty and M.N. 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. Students with specific requirements are listed on the VUSN website at [Admissions Regulations](#).

Program of Studies

Students are expected to follow the program of studies outlined in the [VUSN Student Handbook](#). 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](#) and must follow the process outlined in the [VUSN Student Handbook](#).

Course and Program Evaluation

Students are expected to participate in course and program evaluation activities while enrolled in the program and after they have left Vanderbilt. These data will be used for quality improvement 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.

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. Students should refer to the [Vanderbilt 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.

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 Equity, 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 electronically report complaints in the University Origami Reporting System. Refer to the “Origami 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 outlined 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 [VUSN 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 [VUSN Student Handbook](#). Questions regarding the [VUSN 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/students/current/pdf/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.

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 vanderbilt.edu/provost/vanderbilt-university-distance-education-complaint-and-grievance-procedures

Additional information on complaint and grievance procedures can be found in the [VUSN Student Handbook](#).

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. Refer to the [VUSN Student Handbook](#) for the VUSN Complaint Process.

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 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 tn.gov/attorneygeneral/working-for-tennessee/consumer-affairs.

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 Eskin Biomedical Library. The extensive digital library of electronic journals, books, databases, and other resources is particularly important for the distance-learning programs, which rely on a blended-learning approach requiring only a few face-to-face meetings of students and faculty each semester, while allowing for continued faculty contact with students. Electronic delivery of lectures is video-streamed live and/or captured in digitized video format.

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

The Frist Nursing Informatics Center (second floor, Frist Hall) was dedicated in 2005 and houses all the informatics faculty and staff. The informatics support team (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, TimeWarner 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. Either a Windows or Mac computer

1.1 Windows Computer (minimum requirements)

- A. Processor of i5 or better
- B. 8GB RAM or better, 250 GB hard drive or better
- C. A sound card and speakers
- D. 65,000-color video display card set to display at least 1024x768 or higher

- E. An Ethernet card (built-in, wireless capability is also recommended)
- F. Windows 10 or newer
- G. Microsoft Office (the latest version) (may be obtained FOR FREE from the Vanderbilt Software Store. <https://it.vanderbilt.edu/software-store/>)
- H. Webcam and microphone

1.2 Apple (minimum requirements)

- A. Macbook Air or Macbook Pro recommended
- B. 8GB RAM or better
- C. 256 GB hard drive or better (128GB not recommended)
- D. Mac OS Big Sur (11.6 or newer)
- E. Webcam and microphone

1.3 Google Chromebooks and tablets such as iPads are not supported as a primary computer due to the requirements of the testing software.

2. High Speed service required (3G, 4G & 5G cellular cards, and satellite connections are not supported)

3. Shareware/free software:

- A. Google Chrome (primary browser), Firefox or Safari (latest versions are best, check <http://www.nursing.vanderbilt.edu/tools/techtools.html> for updates)
- B. Adobe Acrobat Reader (current version) (<http://www.adobe.com/prodindex/acrobat/readstep.html>)
- C. Zoom Pro <https://vanderbilt.zoom.us/>
- D. Other resources:
 - a. Critical: See our Program Technology Requirements Web page (<http://www.nursing.vanderbilt.edu/tools/tehtable.html>)***
 - b. Personal USB drive (thumb drive) for moving files from computer to computer (optional)
 - c. A printer (optional)

Macintoshes must have at least Mac OS 11.6 8GB RAM, Intel processor, fast Internet connection, latest version of Firefox and Google Chrome Web browsers. A high speed 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) 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.

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 admission 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. In order to request transfer credit, a student must complete the Transfer Credit request form. A maximum of six credit hours can be transferred in to VUSN.

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 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.

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](#).

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 computing labs in Frist Hall and supports student computing in activity spaces within the nursing complex. The student computer lab is equipped with 8 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. 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 Zoom or Microsoft Teams; and two-way, multi-point IP-based video collaboration is available using a system called Brightspace. Experts in information technology are available through the FNIC.

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 pre-briefing, 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

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

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

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

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

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

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

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

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.

vumc.org/strategy/SAI

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.

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

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

Pre-Nursing Studies

Students interested in entering the M.N. or M.S.N. program should consult the pre-nursing adviser, Brandee Madden at brandee.madden@vanderbilt.edu or (615) 875-9012 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 [Vanderbilt University Pre-Nursing Society](#).

Admission to the Master of Nursing or Master 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 and prerequisite courses listed in the M.N. or PreSpecialty handbook in the [VUSN Pre-Nursing Handbook](#).

Admission to the School of Nursing is competitive. Students are encouraged to contact the School of Nursing Office

of Admissions, at yusn-admissions@vanderbilt.edu. Further explanation of the MN and MSN degree program and nursing specialties offered is available on the [VUSN web site](#).

Master of Science in Nursing

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.

M.S.N. 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.

M.S.N. 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 (APRN) licensure as either a nurse practitioner or a nurse-midwife (for APRN specialties). 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 (for APRN specialties). 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 an APRN specialty 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.

M.S.N. Admission

All applicants apply online at 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.

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 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. 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. See list of [International Transcript Evaluation Agencies](#).
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.

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.

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 for the M.S.N. program 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.

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 section of this catalog.

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 PreSpecialty or specialty courses but not working toward a master's degree, post-master's certificate, or doctoral degree in the School of Nursing. A limit of 7 credit hours is permitted in this non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the M.S.N. post-master's certificate program or D.N.P. 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. 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.

M.S.N.: 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 (PreSpecialty) 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 PreSpecialty 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, healthcare 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 PreSpecialty component of the program must also meet transitional objectives upon completion of the PreSpecialty nursing courses.

Transitional Objectives/Outcomes

On completion of the PreSpecialty 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.

PreSpecialty Curriculum Overview

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

PreSpecialty students have five years from first enrollment to complete all M.S.N. degree requirements and are required to complete the PreSpecialty component as full-time students, except for A.S.N.-entry students who may complete the ASN to MSN curriculum part time. Upon completion of the PreSpecialty 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.

PreSpecialty 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
		Total: 43

PreSpecialty Curriculum for A.S.N. to M.S.N. Entry

Level Director: Aggie Read

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
		13

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
		13

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 - Sharon Bryant

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 6013 Advanced Health Assessment and Clinical Reasoning (2 credit hours)

NURS 6014 Advanced Health Assessment Lab (1 credit hour)

NURS 6022 Advanced Physiology and Pathophysiology (4 credit hours)

NURS 6024 Advanced Pharmacology (3 credit hours)

NURS 6045 Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hour)

NURS 6105 Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner (1 credit hour)

NURS 6110 Advanced Diagnostic and Therapeutic Procedures in Acute and Critical Care (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: Application of Evidence in Healthcare 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 Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)

NURS 6075 Role Transition for Advanced Practice Nursing (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

Adult-Gerontology Primary Care Nurse Practitioner

SPECIALTY DIRECTOR Leslie Welch Hopkins

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, privately 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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6024	Advanced Pharmacology (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 (1 credit hour)
NURS 6205	Advanced Health Assessment for the Adult Gerontology Primary Care Nurse Practitioner (1 credit hour)

SPRING I

NURS 6032	Advanced Practice Primary Care Nursing in Women's and Gender-Related Health (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 Older Adult (2 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	Role Transition for Advanced Practice Nursing (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 Julia Steed

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 6013 Advanced Health Assessment and Clinical Reasoning (2 credit hours)
- NURS 6014 Advanced Health Assessment Lab (1 credit hour)
- NURS 6022 Advanced Physiology and Pathophysiology (4 credit hours)
- NURS 6024 Advanced Pharmacology (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 (1 credit hour)
- NURS 6505 Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)

SPRING I

- NURS 6032 Advanced Practice Primary Care Nursing in Women's & Gender-Related Health (1 credit hour)
- NURS 6036 Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
- NURS 6055 Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
- NURS 6510 Essential Procedures for the Family Nurse Practitioner (1 credit hour)
- NURS 6521 The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (1 credit hour)
- NURS 6532 Advanced Practice Nursing in Primary Care of the Older Adult (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 Role Transition for Advanced Practice Nursing (1 credit hour)
- NURS 6575 Clinical Decision Making for the Family Nurse Practitioner (1 credit hour)
- NURS 6585 Family Nurse Practitioner Preceptorship (5 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. The 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 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.

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

Emergency Care Focus

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 Applications for the Family/Emergency Nurse Practitioner, NURS 6361 Pathophysiology & Collaborative Management in Emergent & Critical Care, NURS 6365 Trauma, Emergency & Critical Care Clinical I, 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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6024	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 (1 credit hour)
NURS 6305	Advanced Health Assessment Applications for the Adult-Gerontology ACNP (1 credit hour)
NURS 6310	Essential Diagnostic and Therapeutic Procedures in Primary, Urgent and Emergency Care (1 credit hour)

SPRING I

NURS 6032	Advanced Practice Primary Care Nursing in Woman and Gender-Related Health (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 6301	Concepts in Advanced Emergency Nursing (3 credit hours)
NURS 6355	Practicum in Emergency Care I (4 credit hour)
NURS 6521	The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (1 credit hour)
NURS 6532	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)

SUMMER II

NURS 6065	Prof. Formation III: Leading Collab. Change (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 6595	Family Nurse Practitioner Preceptorship for Dual Specialty (4 credit hours)

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)
NURS 6395	Practicum in Emergency Care II (1 credit hour)

Total: 51 Credit Hours

Neonatal Nurse Practitioner

SPECIALTY DIRECTOR Colleen Moss

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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hour)
NURS 6604	Advanced Physical & Gestational Assessment (1 credit hour)
NURS 6616	Advanced Clinical Reasoning for the Neonatal Nurse Practitioner I (4 credit hours)
NURS 6625	Advanced Neonatal Assessment Application (1 credit hour)

SPRING I

NURS 6024	Advanced Pharmacology (3 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
NURS 6615	Neonatal Practicum (3 credit hours)
NURS 6618	Advanced Clinical Reasoning for the Neonatal Nurse Practitioner II (4 credit hours)
NURS 6620	Introduction to Advanced Procedures for Neonatal Nurse Practitioners (2 credit hours)
NURS 6621	Advanced Neonatal Pharmacotherapeutics (1 credit hour)

SUMMER I

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Pop. (4 credit hours)
NURS 6075	Role Transition for Advanced Practice Nursing (1 credit hour)
NURS 6695	Neonatal Preceptorship (6 credit hours)

Total: 41 Credit Hours

Nurse-Midwifery

SPECIALTY DIRECTOR Kendra Faucett

The Nurse-Midwifery specialty prepares students to manage the reproductive and primary health care needs of women across the lifespan as well as the care of the normal newborn. The Nurse-Midwifery curriculum is based on the American College of Nurse-Midwives (ACNM) "Core Competencies for Basic Midwifery Practice: December 2020," 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.

Nurse-Midwifery

FALL I

NURS 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology & Pathophysiology (4 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hours)
NURS 6805	Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
NURS 6810	Gynecologic, Reproductive and Sexual 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 6024	Advanced Pharmacology (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
NURS 6821	Antepartal Care for Nurse-Midwifery (3 credit hours)
NURS 6825	Practicum for Gynecologic, Antepartum and Primary 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	Postpartum and Neonatal Care for Nurse Midwifery (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)

Total: 52 credit hours

Nurse-Midwifery/Family Nurse Practitioner

SPECIALTY DIRECTORS Kendra Faucett, Julia Steed

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.org/acme.

Nurse-Midwifery/Family Nurse Practitioner

FALL I

NURS 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 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 6024	Advanced Pharmacology (3 credit hours)
NURS 6030	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare 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 Pop. (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	Postpartum and Neonatal Care for Nurse Midwifery (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 the Primary Care of the Child and Adolescent (3 credit hours)
NURS 6510	Essential Procedures for the Family Nurse Practitioner (1 credit hour)
NURS 6521	The Context of Primary Care: FNP Domains and Core Competencies for Practice (1 credit hours)
NURS 6532	Advanced Practice Nursing in the Primary Care of the Older Adult (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

Nursing and Health Care Leadership

SPECIALTY DIRECTOR Debra Arnow

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 everchanging 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

Nursing and Health Care Leadership (Fall 2020 only)

(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 Contemporary Issues in Society and Health (2 credit hours)

NURS 6495 Practicum II (4 credit hours)

Nursing Informatics

SPECIALTY DIRECTOR

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 - NI Professional Formation 1 (3 credit hours)

SPRING I

NURS 6025 Applied Quality Improvement and Patient Safety (3 credit hours)
NURS 6720 Professional Formation 2: Theories, Frameworks, and Models Supporting Informatics Practice (3 credit hours)
NI Professional Formation 2 (3 credit hours)

SUMMER I

NURS 410 Design Thinking and Innovation Health (3 credit hours)
NURS 6723 Nursing Informatics and the Information System Lifecycle (3 credit hours)

FALL II

NURS 6727 Data and Database Skills in Nursing (3 credit hours)
NURS 6732 Designing, Planning and Managing Scalable Projects (3 credit hours)

SPRING II

NURS 6715 Nursing Informatics Practicum I (3 credit hours)
NURS 6728 Transforming Care with Data (3 credit hours)

SUMMER II

NURS 6730 Advanced Concepts of Informatics - NI Professional Formation 3 (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

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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NUSR 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hour)
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 7015	Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)

SPRING I

NURS 6024	Advanced Pharmacology (3 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
NURS 7021	Advanced Practice Nursing in Pediatric Primary Care, Part II (3 credit hours)
NURS 7035	Practicum in Primary Health Care of Children (4 credit hours)

SUMMER I

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Pop. (4 credit hours)
NURS 6075	Role Transition for Advanced Practice Nursing (1 credit hour)
NURS 7032	Current Issues in the Delivery of Advanced Pediatric Care (2 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 Kim K. Steanson

The Pediatric Nurse Practitioner–Acute Care (PNP-AC) specialty is designed to prepare pediatric nurse practitioners to provide care for acutely, critically, and chronically ill pediatric patients and their families. This specialty is available for R.N.'s who have a minimum of 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 hospital teams.

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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hour)
NURS 7020	Collaborative Management for the Acute Care Pediatric Nurse Practitioner I (4 credit hours)
NURS 7030	Diagnostic and Therapeutic Procedures for Acute Care Pediatric Nurse Practitioner (2 credit hours)
NURS 7055	Clinical Applications for the Acute Care Pediatric Nurse Practitioner (1 credit hour)

SPRING I

NURS 6024	Advanced Pharmacology (3 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
NURS 7022	Collaborative Management in Pediatric Acute Care II (3 credit hours)
NURS 7045	Advanced Practice Nursing in Pediatric Acute Care Practicum I (4 credit hours)

SUMMER I

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

Total: 40 credit hours

Psychiatric-Mental Health Nurse Practitioner (Lifespan)

SPECIALTY DIRECTOR Megan Simmons

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 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6024	Advanced Pharmacology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hours)
NURS 7212	Theories of Individual and Family Psychotherapy (2 credit hours)
NURS 7214	Diagnostic Reasoning for the Psychiatric Mental Health NP (Part I) (2 credit hour)
NURS 7215	Foundational Practicum for Advanced Practice Psychiatric-Mental Health Nursing Across the Lifespan (1 credit hours)

SPRING I

NURS 6055	Professional Formation II: Application of Evidence in Healthcare 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 7224	Diagnostic Reasoning for the Psychiatric Mental Health NP (Part II) (1 credit hour)
NURS 7225	Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups, and Families (3 credit hours)

SUMMER I

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Pop. (4 credit hours)
NURS 7231	Population-based Mental Health Care Across the Lifespan (2 credit hours)
NURS 7232	Advanced Psychopharmacology (2 credit hours)
NURS 7294	Diagnostic Reasoning for the Psychiatric Mental Health NP (Part III) (1 credit hour)
NURS 7295	Psychiatric-Mental Health Nurse Practitioner Preceptorship (3 credit hours)

Total: 41 credit hours

Women's Health/Gender-Related Nurse Practitioner

SPECIALTY DIRECTOR Shaunna Parker

The Women's Health/Gender-Related 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.

Gender-Related Nurse Practitioner

FALL I

NURS 6013	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6014	Advanced Health Assessment Lab (1 credit hour)
NURS 6024	Advanced Pharmacology (3 credit hours)
NURS 6034	Adult-Gerontology Primary Care (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (1 credit hour)
NURS 7305	Advanced Health Assessment Applications for the WHGRNP (1 credit hour)
NURS 7310	Women's & Gender-Related Health for Advanced Practice Nursing I (3 credit hours)

SPRING I

NURS 6022	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6055	Professional Formation II: Application of Evidence in Healthcare Environments (3 credit hours)
NURS 7315	Practicum in Women's & Gender-Related Health (4 credit hours)
NURS 7320	Women's & Gender-Related 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 Pop. (4 credit hours)
NURS 6075	Role Transition for Advanced Practice Nursing (1 credit hour)
NURS 7330	Women's & Gender-Related Health Issues (1 credit hour)
NURS 7395	Preceptorship in Women's & Gender-Related Health (5 credit hours)

Total: 40 credit hours

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

SPECIALTY DIRECTORS Shaunna Parker and Leslie Welch Hopkins

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

The Women's Health Gender-Related Nurse Practitioner (WHNP)/Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty is an exciting opportunity for individuals to gain 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 Gender-Related 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 and women's health clinics.

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

FALL I

- NURS 6013 Advanced Health Assessment and Clinical Reasoning (2 credit hours)
- NURS 6014 Advanced Health Assessment Lab (1 credit hour)
- NURS 6024 Advanced Pharmacology (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 (1 credit hour)
- NURS 6205 Advanced Health Assessment Applications for the Adult Gerontology Primary Care Nurse Practitioner (1 credit hour)
- NURS 7305 Advanced Health Assessment Applications for the WHGRNP (1 credit hour)
- NURS 7310 Women's & Gender-Related Health for Advanced Practice Nursing I (3 credit hours)

SPRING I

- NURS 6022 Advanced Physiology and Pathophysiology (4 credit hours)
- NURS 6055 Professional Formation II: Application of Evidence in Healthcare 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 & Gender-Related 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 Role Transition for Advanced Practice Nursing (1 credit hour)
- NURS 6231 Essential Procedures for the Primary Care Provider (2 credit hours)
- NURS 6236 Advanced Concepts in the Care of the Older Adult (2 credit hours)
- NURS 7315 Practicum in Women's & Gender-Related Health (4 credit hours)
- NURS 7330 Women's & Gender-Related 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 & Gender-Related Health (5 credit hours)

Total: 56 credit hours

M.S.N. 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 PreSpecialty 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 PreSpecialty 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 PreSpecialty Entry

Year One:	VUSN PreSpecialty 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 PreSpecialty 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 PreSpecialty 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 PreSpecialty Entry

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

V.U.S.N. 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 MN, MSN, Post-Master's Certificate or DNP program must complete a background check as part of their VUSN compliance portal requirements. Instructions to complete the VUSN requirements are available under the *New Student Compliance Requirements* section of the VUSN Admitted Student webpage (nursing.vanderbilt.edu/students/admitted/index.php) by student 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. Instructions to complete a new background check are provided on the Current MN/MSN/Post Master's Certificate/DNP Student Requirements webpage, 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 VUSN compliance requirements prior to registration.

Disclosure of offenses post-background check completion

Current full- and part-time MN, 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 their background checks have been completed. Required disclosure also includes but is not limited to allegations, investigations and/or disciplinary action from any licensing board or agency included under the National Health Care Fraud and 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 MN, MSN, Post-Master's Certificate, and DNP students are required to meet the VUSN requirements for registration through the VUSN compliance portal. The VUSN Student Requirements Hold on registration is automatically cleared from Your Enrollment Services (YES) account (allow 10-business days) after all requirements applicable to the student's entry type and/or specialty show as 'Approved' in their VUSN compliance portal.

Students should use the process indicated on the VUSN Admitted Student webpage (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, the student will not be allowed to attend orientation and/or classes.

How to Meet the VUSN New Student Compliance Requirements

The student must complete all requirements applicable to their entry type and/or specialty in the VUSN compliance portal. Instructions to complete the VUSN immunization, testing and certification requirements are provided on the VUSN Admitted Student webpage (nursing.vanderbilt.edu/students/admitted/index.php) by entry type, select the **New Student Compliance Requirements** drop-down.

Newly admitted students use the Exxat platform to complete the VUSN background check and submit the immunization, certification and licensing documentation required prior to registration. Exxat provides students, faculty, and staff with one platform to access clinical site information, contractual agreements, clearance requirements and the ability to document clinical hours and proficiencies through all phases of the student's clinical experience. Students must submit the immunizations testing, training, certifications and licensure documentation required for their entry type and/or specialty, as outlined under their Exxat Compliance portal requirements. The documentation submitted to the requirements must be approved prior to registration (July 1 for fall, and December 1 for spring). The student must select the drop-down for each requirement in their VUSN compliance portal to view instructions and download required forms. The file submitted to each requirement must frame only the student's original document(s) and all dates and information must be clear and readable.

Complete the ***VU Nursing Immunization and TB Testing form*** (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 (Newly admitted PreSpecialty and MN Program students) must also complete a drug screen prior to registration as part of their VUSN compliance portal requirements.

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 ability to carrying out assignments in a nursing school program. Use the VU Nursing Immunization and TB Testing form at nursing.vanderbilt.edu/clinicalplacement/pdf/health_questionnaire.pdf. (Also downloadable from the requirement's drop-down in your VUSN compliance portal).
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). 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). The student must provide complete documentation of a full Hepatitis B vaccination series or a positive titer result prior to participation in observation or clinical.
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 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 6-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 (nursing.vanderbilt.edu/clinicalplacement/pdf/health_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 1st, prior to each flu season at 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 be covered by health insurance either through the University's student health insurance plan (SHIP) 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 (SHIP). To decline SHIP the student must submit a waiver with proof of coverage at: (<https://www.vumc.org/student-health/student-health-insurance>) by January 1 for spring admits, June 1 for summer admits and August 15 for fall admits. If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the University's SHIP. Newly admitted VUSN students must also submit documentation to their VUSN compliance portal of either the University's SHIP coverage (proof available the first two-weeks of August at: <https://www.vumc.org/student-health/student-health-insurance>) or of their personal health insurance once the SHIP has successfully been waived with a copy (front & back) of their insurance card or a letter verifying coverage. More information on the University's SHIP is provided at (<https://www.vumc.org/student-health/student-health-insurance>).
 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.** Providers other than the AHA cannot be accepted, even if the course "*follows AHA guidelines*".
 10. **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) –or- Advanced Trauma Care for Nurses (ATCN), required by ENP. Other specialties may require additional CPR certifications at specific stages of enrollment.
 11. Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work 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.
 12. 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 requirement's drop-down in the Exxat, Compliance portal. Additional training may be required for particular clinical sites.
 13. Honor Code and Plagiarism Tutorial. Read letter regarding plagiarism from the Senior Associate Dean for Academics (nursing.vanderbilt.edu/students/admitted/pdf/plagiarism.pdf) and follow instructions under the requirement's drop-down in the Exxat, Compliance portal to complete the latest version of a tutorial developed by Indiana University Bloomington.

About COVID-19

The overwhelming majority of clinical placement sites require either documentation of a completed series of COVID-19 vaccinations or (in some cases) an approved exemption before allowing students to rotate at their facilities. Students are strongly encouraged to have the COVID-19 vaccine in anticipation of this requirement. VUSN will not assign clinical placement sites based on an individual student's preference about COVID-19 vaccination, nor will VUSN reassign a student to a different site because of a student's COVID-19 vaccination preference.

VUSN cannot guarantee students will be able to complete clinical rotations unless all agency requirements are met. You may not begin your clinical rotations until you have met all the site requirements and have received confirmation from your faculty and the Clinical Placement office that you are cleared to start.

Clearing the VUSN Nursing Requirement Hold for Registration

The newly admitted student must satisfactorily complete all of the requirements with a July 1st due date in the Exxat Compliance portal. Additionally, students admitted to the PreSpecialty and MN programs (non-RN) must satisfactorily complete a drug screen through their VUSN compliance portal. Once the requirements for the student's entry type and/or specialty are satisfactorily completed, the **VUSN Requirements 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/welcome>). 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 (Website: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 (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 (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 (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). The student must provide complete documentation of a full Hepatitis B vaccination series or a positive titer result prior to participation in observation or clinical.
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 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 (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 1st, prior to each flu season at: 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 be covered by health insurance either through the University's student health insurance plan (SHIP) 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 (SHIP). To decline SHIP the student must submit a waiver with proof of coverage at: (<https://www.vumc.org/student-health/student-health-insurance>) by January 1 for spring admits, June 1 for summer admits and August 15 for fall admits. If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the University's SHIP.

Newly admitted VUSN students must also submit documentation to their VUSN compliance portal of either the University's SHIP coverage (proof available the first two-weeks of August at: (<https://www.vumc.org/student-health/student-health-insurance>) or of their personal health insurance once the SHIP has successfully been waived with a copy (front & back) of their insurance card or a letter verifying coverage. More information on the University's SHIP is provided at: <https://www.vumc.org/student-health/student-health-insurance>.

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).

V.U.S.N. Continuing Student Requirements

Background Check Required for Readmission

Students returning from a break in enrollment must complete a new background check prior to registration. Instructions to complete a new background check are provided on the Current MN/MSN/Post Master's Certificate/DNP Student Requirements webpage: 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 VUSN compliance portal requirements prior to registration.

Disclosure of offenses post-background check completion

Current full and part-time, MN, 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 their 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.

Maintaining Health Insurance, TB Testing, Annual Flu Vaccination, Training, Licensing and Certification Requirements

While enrolled, continuing full and part-time MN, MSN, Post-Master's Certificate, and DNP students are required to update the following date-dependent documentation in their VUSN compliance portal before the requirement's due/renewal date. The student may be required to pay a fee to maintain their VUSN compliance portal.

Please note: Students who fail to maintain their VUSN compliance portal 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 ([SHIP](#)) 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 (SHIP). To decline SHIP, the student must submit a waiver with proof of coverage at <https://www.vumc.org/student-health/student-health-insurance> by August 1st for the academic year. Students returning from an LOA for spring must complete a waiver by January 1 and summer returns must complete a waiver by June 1. If a waiver is not completed by the appropriate date, the student is automatically billed and enrolled in the University's Student Health Insurance plan.
Students must maintain current documentation of health insurance coverage through their VUSN compliance portal. Documentation of the University's SHIP can be downloaded each academic year, during the first two weeks of August at, <https://www.vumc.org/student-health/student-health-insurance>. Students who change providers during enrollment must provide current documentation of their coverage by contacting the VUSN Compliance Officer at: lisa.boyer@vanderbilt.edu or call (615) 343-3294.
2. All continuing students are required to submit an 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 the VUSN compliance portal in the year(s) prior, complete the Annual Post-Chest X-ray TB Questionnaire (nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening_questionnaire.pdf) to confirm the absence of symptoms (healthcare provider signature required).
 - a. If the 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** Providers other than the AHA cannot be accepted, even if the course "follows AHA guidelines".
4. **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) -or- Advanced Trauma Care for Nurses (ATCN), required by ENP. Other specialties may require additional CPR certifications at specific stages of enrollment.
5. 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 requirement's drop-down in the VUSN Compliance portal. Additional training may be required for particular clinical sites.
6. 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.
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 1st, prior to each flu season at [vumc.org/student-health/influenza-vaccinations-students](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.)
8. 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.

About COVID-19

The overwhelming majority of clinical placement sites require either documentation of a completed series of COVID-19 vaccinations or (in some cases) an approved exemption before allowing students to rotate at their facilities. Students are strongly encouraged to have the COVID-19 vaccine in anticipation of this requirement. VUSN will not assign clinical placement sites based on an individual student's preference about COVID-19 vaccination, nor will VUSN reassign a student to a different site because of a student's COVID-19 vaccination preference.

VUSN cannot guarantee students will be able to complete clinical rotations unless all agency requirements are met. You may not begin your clinical rotations until you have met all the site requirements and have received confirmation from your faculty and the Clinical Placement office that you are cleared to start.

Clearing the VUSN Continuing Student, Nursing Requirement Hold for Registration

The continuing student must maintain up-to-date documentation through their VUSN compliance portal 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 VUSN compliance portal. The *VUSN Student Requirements Hold* in Your Enrollment Services (YES) account is automatically cleared (allow 10-business days) when all requirements applicable to the student's specialty show as 'Approved'/'Complete' in their VUSN compliance portal.

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/welcome>). 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.

M.S.N. Academic Regulations

Pass/Fail and Satisfactory/Unsatisfactory Courses

Pass/Fail and Satisfactory/Unsatisfactory grades are considered in academic performance and progression. A "Pass" or "Satisfactory" grade is considered the same as a B- or higher, but is not calculated into the grade point average. A "fail" or "Unsatisfactory" grade is considered the same as grade less than a B- for the purposes of academic policies. U grades in a Satisfactory/Unsatisfactory course are not calculated into the grade point average. F grades in a Pass/Fail course are counted in the computation of grade point average unless the same course is repeated at Vanderbilt University and completed with a passing grade.

All letter grades are counted in the computation of grade point averages, including courses taken outside the required plan of study. F grades are counted in the computation of grade point average unless the same course is repeated at Vanderbilt University and completed with a passing grade. The F grade is maintained on the transcript, but only the most current grade is calculated in the GPA.

Elective courses may be taken Pass/Fail. Grades of **C** or above are recorded as Pass.

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 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 for MSN and Post-Masters students is 12 to 16 hours per semester depending upon the individual specialty program. An MSN 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

The normal full-time schedule for MN students is 12 to 17 hours per semester depending upon the individual specialty program. A student who wishes to carry more than 17 hours must secure authorization from the senior associate dean before registration.

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 offered in any format including face-to-face and online (one hour credit for one hour's activity per week—1:1). VUSN documents these activities through the class schedule or syllabus assuring that students are meeting the minimum credit-hour requirement.

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).

Advanced Practice Clinical Courses. A 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 is by a faculty approved preceptor. The faculty will meet with the student and the preceptor at regular intervals to review the student clinical progression. The amount of supervision will vary depending upon the clinical setting and the level of learning. The faculty member is responsible for assessing the student learning and progress toward meeting the clinical objectives (one credit for five hours' activity per week—1:5).

DNP Practice Hours. Practice hours are designed to demonstrate synthesis of expanded knowledge acquired within the DNP curriculum. For doctoral level courses, one credit hour reflects nine hours of activity per week - 1:9. Practice hours are not substantiated by the students' expertise in the health-care system demonstrated prior to the DNP program nor by time spent working on classroom assignments. The practice hours signify the capability of the student to meet The Essentials: Core Competencies For Professional Nursing Education, Advanced Level (AACN,

2021). A minimum of 500 practice hours are required to demonstrate achievement of advanced level competencies. Students may complete practice hours at their site of employment as an advanced practice nurse, health system leader, or nurse informaticist. Students enrolled in advanced practice specialty clinical experiences (PMC, BSN to DNP) fulfill clinical requirements at one credit hour 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. Please discuss your preferences with your specialty faculty to be sure you understand all possible options.

MN and PreSpecialty Students

Students during their MN program or PreSpecialty curriculum will be placed in group clinical experiences prior to their capstone, precepted rotations. Both group experiences and capstone rotations will be in hospitals and community settings within the Greater Middle Tennessee area.

MSN Students

Placements within the Greater Middle Tennessee Area - Specialty Year of the MSN Program

For students admitted as MTA (Greater Middle Tennessee Area) students, the Clinical Placement Office works with the specialty faculty to secure clinical preceptors. 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. Therefore, 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 of the MSN Program

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, they must submit information through the Clinical Placement online portal Exxat Prism. 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.

Transportation and Lodging

Students are responsible for their lodging and transportation to and from all clinical facilities and field trips. Practice sites should be chosen for their ability to provide experiences consistent with the program requirements, the mission of the school, and individual student objectives. MSN and PMC students should be prepared to travel 150 miles from the nursing school.

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.N., 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/Pass. 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: [Financial Aid Information](#) or <https://www.vanderbilt.edu/enrollmentbulletin/financial-information/satisfactory-academic-progress-standards/>.

Completion of Program

Students admitted to the M.S.N. program through the PreSpecialty component must complete all PreSpecialty 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 [VUSN Student Handbook](#). Petitions for an incomplete course grade must be submitted to the course coordinator prior to grades being due for the semester.
- Student must submit all course assignments by the contract expiration date or obtain approval for an extension with the course coordinator. Extensions may be approved in extenuating circumstances but no later than the end of the next enrolled semester.
- 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. Additional university fees may apply.

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.N. program, 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/Pass in all required courses (including elective courses required within a program of study). If a grade less than B- or a grade of Unsatisfactory/Fail is earned, the course must be repeated.

- Only one nursing course may be repeated one time. 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 is subject to dismissal from the program). Course withdrawals count in the number of times a student may register for a course.
- Only the latest grade counts in calculation of the grade point average.
- 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 MN, MSN, P.M.C., and DNP students is reviewed by the Student Admission and Academic Progression (SAAP) committees at the end of each semester.

The SAAP committees, 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.
- A course grade of Unsatisfactory (U), Failing (F), or less than a B-.
- 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.
- Two or more grades earned during the program are less than a B- (same or different courses) 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.N., 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 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 Progression (SAAP) 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 MN, MSN, PMC and DNP 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 PreSpecialty component to the MSN Specialty 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.

- MSN students must pass the NCLEX-RN exam before taking specialty level clinical courses.
- MSN specialty level students must pass the NCLEX-RN exam by the end of the second of the specialty curriculum (whether full- or part-time).
- MSN 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 the MN or MSN 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 PreSpecialty 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.

V.U.S.N. 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.

MN and Pre-Specialty Students

Students during their MN program or Pre-Specialty curriculum will be placed in group clinical experiences prior to their capstone, precepted rotations. Both group experiences and capstone rotations will be in hospital and community settings within the Greater Middle Tennessee area.

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 preceptors. 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. Therefore, 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 of the MSN Program

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 their local 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 alumnae in the area who might be able to assist.

Once the student has secured agreement from a preceptor for a rotation, they must submit information through the Clinical Placement online portal Exxat Prism. 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.

Transportation and Lodging

Students are responsible for their lodging and transportation to and from all clinical facilities and field trips. Practice sites should be chosen for their ability to provide experiences consistent with the program requirements, the mission of the school, and individual student objectives. MSN and PMC students should be prepared to travel 150 miles from the nursing school.

Tennessee Board of Nursing Eligibility Requirements for Licensure

See Tennessee Board of Nursing Rules and Regulations at 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.

Master of Nursing

The M.N. Degree

DEGREE OFFERED: Master of Nursing

The Master of Nursing is a generalist entry to practice nursing degree 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 degree.

Due to the present diversity in nursing programs, educational opportunities must be made available to facilitate progression to the M.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.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.

M.N. Degree Requirements

The M.N. must be completed within three years of first enrollment and is granted based on a minimum of 64 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 in the program.

No required core course may be taken Pass/Fail. No audit courses apply to the degree. No credit is awarded toward the degree for courses designated as prerequisite for admission.

M.N. Admission

All applicants apply online at 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.

Admission to the M.N. Program

Applicants enter the MN program 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.

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 a registered nurse is required, as well as answers to the application questions.
3. 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.

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.N. program with a B.S.N. for additional details regarding international transcripts.

Eligibility for R.N. Licensure. Applicants must have a negative criminal conviction history to be eligible to apply for R.N. licensure. Students 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.

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.N., 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 MSN or Post-Masters semester student in the program will normally enroll for a minimum of 12 and a maximum of 16 credit hours a semester. A full-time MN student in the program will enroll in a maximum of 17.5 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, post-master's certificate, or doctoral degree in the School of Nursing. A limit of 7 credit hours is permitted in this non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the M.N., M.S.N., post-master's certificate or D.N.P. 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. 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.

M.N. The Academic Program

Organizing Framework

Course sequencing in the M.N. program is designed to move students from (a) basic to advanced knowledge and skill levels, (b) simple to more complex practice situations, and (c) novice to advanced generalist 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 nursing courses, and advanced generalist 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 curriculum consists of clinical and non-clinical courses that contain nursing practice and discipline content at the generalist and advanced generalist levels. Clinical experiences focus on situations that reflect an understanding of the nursing process, clinical judgment, 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. Electives provide the opportunity to select course work that complements the students' career goals.

Program Goals/Outcomes

The goals of the M.N. program prepare students 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.

MN Curriculum Overview

The curriculum consists of 65 hours of generalist and advanced generalist nursing courses.

MN Curriculum

Level Director: Mary Ann Jessee

SPRING SEMESTER I		HOURS
NURS 5600	Pharmacotherapy for Nursing Practice	2
NURS 5610	Fundamentals of Clinical Practice	3
NURS 5615	Assessment and Intervention for Nursing Practice	2
NURS 5625	Fundamental Nursing Care of Adults and Older Adults	2
NURS 6022	Advanced Physiology and Pathophysiology	4
NURS 8212	Knowledge and Identity for Nursing Practice	2
NURS 8214	Social and Structural Influences on Health	3
SUMMER SEMESTER I		
NURS 5702	Experience of Adult Health and Illness	3
NURS 5703	Pharmacotherapy for Populations I	2
NURS 5704	Experience of Mental Health and Illness Across the Lifespan	2
NURS 5705	Nursing Care of the Adult Population	2
NURS 5706	Developing Clinical Reasoning and Judgment in Nursing Practice	1
NURS 5715	Nursing Care of Mental Health and Illness	2
NURS 5755	Interprofessional Practice and Quality Improvement in Communities I	1
NURS 8222	Appraisal of Evidence for Nursing Practice	2
NURS 8224	Analysis of Health and Systems Outcomes	2
FALL SEMESTER I		
NURS 5802	Experience of Pediatric Health and Illness	2
NURS 5803	Pharmacotherapy for Populations 2	2
NURS 5804	Experience of Perinatal Health and Illness	2
NURS 5805	Nursing Care of the Pediatric Population	2
NURS 5806	Advanced Clinical Reasoning and Judgment in Nursing Practice	3
NURS 5815	Nursing Care of the Perinatal Population	2
NURS 5855	Interprofessional Practice and Quality Improvement in Communities 2	2
NURS 8234	Advocacy for Health Equity	2
SPRING SEMESTER II		
NURS 5906	Complex Clinical Reasoning and Judgment in Nursing Practice	3
NURS 5910	Role Preparation for the Advanced Generalist Nurse	2
NURS 5915	Practicum for Transition to Nursing Practice	3
NURS 5955	Interprofessional Practice and Quality Improvement in Communities 3	1
NURS 8232	Leadership for Change	2
	Program Total	64

Post-Master's Certificates

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 postmaster'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.

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 [VUSN Student Handbook](#) and on the website at 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 6143	Intro. to Point of Care Ultrasound (2 credit hours)
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: 14 credit hours

Doctor of Nursing Practice

The D.N.P. Degree

ASST. DEAN for ACADEMICS - DNP PROGRAM: Terri Allison

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. Degree Requirements

DNP Advanced Clinical Practice Track, Advanced Systems Practice Track, and Executive Leadership Track

There are three post-master's entry tracks for the DNP degree. The curriculum includes 37 hours of required coursework and can be completed over six semesters. Courses are delivered using a combination of formats with one on-site or virtual intensive experience each semester, comprised of 3-4 days each, with the remainder of the coursework completed using distance learning technologies. Requirements for the degree include successful completion of advanced coursework to include a minimum of 500 hours of practice integration and the successful completion of a project. All degree requirements must be completed within five years of enrollment.

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. The student's status is defined as follows:

- Full time: Registered for 6 or more hours;
- Half time: Registered for at least 2-3 hours, but less than 6 hours;
- Less than half time: Registered for at least 1 hour, but less than 3

Application Procedure

The D.N.P. application is online at 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 October 15. Applications received after October 15 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

Students admitted Fall 2023 and beyond

Advanced Clinical Practice and Advanced Systems Practice Tracks		Credit Hours
NURS 8101	Integrative Application of Evidence-Based Practice	1
NURS 8102	Integrative Application of Evidence-Based Practice	2
NURS 8103	Integrative Application of Evidence-Based Practice	1
NURS 8212	Knowledge and Identity for Nursing Practice	2
NURS 8214	Social and Structural Influences on Health	3
NURS 8216	Professionalism, Legal and Ethics	2
NURS 8222	Appraisal of Evidence for Nursing Practice	3
NURS 8224	Analysis of Health and Systems Outcomes	2
NURS 8226	Advanced Quality Improvement and Safety	2
NURS 8232	Leadership for Change	2
NURS 8234	Advocacy for Health Equity	3
NURS 8236	Advanced Evidence-Based Practice	2
NURS 8238	Advanced Informatics	1
NURS 8240	Economics and Finance	1
NURS 8246	Advanced Population Health and Epidemiology	2
NURS 8248	Advanced Health Policy	2
NURS 8250	Advanced Leadership	2
	Elective Courses (2)	4
	Total	37

Executive Leadership Track		Credit Hours
NURS 8101	Integrative Application of Evidence-Based Practice	1
NURS 8102	Integrative Application of Evidence-Based Practice	2
NURS 8103	Integrative Application of Evidence-Based Practice	1
NURS 8212	Knowledge and Identity for Nursing Practice	2
NURS 8214	Social and Structural Influences on Health	3
NURS 8216	Professionalism, Legal and Ethics	2
NURS 8222	Appraisal of Evidence for Nursing Practice	3
NURS 8224	Analysis of Health and Systems Outcomes	2
NURS 8226	Advanced Quality Improvement and Safety	2
NURS 8234	Advocacy for Health Equity	3
NURS 8236	Advanced Evidence-Based Practice	2
NURS 8238	Advanced Informatics	1
NURS 8246	Advanced Population Health and Epidemiology	2
NURS 8248	Advanced Health Policy	2
NURS 8310	Systems and Complex Adaptive Thinking for Nurse Executives	2
NURS 8318	Economics and Finance for Executive Leaders	2
NURS 8320	Nurse Executive Leadership	1
NURS 8069	Lean Methodology in Healthcare or Elective (if Lean certified)	2
	Elective Course	2
	Total	37

BSN Entry to DNP: AGACNP Curriculum Plan and Required Hours

Students Admitted Fall 2023 and beyond

Semester	Course Number and Name	Credit Hours
Fall I	NURS 6022 Advanced Physiology and Pathophysiology	4
	NURS 6024 Advanced Pharmacology	3
	NURS 6045 Professional Formation 1: Roles and Contexts for Advanced Nursing Practice	1
	NURS 8212 Knowledge and Identity for Nursing Practice	2
	NURS 8214 Social and Structural Influences on Health	3
	Semester Total	13
Spring I	NURS 8222 Appraisal of Evidence for Nursing Practice	3
	NURS 8224 Analysis of Health and Systems Outcomes	2
	NURS 8226 Advanced Quality Improvement and Safety	2
	Semester Total	7
Summer I	NURS 8232 Leadership for Change	2
	NURS 8234 Advocacy for Health Equity	3
	NURS 8236 Advanced Evidence-Based Practice	2
	Semester Total	7

Fall II	NURS 6013	Advanced Health Assessment and Clinical Reasoning	2
	NURS 6014	Advanced Health Assessment Lab	1
	NURS 6105	Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner	1
	NURS 6110	Advanced Diagnostic and Therapeutic Procedures in Acute and Critical Care	1
	NURS 6114	Collaborative Management in Adult-Gerontology Acute Care I	3
	NURS 8216	Professional, Legal, Ethics	2
	Semester Total		9
Spring II	NURS 6115	Adult-Gerontology Acute Care Nurse Practitioner Practicum ²	4
	NURS 6124	Collaborative Management in Adult-Gerontology Acute Care II Elective 1 (specialty required) ¹	3 2
	Semester Total		9
Summer II	NURS 6075	Professional Formation 4: Transition to Advanced Nursing Practice	1
	NURS 6134	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II	3
	NURS 6195	Adult-Gerontology Acute Care Nurse Practitioner Preceptorship ²	4
	NURS 8101	Integrative Application of Evidence-Based Practice ^{4,5}	1
	Semester Total		9
Fall III	NURS 8085	BSN-DNP Practice Immersion	2
	NURS 8238	Advanced Informatics	1
	NURS 8240	Economics and Finance	1
	NURS 8248	Advanced Health Policy	2
	NURS 8102	Integrative Application of Evidence-Based Practice	2
	Semester Total		8
Spring III	NURS 8250	Advanced Leadership	2
	NURS 8246	Advanced Population Health and Epidemiology	2
	NURS 8103	Integrative Application of Evidence-Based Practice	1
	Semester Total		5
	Program Total		68

All students take the same core content. An optional intensivist focus area is offered including an elective and clinical experiences. The Intensivist program 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.

* 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)

BSN Entry to DNP: FNP/ENP Curriculum Plan and Required Hours

Students admitted Fall 2023 and beyond

Semester	Course Number and Name	Credit Hours
Fall	NURS 6022 Advanced Physiology and Pathophysiology	4
	Year 1	
	NURS 6024 Advanced Pharmacology	3
	NURS 6045 Professional Formation 1: Roles and Contexts for Advanced Nursing Practice	1
	NURS 8212 Knowledge and Identity for Nursing Practice	2
	NURS 8214 Social and Structural Influences on Health	3
	Semester Total	13
Spring	NURS 6032 Advanced Practice Primary Care Nursing in the Woman's and Gender Related Health	1
Year 1	NURS 6310 Essential Diagnostic and Therapeutic Procedures in Primary, Urgent & Emergency Care	1
	NURS 6521 The Context of Primary Care: FNP Domains and Core Competencies for Practice	1
	NURS 6532 Advanced Practice Nursing in the Primary Care of the Elderly	1
	NURS 8222 Appraisal of Evidence for Nursing Practice	3
	NURS 8224 Legal and Ethical Environment	2
	Semester Total	9
Summer	NURS 6143 Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider	2
Year 1	NURS 8232 Leadership for Change	2
	NURS 8234 Advocacy for Health Equity	3
	NURS 8236 Advanced Evidence-Based Practice	2
	Semester Total	9
Fall	NURS 6013 Advanced Health Assessment and Clinical Reasoning	2
	Year 2	
	NURS 6014 Advanced Health Assessment Lab	1
	NURS 6030 Advanced Practice Nursing in Primary Care of the Adult	3
	NURS 6305 Advanced Health Assessment Applications for the Emergency NP	1
	NURS 6595 Family NP Preceptorship	4
Semester Total	11	
Spring	NURS 6036 Advanced Practice Nursing in Primary Care of the Child and Adolescent	3
Year 2	NURS 6301 Concepts of Advanced Emergency Nursing	3
	NURS 8355 Practicum in Emergency Care	3
	NURS 8226 Advanced Quality Improvement and Safety	2
	Semester Total	11
Summer	NURS 6075 Role Transition for Advanced Practice Nursing	1
	Year 2	
	NURS 6361 Pathophysiology and Collaborative Management in Emergent and Critical Care	3
	NURS 6365 Trauma, Emergency & Critical Care Clinical I	4
	NURS 6395 Practicum in Emergency Care II	1
	NURS 8101 Integrative Application of Evidence-Based Practice	1
Semester Total	10	

Fall	NURS 8085	BSN-DNP Practice Immersion (not required)	2
Year 3	NURS 8102	Integrative Application of Evidence-Based Practice	2
	NURS 8216	Professionalism, Legal and Ethics	2
	NURS 8238	Advanced Informatics	1
	NURS 8240	Economics and Finance	1
	NURS 8246	Advanced Population Health and Epidemiology	2
		Semester Total	8
Spring	NURS 8103	Integrative Application of Evidence-Based Practice	1
Year 3	NURS 8248	Advanced Health Policy	2
	NURS 8250	Advanced Leadership	2
		Semester Total	5
		Program Total	76

D.N.P. Admission

Students enter the VUSN DNP program in one of the following categories:

Entry to the DNP Advanced Clinical Practice Track with an MSN Degree in Advanced Nursing Practice

For students who have completed an advanced clinical practice program, this entry requires APRN certification as either a NP, CNM, CNS, or CRNA. For students who are progressing seamlessly from VUSN's MSN or post-master's certificate program, certification must be obtained prior to enrolling in NURS 8101 or NURS 8105: DNP Integrative Application of Evidence-Based Practice.

Entry to the DNP Advanced Systems Track

This track has three entry options:

1. Applicants with an MSN in healthcare leadership, nursing administration, or nursing informatics may enter the Advanced Systems track or the Executive Leadership track (see below). National certification in the area of specialty is preferred.
2. Applicants with a BSN and a master's in a non-nursing, business- or health-related field to the Advanced Systems track 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.). <https://www.aonl.org/initiatives/cenp>
 - American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC). <https://www.nursingworld.org/our-certifications/nurse-executive>
 - American Nurses Credentialing Center Nurse Executive, Advanced (NEA-BC). www.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/resources-certification/cphims
 - 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. <https://www.nursingworld.org/our-certifications/informatics-nurse/>
 - American College of Healthcare Executives (ACHE). Fellow of the American College of Healthcare Executives (FACHE). ache.org/fache

Applicants may be awarded up to 500 clinical hours upon enrollment dependent on portfolio review, systems practice experience, and national certification relevant to advanced systems practice.

3. Applicants with an MSN in Nursing Education to the Advanced Systems track with an MSN or MN in Nursing Education must complete additional MSN level courses in Nursing and Healthcare Leadership as part of the DNP program and prior to enrollment in DNP courses, which lengthens the program of studies. A gap analysis will be conducted to evaluate completion of graduate level courses in Leadership, Finance, and Quality Improvement. The program length will be based on the individual gap analysis. After completing the MSN level courses, the student continues in DNP courses. Applicants with MSN or MN in Nursing Education to the advanced systems practice track 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.). <https://www.aonl.org/initiatives/cenp>
- American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC). www.nursingworld.org/our-certifications/nurse-executive/
- American Nurses Credentialing Center Nurse Executive, Advanced (NEA-BC). www.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/resources-certification/cphims
- 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. <https://www.nursingworld.org/our-certifications/informatics-nurse/>
- American College of Healthcare Executives (ACHE). Fellow of the American College of Healthcare Executives (FACHE). ache.org/fache

Applicants may be awarded up to 500 clinical hours upon enrollment dependent on portfolio review, prior MSN clinical hours, systems practice experience, and national certification relevant to advanced systems practice.

Entry to DNP Executive Leadership Track:

This track has four entry options:

1. MSN in healthcare leadership or in nursing administration. Applicants may be awarded up to 500 clinical hours upon enrollment dependent on portfolio review, prior MSN clinical hours, systems practice experience, and national certification relevant to advanced systems practice
2. MSN in other advanced nursing practice specialties
3. BSN with a master's in a non-nursing, business- or health-related field (e.g. MBA, MPH, MHA, MMHC). Applicants may be awarded up to 500 clinical hours upon enrollment dependent on portfolio review, prior MSN clinical hours, systems practice experience, and national certification relevant to executive leadership practice.
4. MSN in Nursing Education: Applicants with an MSN or MN in Nursing Education must complete additional MSN level courses in Nursing and Healthcare Leadership as part of the DNP program and prior to enrollment in DNP courses, which lengthens the program of studies. A gap analysis will be conducted to evaluate completion of graduate level courses in Leadership, Finance, and Quality Improvement. The program length will be based on the individual gap analysis. After completing the MSN level courses, the student continues in DNP courses. Applicants may be awarded up to 500 clinical hours upon enrollment dependent on portfolio review, prior MSN clinical hours, systems practice experience, and national certification relevant to executive leadership practice.

Applicants to the Executive Leadership track 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.) <https://www.aonl.org/initiatives/cenp>
- American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC) nursingworld.org/our-certifications/nurse-executive/
- American Nurses Credentialing Center Nurse Executive, Advanced (NEA-BC) nursingworld.org/our-certifications/nurse-executive-advanced/
- American College of Healthcare Executives (ACHE). Fellow of the American College of Healthcare Executives (FACHE). ache.org/fache

Entry with MSN Adding Post-Master's Certificate

Vanderbilt offers post-master's entry for advanced practice nurses who hold an MSN and wish to pursue additional advanced practice study for a new certification. Applicants with an MSN or MN in majors such as nursing education or clinical nurse leader must complete a Post-Master's Certificate in an advanced clinical practice specialty (Nurse-Midwifery or a Nurse Practitioner) or advanced systems practice specialty (Nursing Informatics) as part of the DNP program, which lengthens the program of studies. The program length will be based on the individual portfolio review. After completing the Post-Master's Certificate portion, the student is eligible to take the national certification

exam in the selected specialty, if required by the specialty, and continue in DNP courses. Applicants pursuing a new specialty should address their career goals for the new specialty as part of the DNP statement of professional goals.

Entry to BSN to DNP

The BSN to DNP track is available for the following specialties: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) or Family Nurse Practitioner/Emergency Nurse Practitioner (FNP/ENP). The BSN entry to the DNP integrated program prepares students to provide an advanced level of evidence-based care to acute and critical care patient populations (AGACNP) or emergency care across the lifespan for all acuties (FNP/ENP). The program emphasizes 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 selected patient population. The program prepares students to serve as leaders in their area of practice.

The BSN entry to the DNP program gives registered nurses with a Bachelor of Science in Nursing degree the ability to earn a Doctorate of Nursing Practice degree in eight semesters, without first obtaining a masters-level nursing degree. The BSN entry to DNP program requires the completion of 65-67 (AGACNP) or 79 (FNP/ENP) semester credit hours. The program is structured so that students complete nurse practitioner specialty and core DNP coursework first, and then transition into DNP-specific practice courses. Students will be eligible to take the specialty certification exam upon completion of specialty-specific course work and will be doctoral-prepared adult-gerontology acute care or family nurse practitioner/emergency nurse practitioners upon graduation. BSN entry to DNP students will complete a minimum of 1000 clinical/practice hours.

MSN Seamless Entry to DNP

VUSN MSN graduates may seamlessly progress to the DNP program with guaranteed admission for up to two years after completion of the MSN degree.

MN Seamless Entry to DNP

VUSN MN graduates may seamlessly progress to the DNP plus Post-Master's Certificate program. Applicants should address their career goals for the post-master's certificate specialty as part of the abbreviated DNP application. VUSN MN graduates may seamlessly progress to the DNP plus Post-Master's Certificate program for up to two years after completion of the MN degree.

The DNP curriculum places great intellectual, psychological, motor, and sensory demands on students. In accordance with Vanderbilt's non-discrimination policy, the DNP Student Admissions and Academic Progression Committee (SAAP) is charged with making individualized determinations of the ability of each candidate for admission to successfully complete the degree requirements. Vanderbilt School of Nursing considers the Internet communication link an essential learning resource for doctoral students. DNP students will be required to have a home computer, printer, and internet service provider that has high-speed, broadband Internet access.

D.N.P.: The Academic Program

DNP Program Goals

Central to the DNP 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 practice expertise and patient values to facilitate healthcare decision making. The goals of the DNP program are to prepare nurse scholars 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 healthcare 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. 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. For Doctoral courses one credit hour reflects 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].

Students may complete practice hours at their site of employment as an advanced practice nurse, health system leader, or nurse informaticist. VUSN will execute affiliation agreements with specified agencies for the student's practica course work, if required. All requirements for practica should be completed and on file (see Registration) at the time of enrollment or prior to enrollment in NURS 8101 or NURS 8105, Integrative Application to Evidence-Based Practice. Practice mentors and/or agencies may require 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.

Clinical experiences and Practica for AGACNP and FNP/ENP BSN to DNP specialty courses: See VUSN catalog: MSN Ratio of Credit Hours to Clock Hours.

Practice Hours

VUSN DNP graduates are scholars expected to collaborate in complex health environments with diverse populations, translate and apply evidence to clinical decision making; lead the development, testing, and dissemination of care standards; and advocate for policy and initiatives with stakeholders, to improve health outcomes. Informed by *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), and *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), practice experiences are designed to provide opportunities to expand on proficiency and mastery of APN or systems competencies.

All VUSN DNP students are required during their course of study to complete a minimum of 500 DNP practice hours within their professional practice setting or in practice sites created through collaborative partnerships with students, faculty and agencies.

1. Students entering the program with a MSN in an advanced nursing practice specialty (APRN, leadership/administration, informatics) are required to complete 500 practice hours, for a total minimum of 1000 post-baccalaureate hours.
2. Students entering the program with a BSN and a Master's in a non-nursing, business- or health-related field or with a MSN or MN in Nursing Education to the Advanced Systems or Executive Leadership track may be awarded up to 500 practice hours prior to enrollment in DNP courses if certified by the American Association of Nursing Leadership (AONL), the American Nurses Credentialing Center (ANCC), Healthcare Information and Management Systems Society (HIMSS), or the American College of Healthcare Executive (ACHE); and are required to complete 500 practice hours for a total minimum of 1000 post-baccalaureate hours.
3. Students entering the program with a MSN and adding a post-master's certificate in a nurse practitioner or nurse midwifery specialty are required to complete a minimum of 500 NP or NMW specialty direct patient care clinical hours and 500 DNP practice hours.
4. Students entering with a BSN to the DNP Advanced Clinical Practice track in a specialty area are required to complete a minimum of 500 NP specialty direct patient care clinical hours and 500 DNP practice hours for a total minimum of 1000 post-baccalaureate hours.

Practice hours are designed to demonstrate synthesis of expanded knowledge acquired within the DNP curriculum. The practice portion of the curriculum demonstrates the student's capability to meet the core competencies of the DNP degree, and the advanced nursing practice specialty, as appropriate. The practice hours are documented in the specialty-related clinical hours (BSN to DNP, PMC) and the DNP Practice Hours Log.

Practical learning experiences are structured in a 4-credit Integrative Application course completed over 3-4 semesters that includes course objectives for meeting overall program outcomes. Credit is awarded each term a grade of Satisfactory is earned, for a maximum of four credits. The course provides the student the opportunity to develop, propose, implement and defend the project, the hallmark of the VUSN practice doctorate. Completion of the project demonstrates synthesis of the student's knowledge from curriculum courses and unique practice experiences, achievement of competencies, and unique expertise in the student's specified area of practice.

The hours can be demonstrated through a variety of methods including:

- In-depth work/mentorship/collaboration with experts from nursing, as well as other disciplines
- Student engagement within practice environments
- An opportunity to build and assimilate knowledge for advanced specialty practice at a high level of complexity
- An opportunity for further synthesis and expansion of learning
- Experience in the context within which the final DNP project is completed
- An opportunity to integrate and synthesize *The Essentials* and specialty requirements necessary to demonstrate competency in an area of specialized advanced nursing practice.

Practice hours are self-reported and documented in the student's DNP Practice Hours Log and the specialty-related clinical hours log, as appropriate.

Ph.D. in Nursing Science

Director of Graduate Studies Angela McNelis

DEGREE OFFERED: Doctor of Philosophy

The program prepares nurse scientists who engage in innovative, multidisciplinary, biobehavioral research to transform the discipline of nursing through a lens of health equity. An emphasis on data science and health technology methodologies prepares graduates to serve as global leaders in advancing the discipline and practice of nursing through research, education, and health policy. Signature areas are Acute and Chronic Illness and Pregnancy Outcomes, Mother, Infant, Child and Family Health.

Admission to the PhD in Nursing Science program is through the Graduate School. Application materials are online. Successful applicants to the program are those whose applications clearly articulate their research career goals and interests, research experiences and research alignment with potential faculty mentors. Previous academic performance, writing samples, and letters of recommendation are also considered.

Courses are delivered online, synchronously, and face-to-face during on-campus block intensives. Intensives occur during each semester of the didactic component (6 semesters over 2 years). Students work with faculty mentors who guide and oversee their program of study from admission through degree completion. Students may have opportunities to participate in intensive research experiences connected with faculty research projects and are exposed to a variety of research designs and analytic techniques.

The program requires 72 credit hours of study, of which 15 may be transferred from master's course work completed within 10 years of the matriculation date, pending review and approval by the Graduate School. The core curriculum of the program includes 47 credit hours of required formal, didactic coursework with at least a B-, which includes 6 elective hours. An additional 10 credit hours of course work addresses the student's research (4 research practica and 6 dissertation research credits). Degree requirements include successful completion of advanced coursework, a qualifying exam, and a dissertation.

Financial Information

Tuition for 2024/2025 is \$1,997 per credit hour for the M.N., 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 Nursing may be completed in a minimum of four semesters of full-time study. 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 PreSpecialty component complete the M.S.N. in six full-time semesters. Students admitted through the R.N. PreSpecialty component complete the M.S.N. in a minimum of five full-time semesters. M.N. and M.S.N. students attend fall, spring, and summer sessions. D.N.P. students 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 (non-refundable)	\$500
Student services fees	
Fall and spring (per semester)	\$324
Summer	\$110
Zero hours	\$200
Student health insurance (per year) (\$1,758, fall; \$1,757, spring)	\$3,918 (\$1,959, fall; \$1,959, spring)
Student Health Fee (per semester)	\$422
Student Health Fee (summer)	\$124
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 <https://www.vanderbilt.edu/stuaccts/graduate/refund.php>.

Tuition Payment Plan (The Vandy Plan)

Information about the Vandy Plan is available on the Student Accounts website at <https://www.vanderbilt.edu/stuaccts/payments/options.php>.

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 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). The FAFSA can be completed online at <https://studentaid.gov>. 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. and Post-Masters Certificate students must be enrolled in at least five credit hours per semester and be degree seeking. DNP students must be enrolled in at least two hours a semester to receive federal students loans. The loans offered are Federal Direct Unsubsidized loans and Federal Direct 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.

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 2021/2022 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.N. and 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 PreSpecialty 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 PreSpecialty 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 PreSpecialty program are eligible for membership after having completed 22 hours of the required

PreSpecialty 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 PreSpecialty 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 PreSpecialty 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 PreSpecialty 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 PreSpecialty 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.

Campus Resources

Life at Vanderbilt

Accommodations for Students with Disabilities

Student Access provides accommodations to students with disability-related limitations. Common accommodations include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio textbooks, physical adaptations, supplemental notes, and reading services. Students may also request accommodations related to housing, dining, and transportation. Accommodations are determined on an individual, case-by-case basis. Specific concerns pertaining to student accommodations or access on campus should be directed to the Office for Student Access (studentaccess@vanderbilt.edu) or by calling (615) 343-9727. For additional information please visit the Student Access website: vanderbilt.edu/student-access.

Nondiscrimination, Anti-Harassment, Anti-Retaliation, and Sexual Misconduct

The Title IX Office (vanderbilt.edu/title-ix) and/or the Equal Opportunity and Access Office (vanderbilt.edu/ea) 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.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, based on a protected identity other than sex please contact the Equal Opportunity and Access Office. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department.

The Title IX Office also facilitates the provision of supportive measures and other accommodations for students affected by sexual misconduct and power-based personal violence. Some examples of these supportive measures are mutual no contact directives, adjusted course schedules, and housing adjustments.

Specific concerns pertaining to prohibited discrimination, harassment, or retaliation should be directed to the Equal Opportunity and Access Office at (615) 343-9336. Allegations of sex discrimination, sexual misconduct and other forms of power-based personal violence, should be directed to the Title IX Office at (615) 343-9004.

Official University Communications

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

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.

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.

VA Compliance Statement

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Vanderbilt University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Vanderbilt University

Accreditation

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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.

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. 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 vanderbilt.edu/faculty-affairs/oapraa/student-achievement. 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/crimeinfo/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 the “Vanderbilt University Police Department” 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. 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 the “Student Records (Family Educational Rights and Privacy Act)” section of this catalog.

The University

Commodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it “contribute . . . to strengthening the ties which should exist between all geographical 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 4,200 full-time members and a diverse student body of more than 12,800.

The 334-acre campus is about one and one-half miles from the downtown business district of the city of Nashville, combining the advantages of an urban location with a peaceful, parklike setting of broad lawns, shaded paths, and quiet plazas.

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, Master of Legal Studies, Doctor of Jurisprudence.

School of Medicine. Master of Education of the Deaf, Master of Genetic Counseling, Master of Imaging Science, Master of Public Health, Master of Science in Clinical 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 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.

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Courses by Subject Areas

Nursing

NURS5095 - Prespecialty Clinical Directed Study

Catalog Description

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

NURS5101 - Legal and Ethical Accountability in Professional Nursing Practice

Catalog Description

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]

NURS5103 - Human Experience of Health and Illness Across the Lifespan I

Catalog Description

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]

NURS5105 - Enhancement of Community and Population Health I

Catalog Description

This course is the first in a sequence of three blended didactic and clinical practice courses designed to engage the student in exploration of population and community-based health care principles that impact health and wellness of the individual, community, and population. Evidence-based public health frameworks and relevant theories including quality improvement, social determinants of health, and health equity are used to foster student understanding of health status, resource availability, and barriers to access that influence overall health and wellness of the individual, community, and population. The community clinical experience is designed to engage the student in interprofessional learning, advocacy, and action in collaboration with community organizations to assess and intervene on specific challenges to maximizing the health of peoples in communities and populations. Corequisite: 5101, 5103, 5106, 5115. [3]

NURS5106 - Pharmacology for Nursing Care I

Catalog Description

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]

NURS5115 - Fundamentals of Clinical Practice

Catalog Description

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]

NURS5201 - Inquiry and Evidence in Professional Nursing Practice

Catalog Description

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]

NURS5203 - Human Experience of Health and Illness Across the Lifespan II

Catalog Description

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]

NURS5205 - Enhancement of Community and Population Health II

Catalog Description

This course is the second in a sequence of three blended didactic and clinical practice courses designed to engage the student in exploration of population and community-based health care principles. Students utilize evidence-based public health frameworks and relevant theories incorporating quality improvement and social determinants of health equity in underserved individuals, communities, and populations. In addition, students collaborate to synthesize and evaluate data from their community-based projects. Prerequisite: 5101, 5102, 5103, 5105, 5106, 5115. Corequisite: 5201, 5203, 5206, 5215. [3]

NURS5206 - Pharmacology for Nursing Care II

Catalog Description

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]

NURS5215 - Integration of Theoretical and Clinical Aspects of Nursing I

Catalog Description

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]

NURS5301 - Leadership and Management in Professional Nursing Practice

Catalog Description

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]

NURS5303 - Human Experience of Health and Illness Across the Lifespan III

Catalog Description

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, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5315, 5325, 5306. [4]

NURS5305 - Enhancement of Community and Population Health III

Catalog Description

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]

NURS5306 - Pharmacology for Nursing Care III

Catalog Description

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]

NURS5315 - Integration of Theoretical and Clinical Aspects of Nursing II

Catalog Description

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]

NURS5325 - Capstone Clinical Practicum

Catalog Description

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]

NURS5598 - Independent Study - Non Clinical

Catalog Description

Ind Study - Non Clinical [1-6]

NURS5600 - Pharmacotherapy for Nursing Practice

Catalog Description

This didactic course is the first in a series examining pharmacologic concepts for nursing practice. Introductory pharmacologic concepts including pharmacogenetics, pharmacokinetics, drug classifications and indications for drug use in diverse individuals and populations across the lifespan will be discussed. Health promotion, social determinants of health, and genetics and genomics influencing person-centered drug therapy will be emphasized. Evaluation of patient pharmacologic regimens in clinical situations will foster learner understanding of the relationships among pharmacologic concepts and outcomes of drug therapy in the practice setting. The role of the nurse in safe medication education, administration, evaluation, and documentation will be discussed. Co-requisites: 5610, 5615, 5625, 6022, 8212 and 8214. [2]

NURS5610 - Fundamentals of Clinical Practice

Catalog Description

This didactic course fosters learner development of sound foundational knowledge, clinical reasoning, and reflective skills. Learners will explore the principles of developing caring therapeutic relationships and applying the nursing process and introductory clinical judgment to clinical situations to promote safe, person-centered nursing care. Learners will develop an understanding of patient safety as the foundation for health promotion and provision of basic care and comfort for diverse individuals, families, and populations across the lifespan. Physical assessment, nursing interventions, patient and family education, documentation, and professional communication with the interprofessional healthcare team will be discussed. Corequisites: 5600, 5615, 5625, 6022, 8212 and 8214. [3]

NURS5615 - Assessment and Intervention for Nursing Practice

Catalog Description

This clinical skills course engages learners in application of foundational knowledge, practice, and demonstration of competency in the nursing health history, physical assessment, and basic psychomotor and nursing intervention skills in the simulated clinical environment. Emphasis will be placed on creating a culture of patient safety and inclusivity and differentiation between expected and unexpected findings in diverse individuals. Learners will develop professional behaviors, caring attitudes, and communication skills to foster therapeutic patient and interprofessional healthcare team relationships. Learners will engage in reflective practice to promote professional growth and development of clinical judgment. Corequisites: 5600, 5610, 5625, 6022, 8212 and 8214. [2]

NURS5625 - Fundamental Nursing Care of Adults and Older Adults

Catalog Description

This clinical experience course engages learners in application of foundational knowledge, skills, attitudes, and professional behaviors integral to professional nursing practice. Learners will demonstrate competency in nursing assessment and intervention skills with adults and older adults in acute and post-acute clinical settings. Emphasis will be placed on safety, therapeutic communication, inclusivity, professionalism, and introductory clinical judgment in the provision of basic nursing care as part of the interprofessional team. Corequisite: 5600, 5610, 5615, 6022, 8212 and 8214. [2]

NURS5690 - Foundations of Clinical Teaching in the Health Professions

Catalog Description

This course is designed to foster learner development of foundational clinical teaching skills for nursing education and professional development. Learners will explore the value of various clinical learning experiences and teaching strategies for the development and evaluation of practice competencies for health professions. The role of the nurse in clinical education for nursing students in academia and for new-graduate nurses in the practice setting will be explored. Emphasis will be placed on establishing a supportive environment for learning and the use of clinical coaching for the development of affective, cognitive, and psychomotor competency. [3]

NURS5701 - Human Experience of Health and Illness 1

Catalog Description

This didactic course is the first in a series examining the human experience of health and illness across the lifespan from infancy through senescence. Genetic and genomic factors, current evidence, and the social determinants of health form the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes across the lifespan with content specific to 1) individuals with acute and chronic psychiatric/mental health illnesses, and 2) children with acute and chronic illnesses. Learners will explore common anatomic, psychological, and behavioral changes in individuals experiencing acute and chronic psychiatric illness. Growth and development patterns and expected variations in children and adolescents with selected disorders will be discussed. Learners will use the nursing process and introductory clinical judgment to identify person-centered priority nursing actions to prevent, manage, or improve problems within the body systems. The influence of growth and development, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212 and 8214. Corequisites: 5703, 5715, and 5725. [5]

NURS5702 - Experience of Adult Health and Illness

Catalog Description

This didactic course is part of a series examining the human experience of health and illness across the lifespan from infancy through senescence. Specific to adults with complex acute and chronic illness, this course will explore genetic and genomic factors, current evidence, and the social determinants of health as the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes. Learners will use the nursing process and introductory clinical judgment to identify person-centered priority nursing actions to prevent, manage, or improve problems within the body systems. The influence of growth and development, frailty in the older adult, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, 8214. Corequisite: 5703. [3]

NURS5703 - Pharmacotherapy for Populations 1

Catalog Description

This didactic course is the second in a series examining pharmacologic concepts for nursing practice. Integration of pharmacogenetics, pharmacokinetics, health promotion, social determinants of health, and genetics and genomics influencing person-centered drug therapy across the lifespan will be discussed. Emphasis will be placed on the implications of drug therapy for individual patient populations including 1) children and adolescents with acute and chronic illnesses, and 2) individuals with psychiatric/mental health disorders. Exploration of prototype drugs within major drug classifications and safe medication calculation and administration will foster evaluation of the safety and efficacy of patient pharmacologic regimens in the clinical practice setting. The role of the nurse in modeling safe medication education, administration, evaluation, and documentation will be discussed. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212 and 8214. Corequisite: 5715. [2]

NURS5704 - Experience of Mental Health and Illness Across the Lifespan

Catalog Description

This didactic course is part of a series examining the human experience of health and illness across the lifespan from infancy through senescence. Genetic and genomic factors, current evidence, and the social determinants of health form the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes specific to individuals with acute and chronic psychiatric/mental health illnesses across the lifespan. Learners will explore common anatomic, psychological, and behavioral changes in individuals experiencing acute and chronic psychiatric illness. Learners will use the nursing process and introductory clinical judgment to identify person-centered priority nursing actions to prevent, manage, or improve mental health problems. The influence of growth and development, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, 8214. Corequisite: 5703. [2]

NURS5705 - Nursing Care of the Adult Population

Catalog Description

This clinical experience course engages learners in the integration of new and existing knowledge and evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to clinical situations with diverse adults and older adults experiencing complex acute and chronic illness. Concepts of wellness, inclusivity, family integrity, patient teaching, and patient advocacy provide a foundation for person-centered care. Emphasis will be placed on application and adaptation of competencies and integration of advanced skills as required for the provision of safe, ethical, person-centered care. Principles of early identification and intervention on condition changes and complications will inform reduction of risk and management of complex acute and chronic illness states. Learners will use principles of leadership, communication, and teamwork as members of the interprofessional healthcare team. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, 8214. Corequisites: 5702, 5703, 5706, 8222, 8224. [2]

NURS5706 - Developing Clinical Reasoning and Judgment in Nursing Practice

Catalog Description

This course is the first in a sequence of clinical seminars designed to prepare learners to use sound clinical reasoning and judgment in nursing practice. The importance of wellbeing, knowledge, thinking patterns, clinical situations, and practice experience will be discussed. Individual and peer-engaged strategies will foster application of clinical reasoning processes to make nursing decisions in case and simulated clinical situations involving diverse individuals across the lifespan. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, and 8214. [1]

NURS5715 - Nursing Care of Mental Health and Illness

Catalog Description

This clinical experience course engages learners in integration of new and existing knowledge, evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to clinical situations with diverse individuals, groups, and families experiencing mental health illnesses. Concepts of wellness, inclusivity, family integrity, patient teaching, and patient advocacy provide a foundation for person-centered care. Emphasis will be placed on application and adaptation of foundational competencies and integration of advanced skills as required for the provision of safe, ethical, evidence-based person-centered care. Learners will use principles of leadership, communication, and teamwork as members of the interprofessional healthcare team. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, and 8214. Corequisites: 5703, 5704, 5706, 8222 and 8224. [2]

NURS5735 - Interprofessional Chronic Illness Management Practicum 1

Catalog Description

This course is the first in a series engaging learners in interprofessional learning and collaborative care of underserved adults and older adults living with chronic illness or disability in the community. The social determinants of health and principles of health equity and justice inform the assessment of and intervention on patient health. Learners from multiple professions will explore the roles of each discipline in interprofessional healthcare delivery. Emphasis will be placed on the efficacy of fostering health and wellness through collaborative interprofessional assessment and intervention. Prerequisites: 5610, 5615, 5625, 6022, 8212, and 8214. Corequisites: 5701, 5703, 5706, 5715, 5725, 8222 and 8224. [1]

NURS5745 - Community Engagement Practicum 1

Catalog Description

This course is the first in a sequence of clinical practice courses designed to engage the student in exploration of population and community-based health care delivery. Students collaborate to identify and gather relevant data, assess community needs, resource availability and access, and propose ideas for a community-engaged quality improvement project. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, and 8214. Corequisites: 5701, 5703, 5706, 5715, 5725, 8222, and 8224. [0.5]

NURS5755 - Interprofessional Practice and Quality Improvement in Communities 1

Catalog Description

This clinical experience course is the first in a sequence designed to engage the student in exploration of interprofessional learning and the delivery of effective, collaborative community-based care. The social drivers of health and principles of equity and justice will inform the assessment of both patient and population-level data, including resource availability and access, to propose a community-engaged quality improvement project. Prerequisites: 5600, 5610, 5615, 5625, 6022, 8212, 8214. Corequisites: 8222, 8224. [2]

NURS5801 - Human Experience of Health and Illness 2

Catalog Description

This didactic course is the second in a series examining the human experience of health and illness across the lifespan from infancy through senescence. Genetic and genomic factors, current evidence, and the social determinants of health form the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes across the lifespan specific to 1) the childbearing family, and 2) adults with complex acute and chronic illness management. Learners will explore the processes of normal pregnancy and birth, high risk pregnancy, and care of the healthy newborn, postpartum patient, and family. Nursing management of complex acute and chronic multi-system pathology and critical illness sequelae across the lifespan will be discussed. Learners will use the nursing process and introductory clinical judgment to identify person-centered priority nursing actions to prevent, manage, or improve problems within the body systems. The influence of growth and development, frailty in the older adult, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5701, 5703, 5706, 5715, 5725, 8222 and 8224. Corequisites: 5803, 5806, 5815, 5825, 8232 and 8234. [5]

NURS5802 - Experience of Pediatric Health and Illness

Catalog Description

This didactic course is part of a series examining the human experience of health and illness across the lifespan from infancy through senescence. Genetic and genomic factors, current evidence, and the social determinants of health form the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes specific to children with acute and chronic illnesses. Growth and development patterns and expected variations in children and adolescents with selected disorders will be discussed. Learners will use the nursing process and introductory clinical judgment to identify person-centered and family-centered priority nursing actions to prevent, manage, or improve problems. The influence of growth and development, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient and family in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5702, 5703, 5704. Corequisites: 5706, 5803. [2]

NURS5803 - Pharmacotherapy for Populations 2

Catalog Description

This didactic course is the third in a series examining pharmacologic concepts for nursing practice. Integration of pharmacogenetics, pharmacokinetics, health promotion, social determinants of health, and genetics and genomics influencing person-centered drug therapy across the lifespan will be discussed. Emphasis will be placed on the implications of drug therapy for individual patient populations including 1) childbearing individuals and newborns, and 2) individuals experiencing complex acute and chronic illness. Exploration of prototype drugs within major drug classifications and safe medication calculation and administration will foster evaluation of the safety and efficacy of patient pharmacologic regimens in the clinical practice setting. The role of the nurse in modeling safe medication education, administration, evaluation, and documentation will be discussed. Prerequisites: 5703, 5706, 5715, 8222 and 8224. Corequisites: 5806, 5815, and 8234. [2]

NURS5804 - Experience of Perinatal Health and Illness

Catalog Description

This didactic course is part of a series examining the human experience of health and illness across the lifespan from infancy through senescence. Genetic and genomic factors, current evidence, and the social determinants of health form the foundation for exploration of health promotion, epidemiology, pathophysiology, nursing management, educational needs, and selected medical management of adaptive and maladaptive processes specific to the childbearing family. Learners will explore the processes of normal pregnancy and birth, high risk pregnancy, and care of the healthy newborn, postpartum patient, and family. Learners will use the nursing process and introductory clinical judgment to identify person-centered priority nursing actions to prevent, manage, or improve problems within the body systems. The influence of growth and development, frailty in the older adult, sex, gender, psychosocial, and cultural factors on the health of individuals, families, and populations will be discussed. Emphasis will be placed on promotion of health, including primary, secondary, tertiary, anticipatory guidance, and patient and family education. The role of the nurse and the patient in collaborative interprofessional health care delivery, and the implications for use of clinical informatics will be discussed. Prerequisites: 5702, 5703, 5704, 5706. Corequisite: 5803. [2]

NURS5805 - Nursing Care of the Pediatric Population

Catalog Description

This clinical experience course engages learners in integration of new and existing knowledge and evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to clinical situations with diverse children from newborn through adolescence and their families. Concepts of wellness, inclusivity, family integrity, patient teaching, and patient advocacy are used as a foundation for person-centered care. Emphasis will be placed on application and adaptation of foundational competencies and integration of advanced skills as required for the provision of safe, ethical, person-centered care. Learners will use principles of leadership, communication, and teamwork as members of the interprofessional healthcare team. Prerequisites: 5702, 5703, 5704, 5706, 5825, 8222, and 8224. Corequisites: 5802, 5803, 5806. [2]

NURS5806 - Advancing Clinical Reasoning and Judgment for Nursing Practice

Catalog Description

This course is the second in a sequence of clinical seminars designed to prepare learners to use sound clinical reasoning and judgment in nursing practice. Learners will explore the influence of individual wellbeing, knowledge, thinking patterns, and clinical experiences on clinical reasoning and judgment in complex clinical situations. Individual and peer-engaged strategies will foster evaluation of clinical reasoning processes used by individuals and teams to make nursing decisions in case and simulated clinical situations involving diverse individuals across the lifespan. Prerequisite: 5706. [1]

NURS5815 - Nursing Care of Childbearing Families

Catalog Description

This clinical experience course engages learners in integration of new and existing knowledge and evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to clinical situations with diverse childbearing individuals, newborns, and their families. Concepts of wellness, inclusivity, family integrity, client teaching, and patient advocacy are used as a foundation for person-centered care. Emphasis will be placed on application and adaptation of foundational competencies and integration of advanced skills as required for the provision of safe, ethical, person-centered care. Learners will use principles of leadership, communication, and teamwork as members of the interprofessional healthcare team. Prerequisites: 5701, 5703, 5706, 5715, 5725, 8222 and 8224. Corequisites: 5801, 5803, 5806, 8232 and 8234. [1]

NURS5835 - Interprofessional Chronic Illness Management Practicum 2

Catalog Description

This course is the second in a series engaging learners in interprofessional learning and collaborative care of underserved adults and older adults living with chronic illness or disability in the community. The social determinants of health and principles of health equity and justice inform the intervention on patient health. Interprofessional teams will evaluate the role of each discipline in healthcare delivery and collaborate with the patient and caregivers to intervene on the priority health needs of patients. Prerequisites: 5701, 5703, 5706, 5715, 5725, 8222 and 8224. Corequisites: 5801, 5803, 5806, 5815, 5825, 8232 and 8234. [1]

NURS5845 - Community Engagement Practicum

Catalog Description

This course is the second in a sequence of clinical practice courses designed to engage the student in exploration of population and community-based health care delivery. Students collaborate to implement a community-based project and synthesize data and evaluate quality improvement project outcomes. Prerequisites: 5745, 8222 and 8224. Corequisites: 5801, 5803, 5806, 5815, 5825, 8232 and 8234. [0.5]

NURS5855 - Interprofessional Practice and Quality Improvement in Communities 2

Catalog Description

This clinical experience course is the second in a sequence designed to engage the student in exploration of interprofessional learning and the delivery of effective, collaborative community-based care. The social drivers of health and principles of equity and justice will inform the implementation of both patient and community-based interventions. Learners will implement a community-based quality improvement project and synthesize data for evaluation of outcomes. Prerequisite: 5755. Corequisites: 5702, 8234. [2]

NURS5905 - Nursing Care of Critically Ill Individuals

Catalog Description

This clinical experience course engages learners in the integration of new and existing knowledge and evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to clinical situations with diverse individuals with critical illness requiring advanced physiologic support measures. Concepts of wellness, inclusivity, family integrity, patient teaching, and patient advocacy provide a foundation for person-centered care. Emphasis will be placed on application and adaptation of competencies and integration of advanced skills as required for the provision of safe, ethical, person-centered care. Principles of early identification and intervention on condition changes and complications will inform reduction of risk and management of critical illness states requiring maximum physiologic support. Learners will use principles of leadership, communication, and teamwork as members of the interprofessional healthcare team. Prerequisite: 5801, 5803, 5825. [1]

NURS5906 - Complex Clinical Reasoning and Judgment in Nursing Practice

Catalog Description

This course is the third in a sequence of clinical seminars designed to prepare learners to use sound clinical reasoning and judgment in nursing practice. Learners will evaluate the influence of individual and collective wellbeing, knowledge, thinking patterns, clinical experiences, and resources on clinical reasoning and judgment in complex clinical situations. Individual, peer, and team-based strategies will foster sound clinical judgment in case and simulated clinical situations involving diverse individuals across the lifespan. Theory and evidence supporting successful nurse transition to practice will be explored. Prerequisites: 5802, 5803, 5804, 5805, 5806, 5815, and 8234. Corequisites: 5915, 8232. [3]

NURS5910 - Role Preparation for the Advanced Generalist Nurse

Catalog Description

This course facilitates professional role preparation for employment as an advanced generalist registered nurse. Synthesis of nursing leadership, interprofessional teamwork, and safe, equitable nursing practice will foster development of a professional portfolio demonstrating the capacity to lead healthcare improvement as an advanced generalist registered nurse. Prerequisites: 5802, 5803, 5804, 5805, 5806, 5815, 5855, 8234. Corequisites: 5906, 5915, 5955. [2]

NURS5915 - Practicum for Transition to Nursing Practice

Catalog Description

This clinical experience course engages learners in the synthesis of knowledge, evidence, skills, attitudes, and professional behaviors in the application of the nursing process and clinical judgment to manage care for multiple diverse patients. Concepts of wellness, inclusivity, family integrity, patient teaching, and patient advocacy provide a foundation for person-centered care. Learners will engage in leadership, communication, and teamwork with the interprofessional healthcare team to prioritize and delegate care responsibilities, and advocate for safe, quality, person-centered care. Prerequisites: 5802, 5803, 5804, 5805, 5806, 5815, 8234. Corequisites: 5906, 5910, 8232. [3]

NURS5935 - Interprofessional Chronic Illness Management Practicum 3

Catalog Description

This course is the third in a series engaging learners in interprofessional learning and collaborative care of underserved adults and older adults living with chronic illness or disability in the community. The social determinants of health and principles of health equity and justice inform evaluation of patient health outcomes in response to interprofessional intervention. Interprofessional care delivery. Prerequisites: 5801, 5803, 5815, 5825, 5835, 8232 and 8234. Corequisites: 5906, 5915 and 5945. [1]

NURS5945 - Community Engagement Practicum 3

Catalog Description

This course is the third in a series engaging learners in interprofessional learning and collaborative care of underserved adults and older adults living with chronic illness or disability in the community. The social determinants of health and principles of health equity and justice inform the evaluation of patient health outcomes in response to interprofessional care delivery. Prerequisites: 5845, 8232 and 8234. Corequisites: 5906, 5915 and 5935. [1]

NURS5955 - Interprofessional Practice and Quality Improvement 3

Catalog Description

This clinical experience course is the third in a sequence designed to engage the student in exploration of interprofessional learning and the delivery of effective, collaborative community-based care in underserved populations. The social drivers of health and principles of equity and justice will inform the evaluation of both patient and community-based interventions. Learners will evaluate the outcomes of a community-based project. Prerequisite: 5855. [2]

NURS5999 - [Clinical Continuation]

Catalog Description

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]

NURS6013 - Advanced Health Assessment and Clinical Reasoning

Catalog Description

(Previously NURS 6011) This two (2) credit-hour graduate level course is a foundational didactic course for advanced nursing practice. This course prepares the advanced practice nurse to conduct comprehensive health assessments of culturally diverse individuals across the lifespan. The process of critical thinking and clinical reasoning is emphasized as the primary means of collecting, analyzing, and interpreting data obtained from the history, physical examination, and diagnostic studies. Prerequisite: Admission to specialty and graduate level standing. [2]

NURS6014 - Advanced Health Assessment Lab

Catalog Description

(Previously NURS 6012) This is a one (1) credit-hour graduate level lab course for advance practice nursing students. This course emphasizes the practice and application of advanced assessment techniques to perform comprehensive history and physical exams on culturally diverse individuals across the lifespan. Prerequisite: Admission to specialty and graduate level standing. [1]

NURS6022 - Advanced Physiology and Pathophysiology

Catalog Description

(Previously NURS 6010) This 4-credit hour graduate level course provides advanced in-depth content of complex physiologic and pathophysiologic concepts across the lifespan as a basis for advanced nursing practice. This course builds on undergraduate knowledge of anatomy, physiology, embryology, and pathophysiology. Detailed physiology of major organ systems is included. Emphasis is placed on integrating physiologic concepts to predict, evaluate, and manage pathologic processes. [4]

NURS6024 - Advanced Pharmacology

Catalog Description

(Previously NURS 6020) This three (3) credit-hour graduate-level course builds on pre-requisite knowledge of pharmacology and is designed to equip advanced practice nursing students with knowledge to guide the safe and appropriate selection of pharmacologic agents for the evidence-based management of common acute and chronic health conditions for diverse populations across the lifespan. Prerequisite: undergraduate or other foundational Pharmacology course. [3]

NURS6025 - Applied Quality Improvement and Patient Safety

Catalog Description

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]

NURS6030 - Advanced Practice Nursing in Primary Care of the Adult

Catalog Description

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, 6011 or 6013. [3]

NURS6031 - Advanced Practice Nursing in Primary Care of the Adolescent

Catalog Description

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, 6013, or 6101. [1]

NURS6032 - Advanced Practice Primary Care Nursing in Women's & Gender-Related Health

Catalog Description

This didactic course presents the knowledge that is necessary for the practice of women's and gender-related health care by advanced practice nurses in primary care settings. Course content includes the principles of health promotion, disease prevention, assessment, and the management of common women's and gender-related health care issues seen in general, primary care settings. Prerequisite: 6011 or 6013. [1]

NURS6034 - Adult Gerontology Primary Care I

Catalog Description

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 or 6013. [3]

NURS6036 - Advanced Practice Nursing in Primary Care of the Child and Adolescent

Catalog Description

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 or 6013. [3]

NURS6041 - Principles of Health Care Finance

Catalog Description

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]

NURS6045 - Professional Formation 1: Roles and Contexts for Advanced Nursing Practice

Catalog Description

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. [1]

NURS6055 - Professional Formation 2: Application of Evidence in Healthcare Environments

Catalog Description

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]

NURS6065 - PF 3: Leading Collaborative Change: Improving Delivery of Healthcare to Patients and Populations

Catalog Description

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]

NURS6075 - Role Transition for Advanced Practice Nursing

Catalog Description

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]

NURS6080 - Local Applications of Global Health

Catalog Description

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]

NURS6084 - Planetary Health, Policy and Social Justice

Catalog Description

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]

NURS6090 - JOINT STUDIES MED SCHOOL

Catalog Description

JOINT STUDIES MED SCHOOL

NURS6091 - LGBTI Health in Inter-professional Practice

Catalog Description

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]

NURS6098 - Independent Study, Non-Clinical

Catalog Description

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]

NURS6099 - Independent Study: Clinical

Catalog Description

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]

NURS6105 - Advanced Clinical Reasoning for the AGACNP

Catalog Description

This course introduces students to the role of the AGACNP and the importance of clinical reasoning within advanced practice nursing. Students will apply concepts of advanced health assessment to perform focused health histories and physical examinations in adults and older adults. Management principles of acute and chronic disease processes are integrated into the patient encounter and development of the plan of care. Appropriate documentation of data represents collected data, synthesis of information into assessment findings and medical decision making related to the patient encounter. Pre/corequisites: 6101 or 6013 and 6014, 6102 or 6022, 6103 or 6024, 6114. [1]

NURS6110 - Advanced Diagnostic and Therapeutic Procedures in Acute and Critical Care

Catalog Description

This course is designed to prepare the nurse practitioner student to perform and/or interpret the results of common advanced diagnostic and therapeutic procedures used in acute and critical care management of the adult and older adult patient. Basic radiology and ultrasound are common adjuncts to advanced procedures and are introduced in this course. Knowledge and skills gained in this course will serve as a foundation for clinical practicum and preceptorship experiences as students diagnose and manage health problems within the adult-gerontology acute care population. Pre/Corequisites: 6014 and 6105. [1]

NURS6114 - Collaborative Management in Adult-Gerontology Acute Care I

Catalog Description

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 the 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 or 6022, 6103 or 6024. [3]

NURS6115 - Adult-Gerontology Acute Care Nurse Practitioner Preceptorship I

Catalog Description

This course is the first of a 2-semester clinical experience that builds on core coursework within the AG-ACNP curriculum. This course facilitates the transformation of students by utilizing the foundational concepts of advanced practice management to role integration as an acute care nurse practitioner. Students will complete a total of 280 clinical hours and will focus on the comprehensive management of acute and chronic health conditions of acute and critically ill adults and older adults. Students will meet routinely with both assigned clinical faculty and peers to discuss clinical scenarios and management strategies within their population and setting. Students will explore the impact of socioeconomic healthcare disparity on clinical decision-making. Prerequisite: 6101 or 6013 and 6014, 6102 or 6022, 6103 or 6024, 6105, 6110, 6114; corequisite: 6124. [4]

NURS6124 - Collaborative Management in Adult-Gerontology Acute Care II

Catalog Description

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 the 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 or 6022, 6103 or 6024, 6114. Pre/corequisite: 6055. [3]

NURS6134 - Collaborative Management in Adult-Gerontology Acute Care III

Catalog Description

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 the 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 or 6022, 6103 or 6024, 6114, 6124. Pre/corequisite: 6065, 6075. [3]

NURS6140 - Introduction to Transplantation

Catalog Description

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]

NURS6141 - Introduction to Neurocritical Care and Management of Neurological Disease

Catalog Description

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 or 6013 and 6014, 6102 or 6022, 6103 or 6024, 6114. [2]

NURS6142 - Concepts in Advanced Trauma Nursing

Catalog Description

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 or 6013 and 6014, 6105, 6114, 6115, 6124. [2]

NURS6143 - Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider

Catalog Description

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 technology in patient care. Students will participate in module-based didactics and apply course concepts during laboratory and simulation experiences. [2]

NURS6147 - Advanced Concepts in Cardiovascular Nursing

Catalog Description

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 or 6022, 6103 or 6024, or with permission of course coordinator. [3]

NURS6149 - Advanced Critical Care Concepts for the AGACNP

Catalog Description

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. [3]

NURS6195 - Adult-Gerontology Acute Care Nurse Practitioner Preceptorship II

Catalog Description

This course follows Adult Gerontology- Acute Care Nurse Practitioner Preceptorship I to provide experience in the application and implementation of nurse practitioner practice in acute and critical care. This course builds on prior clinical experiences to further develop the role of the AG-ACNP. Students will complete a total of 280 clinical hours and will focus on the comprehensive management of acute and chronic health conditions of acute and critically ill adults and older adult patients. Students will be required to meet with both assigned clinical faculty and peers to discuss clinical scenarios and management strategies within their population and setting. Prerequisite: 6101 or 6013 and 6014, 6102 or 6022, 6103 or 6024, 6105, 6110, 6114, 6115, 6124. Pre/corequisite: 6134. [4]

NURS6205 - Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner
Catalog Description

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 or 6013, graduate-level standing, admission to the specialty. [1]

NURS6215 - Adult Gerontology Primary Care Nurse Practitioner Clinical I
Catalog Description

This course is a clinical practicum focusing on adolescent, adult and older adult health care with emphasis on health promotion, management of common acute and chronic health problems, and patient education. Students participate in a health care clinical rotation in a setting that treats adolescent, adult, and older adult populations. The setting provides the opportunity for health assessment and development of a comprehensive plans of care for adolescent, adult, and older adult populations. Clinical conferences highlight pathophysiological processes and psychological needs of the adolescent, adult and older adult and their families. The role of the nurse practitioner as a primary health care provider in a variety of settings will be examined. Students explore relevant resources related to adolescent, adult and older adult health care and apply findings to patient situations. Pre/corequisite: 6011 or 6013 or 6105, 6020 or 6024, 6010 or 6022, 6034. [4]

NURS6231 - Essential Procedures for the Primary Care Provider
Catalog Description

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 or 6013. [2]

NURS6234 - Adult Gerontology Primary Care II
Catalog Description

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 or 6013, 6034; Pre/corequisite: 6010 or 6022. [3]

NURS6236 - Advanced Concepts in the Care of the Older Adult
Catalog Description

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]

NURS6237 - Concepts of Mental Health for Adults
Catalog Description

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 or 6022, 6020 or 6024, 6034. [1]

NURS6295 - Adult Gerontology Primary Care Nurse Practitioner Clinical II

Catalog Description

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-Gerontology Primary Care Nurse Practitioner. Pre/corequisites: 6010 or 6022, 6011 or 6013, 6020 or 6024, 6031, 6034, 6045, 6055, 6065, 6205, 6215, 6234, 6236. [4]

NURS6301 - Concepts of Advanced Emergency Nursing

Catalog Description

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: 6013. [3]

NURS6305 - Advanced Health Applications for the Family/ Emergency Nurse Practitioner

Catalog Description

This course builds upon advanced health assessment skills across the lifespan to provide clinical applications for the Family/Emergency Nurse Practitioner. Using simulations, case studies and various additional learning methods, students explore the creation of management plans based upon data obtained from organized health assessments, physical examinations, & diagnostic testing that are sensitive to cultural and developmental needs. In addition, the course explores best practices for selection of diagnostic testing and proper documentation in the emergency care setting. Pre/corequisite: 6011 or 6013, or post-master's status, graduate-level standing, admission to the ENP specialty. [1]

NURS6310 - Essential Diagnostic and Therapeutic Procedures in Primary, Urgent & Emergency Care

Catalog Description

NURS 6310 is designed to prepare the student to perform and/or interpret the results of common essential diagnostic and therapeutic procedures used in primary, urgent and emergency care settings across the lifespan. Knowledge and skills gained in this course equip students with the knowledge and skills to support their clinical experiences to diagnose and manage care needs across the lifespan. Pre/corequisites: 6014, 6305, Graduate level standing, admission to the specialty or permission of instructor. [1]

NURS6355 - Practicum in Primary and Urgent Care

Catalog Description

This course is a clinical practicum exploring health promotion, management of common acute and chronic health problems, and education of patients across the lifespan. A developmental approach 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 didactic courses. Students participate in outpatient clinical rotations in a variety of settings that provide the opportunity for health assessment of patients of all ages and the formulation of a comprehensive plan of care. Clinical conferences explore pathophysiological and psychological processes encountered within the clinical setting, relevant research and resource, and the role of the nurse practitioner in the delivery of primary and urgent care health care. Prerequisites: 6013 and 6014, or permission of instructor. Corequisite: 6310. [4]

NURS6361 - Pathophysiology & Collaborative Management in Emergent & Critical Care

Catalog Description

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]

NURS6365 - Trauma, Emergency & Critical Care Clinical I

Catalog Description

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. [4]

NURS6375 - Trauma, Emergency & Critical Care Clinical II

Catalog Description

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. Co-requisite: 6301. [3]

NURS6395 - Practicum in Emergency Care II

Catalog Description

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 and 6305. [1]

NURS6404 - Contemporary Issues in Society and Health

Catalog Description

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. This course builds on leadership knowledge and skills acquired during earlier semesters in the NHCL program as well as from experiential knowledge acquired by the student as a practicing nurse. [2]

NURS6408 - Strategic Planning for Health Care Organizations

Catalog Description

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]

NURS6410 - Design Thinking and Innovation Health

Catalog Description

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]

NURS6411 - Foundations of Leadership

Catalog Description

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]

NURS6414 - Organizational Behavior in Complex Health Care Systems

Catalog Description

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]

NURS6417 - Advanced Leadership and Human Capital

Catalog Description

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]

NURS6485 - Managing and Leading in Healthcare, Practicum I

Catalog Description

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]

NURS6495 - Organizational and Systems Leadership, Practicum II

Catalog Description

This practicum provides the student with an opportunity to work closely with a manager or administrator in a formal mentorship arrangement in a health care setting. The student has an opportunity to observe and practice management and leadership skills in a health care organization. The role of a leader is explored in the context of the changing health care environment. In addition, the student explores population health strategies, works on agency designated projects, and presents the process and results of a completed project. This practicum builds on skills and experiences attained in 6485, Practicum I, of the NHCL program. Students are assigned to a more senior leader in N6495, and complexity of course deliverables is enhanced. Pre/co-requisites: All specialty courses except 6404. [4]

NURS6505 - Advanced Health Assessment Applications for the Family Nurse Practitioner
Catalog Description

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 or 6013, graduate-level standing, admission to the specialty. [1]

NURS6510 - Essential Procedures for the Family Nurse Practitioner
Catalog Description

This course builds on knowledge of advanced health assessment and primary care across the lifespan with a focus on performing and interpreting diagnostic and therapeutic procedures commonly performed in the FNP practice setting. Using principles of universal precautions and infection control as a foundation, students will learn invasive procedures related to different body systems. Prerequisites: 6013, 6014. Corequisite: 6555. [1]

NURS6521 - The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice
Catalog Description

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. This course further explores the regulatory and practice environment for nurse practitioners providing primary care. Pre-requisite: Graduate nursing status. [1]

NURS6531 - Advanced Practice Nursing in Primary Care of the Child
Catalog Description

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 or 6013. [2]

NURS6532 - Advanced Practice Nursing in the Primary Care of The Older Adult
Catalog Description

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 or 6013. [1]

NURS6540 - Behavioral Health for Primary Care

Catalog Description

This course provides the theoretical content for managing dysfunctional coping patterns and psychiatric disorders of individuals presenting to primary care settings. The DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature and differential diagnosis. This course provides evidence-based assessment and 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. FNP Prerequisites 6010 or 6022, 6011 or 6013, 6505, 6020 or 6024, 6030; Corequisites 6555. NMW/FNP Prerequisites 6010 or 6022, 6011 or 6013, 6811; Corequisites 6020 or 6024, 6030, 6821, 6825 or 6845 . AGPCNP Prerequisites 6011 or 6013 or 6105, 6020 or 6024, 6010 or 6022, 6034; Corequisite 6215.

NURS6545 - Practicum in Primary Health Care of the Adult

Catalog Description

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 or 6013, 6805, 6810; Pre/Corequisite: 6020 or 6024, 6821. [2]

NURS6555 - Practicum in Primary Health Care of the Family

Catalog Description

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 or 6013, 6505; Corequisites for FNP: 6010 or 6022, 6020 or 6024, 6030, 6036. Prerequisite for NMW/FNP: 6545; Corequisites for NMW/FNP: 6010 or 6022, 6020 or 6024, 6030, 6036, 6585. [Variable credit - 4 for FNP; 2 for NMW/FNP]

NURS6575 - Clinical Decision Making for the Family Nurse Practitioner

Catalog Description

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 or 6022, 6011 or 6013, 6020 or 6024, 6030, 6032, 6036, 6505, 6521, 6532, 6555. Corequisite: 6585. [1]

NURS6585 - Family Nurse Practitioner Preceptorship

Catalog Description

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; pre/corequisite for NMW/FNP students: 6545, 6555. [4-5]

NURS6595 - Family Nurse Practitioner Preceptorship for Dual Specialty

Catalog Description

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: 6013, 6014, 6022, 6032, 6532. Pre/corequisites: 6020 or 6024, 6030, 6305. [4]

NURS6604 - Advanced Physical & Gestational Assessment

Catalog Description

This core course provides opportunities for NNP students to develop knowledge and skills needed to perform a comprehensive health and gestational age assessment. Students will learn concepts for performing a neonatal physical and gestational age assessment. Emphasis is placed on newborn examination techniques and recognition of assessment findings that deviate from normal. Corequisites: 6011 or 6013, 6012 or 6014, 6616 and 6625. [1]

NURS6615 - Neonatal Practicum

Catalog Description

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. Corequisite: 6620; successful completion of Neonatal Resuscitation Program (NRP) is required prior to clinical. [3]

NURS6616 - Advanced Clinical Reasoning for the Neonatal Nurse Practitioner I

Catalog Description

This is the first in a two-part clinical reasoning series. The learner will integrate knowledge of embryology, physiology, pathophysiology, interpretation of lab data, and radiographic findings to recognize and manage complex conditions affecting the newborn. This course prepares students to assume the role of the advanced practice nurse with an emphasis on critical thinking and diagnostic reasoning skills to care for high-risk neonates/infants. Corequisites: 6604 and 6625. [4]

NURS6618 - Advanced Clinical Reasoning for the Neonatal Nurse Practitioner II

Catalog Description

This is the second in a two-part clinical reasoning series. The learner will integrate knowledge of embryology, physiology, pathophysiology, interpretation of lab data, and radiographic findings to recognize and manage complex conditions affecting the newborn. This course prepares students to assume the role of the advanced practice nurse with an emphasis on critical thinking and diagnostic reasoning skills to care for high-risk neonates/infants. Prerequisites: 6604, 6616 and 6625. Corequisites: 6620, 6621. [4]

NURS6620 - Introduction to Advanced Procedures for Neonatal Nurse Practitioners

Catalog Description

This course provides students with an introduction to 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 practice skills presented in the course under the supervision of experienced Neonatal Nurse Practitioners. The differentiation between normal and abnormal lab values are also emphasized. Professional issues relevant to advanced neonatal procedures will be discussed. Prerequisite: 6604, 6616, 6625. Corequisite: 6618, 6621. [2]

NURS6621 - Advanced Neonatal Pharmacotherapeutics

Catalog Description

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. Emphasis is placed on indications for correct drug choice, usual dose, and routes of administration in the neonate. 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. [1]

NURS6625 - Advanced Neonatal Assessment Application

Catalog Description

This supervised clinical experience will occur in the newborn nursery and/or Level II Neonatal Intensive Care Unit. Students will have the opportunity to perform health histories, health assessments and gestational age assessments with both term and/or late preterm infants who are well and growing in anticipation of discharge from the hospital. Grading for this course is pass/fail. Corequisites: 6011 or 6013, 6012 or 6014, 6604 and 6616. [1]

NURS6695 - Neonatal Preceptorship

Catalog Description

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: 6615, 6618, 6620; all core courses, RN licensure, and NRP (Neonatal Resuscitation Program). [6]

NURS6710 - Fundamentals of Nursing Informatics-NI Professional Formation 1

Catalog Description

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]

NURS6715 - Nursing Informatics Practicum I

Catalog Description

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]

NURS6720 - Theories, Frameworks and Models Supporting Informatics Practice-NI Professional Formation 2

Catalog Description

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]

NURS6723 - Nursing Informatics and the Information System Lifecycle

Catalog Description

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]

NURS6727 - Data and Database Skills in Nursing

Catalog Description

This course equips participants with the foundational skills necessary to analyze and present healthcare data effectively. Students will learn to perform basic descriptive statistical functions and create visual representations like reports and graphs using spreadsheet applications, enhancing their ability to summarize data through the use of pivot tables. The course also delves into the creation and management of relational databases using SQL language, enabling students to produce detailed reports and manipulate data with proficiency using common database application tools. Through hands-on exercises and practical applications, this course aims to empower future nursing informatics professionals with the essential data management and analysis skills required in the healthcare industry. [3]

NURS6728 - Transforming Care with Data

Catalog Description

This course bridges the gap between data analytics and quality improvement in healthcare. Participants will explore how organizational analytics strategies can enhance patient outcomes and operational efficiency. They will learn to link analytics with quality improvement efforts and delve into analyzing clinical data using tools like box and whisker plots, run charts, and introductory machine learning algorithms. Additionally, the course emphasizes creating impactful visualizations with data visualization software, enabling students to effectively communicate their findings. Aimed at equipping future healthcare professionals with the skills to turn data into actionable insights, this course prepares students to contribute to the advancement of patient care and healthcare management. [3]

NURS6730 - Advanced Concepts of Informatics-NI Professional Formation 3

Catalog Description

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]

NURS6732 - Designing, Planning and Managing Scalable Projects

Catalog Description

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]

NURS6795 - Nursing Informatics Practicum II

Catalog Description

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]

NURS6805 - Advanced Health Assessment Applications for Nurse-Midwifery

Catalog Description

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 non-pregnant and pregnant persons and the fetus are developed and refined in laboratory for preparation in clinical settings in future semesters. 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 or 6013, graduate-level standing, admission to the specialty. [1]

NURS6810 - Gynecologic, Reproductive and Sexual Health for Nurse Midwifery

Catalog Description

Consistent with the emerging definitions of reproductive health and practice of individuals needing reproductive care, this course examines a full range of health issues, with a focus on gynecologic needs. This course includes prevention, social/structural determinants of health, patient education, and reconceptualization of individuals' relationships with health care providers. Topics from menarche, preconception to menopause will be covered. 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, identify deviations from normal and appropriate interventions; including management of complications and emergencies utilizing consultation, collaboration, and/or referral as indicated. Pre/corequisite: 6011 or 6013. [3]

NURS6811 - Reproductive Anatomy and Physiology

Catalog Description

Normal anatomy and physiologic processes of reproduction, including changes during pregnancy, labor, birth, postpartum, and lactation are studied. Selected physiologic processes associated with human development across the lifespan, human genetics, placental physiology, embryology, fetal development, and the menstrual cycle are examined within the context of clinical implications. [2]

NURS6812 - Evolution of Midwifery in America

Catalog Description

This course surveys the diverse history of midwifery in the context of larger societal structures and pressures. Development of the profession of midwifery is examined in relation to societal, economic, and political issues involved in healthcare systems. The course fosters development of personal identification with the midwifery profession and engagement to promote health and health equity. Prerequisite: none. [2]

NURS6815 - Nurse-Midwifery Practicum I

Catalog Description

This course addresses the clinical application of preconception, antepartum, primary care, and comprehensive gynecologic/reproductive/sexual health care from adolescence through the lifespan. Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of individuals in ambulatory clinical settings. The midwifery management process is used as the foundation for clinical encounters. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery), and the Standards for Midwifery Practice. Clinical experience is under the supervision of nurse-midwifery, nurse practitioner, or physician preceptors. Students participate in discussions related to a variety of professional practice issues inherent to outpatient clinical practice. Prerequisites: 6011 or 6013, 6012 or 6014, 6805, 6810; corequisites: 6020 or 6024, 6821. [2]

NURS6821 - Antepartal Care for Nurse-Midwifery

Catalog Description

This course provides the theoretical basis for person-centered care during pregnancy, which respects and is inclusive of diverse histories, backgrounds, and identities. 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, disease prevention, and health education, including empowerment of individuals seeking midwifery care and collaboration with other members of the interprofessional health care team. Selected complications of pregnancy are addressed, and appropriate application of technology, pharmacologic, non-pharmacologic, and evidence-based integrative 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 for the course. Prerequisite: 6810. Pre/corequisite: 6811. [3]

NURS6825 - Practicum for Gynecologic, Antepartum & Primary Care for Nurse-Midwifery
Catalog Description

This course addresses the clinical application of preconception, antepartum, primary care, and comprehensive gynecologic/reproductive/sexual health care from adolescence through the lifespan. Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse midwifery care of individuals in ambulatory clinical settings. The midwifery management process is used as the foundation for clinical encounters. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery), and the Standards for Midwifery Practice. Clinical experience is under the supervision of nurse midwifery ,nurse practitioner, or physician preceptors. Students participate in discussions related to a variety of professional practice issues inherent to outpatient clinical practice. Clinical conferences highlight physiologic and pathophysiological processes and psychological needs of the adults and their families. This course is for NMW students. Prerequisite: 6011 or 6013, 6012 or 6014, 6805, 6810; Pre/corequisite: 6020 or 6024, 6821. [3]

NURS6831 - Skills for Nurse-Midwifery
Catalog Description

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]

NURS6835 - Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care
Catalog Description

Students will integrate principles, current literature, theory and research findings into the management of the care of individuals 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 or 6013, 6020 or 6024, 6805, 6811. Pre/Corequisite: 6831, 6836, 6838. [4]

NURS6836 - Intrapartum Care for Nurse-Midwifery
Catalog Description

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 laboring person and their 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 or 6013, 6020 or 6024, 6805, 6810, 6811, 6821. [3]

NURS6838 - Postpartum and Neonatal Care for Nurse-Midwifery

Catalog Description

This course examines theory and research related to nurse-midwifery management of the postpartum women/individuals and newborns individually and as a dyad, 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 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 or 6022, 6020 or 6024, and 6811. [2]

NURS6841 - Nurse-Midwifery Role Synthesis, Exploration, and Analysis

Catalog Description

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]

NURS6895 - Advanced Clinical Integration Experience for Nurse-Midwifery

Catalog Description

The final nurse-midwifery practicum allows the student to practice full scope nurse-midwifery under the supervision of experienced Certified Nurse-Midwife preceptors, managing health care from perimenarche through menopause and newborn health care through the first month of life. Full scope nurse-midwifery care includes the areas of gynecology, preconception, antepartum, intrapartum, postpartum, newborn, breast-feeding support, and primary care of the pregnant and non-pregnant individual. Students immerse themselves in the clinical practice to which they are assigned and work 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 the Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework for the course. Prerequisite: 6810, 6815, 6821, 6831, 6835, 6836, 6838. Corequisite: 6841. [5]

NURS7011 - Health Promotion of Behavior Development: Birth through Adolescence

Catalog Description

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]

NURS7012 - Advanced Practice Nursing in Pediatric Primary Care-Part I

Catalog Description

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, 7015 or 7055, 6010 or 6022. [3]

NURS7015 - Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner

Catalog Description

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 children and adolescents within the context of family centered care. Synthesizing a systematic and organized health assessment, differential diagnosis and interventions that are sensitive to growth and developmental needs. [1]

NURS7020 - Collaborative Management for the Acute Care Pediatric Nurse Practitioner I

Catalog Description

This is first of a 3-course pediatric acute care didactic course series in which 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 acute and chronic health care problems in children and adolescents. A portion of the course includes information necessary 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. This course includes a review of development theories and the development of the child and adolescent as an individual within the context of family and society. Pre/corequisite: 6022. [3-4]

NURS7021 - Advanced Practice Nursing in Pediatric Primary Care-Part II

Catalog Description

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 or 6022, 7011, 7012, 7015. [3]

NURS7022 - Collaborative Management in Pediatric Acute Care II

Catalog Description

This is the second part of the pediatric acute care didactic course sequence. In this course, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill infants, children, and adolescents. Course content relates to the principles of assessment and management of selected episodic, acute, and chronic health care problems. A portion of the course includes information necessary for the care of pediatric clients with special needs. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010 or 6022, 7020, 7030, 7055; corequisite: 6024 or 7024, 7045. [3]

NURS7025 - Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner

Catalog Description

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. [1]

NURS7030 - Diagnostic and Therapeutic Procedures for the Acute Care Pediatric Nurse Practitioner Catalog Description

This course introduces rationale, protocols and techniques of advanced diagnostic and procedural skills used in the pediatric acute care population. Basic radiology and ultrasound are common adjuncts to advanced procedures and are introduced in this course. Development assessment and screening tools will be introduced and utilized. Knowledge and skills gained in this course will serve as a foundation for clinical practicum and preceptorship experiences as students diagnose and manage health problems within the pediatric acute care population. [1-2]

NURS7031 - Collaborative Management in Pediatric Acute Care III Catalog Description

This is the third part of the pediatric acute care didactic course sequence. This course provides 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 7020 and NURS 7022 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 or 6022, 7020, 7022, 7030, 7045, 7055. Corequisite: 7095. [3]

NURS7032 - Current Issues in the Delivery of Advanced Pediatric Care Catalog Description

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. [2]

NURS7035 - Practicum in Primary Health Care of Children Catalog Description

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 or 6022, 7011, 7012, 7015; Pre/corequisite: 7021. [4]

NURS7045 - Advanced Practice Nursing in Pediatric Acute Care Practicum - I Catalog Description

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 or 6022, 7011, 7012, 7055. Corequisite: 7022, and 6024 or 7024. [4]

NURS7055 - Clinical Applications for the Acute Care Pediatric Nurse Practitioner

Catalog Description

This course builds on knowledge of advanced health assessment with focus on synthesis and clinical applications in the pediatric acute care population. Diverse, case-based, clinical experiences are used to develop proficiency in history taking and focused physical exam of children and adolescents within the context of family centered care. Synthesis of objective and subjective findings to develop differential diagnoses for conditions common to the pediatric acute care population is emphasized. [1]

NURS7085 - Advanced Pediatric Primary Care Preceptorship

Catalog Description

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 or 6022, 7011, 7012, 7015, 7021, 7035. [5]

NURS7095 - Advanced Practice Nursing in Pediatric Acute Care Practicum - II

Catalog Description

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 or 6022, 7011, 7012, 7022, 7055, and 7045. Corequisite: 7031. [4]

NURS7205 - Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner

Catalog Description

This course is a precepted clinical practicum focusing on assessment and management of medical comorbidities and its impact on mental health. Systematic health assessments related to identification and management of comorbid medical conditions and the interrelationship of physical and psychiatric conditions and treatments are explored. Data collection and analysis builds upon the knowledge of advanced health assessment. Integrated principles of advanced pathophysiologic and pharmacologic concepts will be applied in the care of medically acute and chronically ill patients and their families. Health promotion, disease prevention, and client education is utilized in the management of clients' health problems. Communication techniques unique to the specialty population are emphasized. Pre/corequisite: 6010 or 6022, 6011 or 6013, 6012 or 6014, 6020 or 6024, graduate-level standing, admission to the Psychiatric-Mental Health Nurse Practitioner program. [1]

NURS7212 - Theories of Individual and Family Psychotherapy

Catalog Description

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]

NURS7214 - Diagnostic Reasoning for the Psychiatric Mental Health Nurse Practitioner (Part I)

Catalog Description

This didactic course provides the theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis, and evidence-based non-pharmacological treatment of mental health disorders. Pre/Corequisite: 6011 or 6013, 7212. Corequisite: 7215. [2]

NURS7215 - Foundational Practicum for Advanced Practice Psychiatric-Mental Health Nursing Across the Lifespan

Catalog Description

This course serves as the introduction to the Psychiatric Mental Health Nurse Practitioner clinical experience. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Students will complete a total of 70 clinical hours with an approved site and preceptor. Clinical supervision of process dynamics, reflective practice and evidence-based psychiatric nursing interventions occurs during group clinical conference. Pre/corequisite: 6011 or 6013, 7212. Corequisite: 7214. [1]

NURS7216 - Child and Adolescent Psychopathology

Catalog Description

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]

NURS7221 - Neuroscience for Mental Health Practitioners

Catalog Description

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 or 6022, and 7222 or permission of faculty. [3]

NURS7222 - Psychopharmacology

Catalog Description

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 or 6022, 6020 or 6024, and 7221 or permission of faculty. [2]

NURS7224 - Diagnostic Reasoning for the Psychiatric-Mental Health Nurse Practitioner (Part 2)
Catalog Description

This didactic course builds on the first diagnostic reasoning course by expanding the student's ability to identify and apply theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in the dysfunctional coping patterns and psychiatric disorders of individuals and groups across the lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on refining skills in the assessment, diagnosis, and evidence-based non-pharmacological and pharmacological treatment of mental disorders in individuals, families, and groups. Prerequisites: 6011 or 6013, 7214, and 7215; corequisites: 7205, 7221, 7222, and 7225. [1]

NURS7225 - Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups and Families
Catalog Description

This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to individuals, groups, and families with complex mental health problems. 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 or 6013, 7214, and 7215; corequisites: 7205, 7221, 7222, and 7224. [3]

NURS7231 - Population-based Mental Health Care Across the Lifespan
Catalog Description

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]

NURS7232 - Advanced Psychopharmacology
Catalog Description

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]

NURS7275 - Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus

Catalog Description

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 or 6022, 6011 or 6013, 6020 or 6024, 7205, 7212, 7215, 7221, 7222, 7225, 7231. N7216 Child/Adolescent Psychopathology is required co/pre-requisite. [3]

NURS7285 - Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus

Catalog Description

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 or 6013, 6020 or 6024, 6010 or 6022, 7221, and 7222; Gap analysis of graduate transcripts for completion of equivalent content and clinical for 7212, 7215, 7225, 7231, [3]

NURS7294 - Diagnostic Reasoning for the Psychiatric Mental Health Nurse Practitioner (Part 3)

Catalog Description

This didactic course builds on the first and second diagnostic reasoning courses by refining the student's ability to identify and apply theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in the dysfunctional coping patterns and psychiatric disorders of individuals and groups across the lifespan. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects of the PMHNP role in the healthcare delivery system. Prerequisite: 7225; corequisite: 7295. [1]

NURS7295 - Psychiatric-Mental Health Nurse Practitioner Preceptorship

Catalog Description

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. Interprofessional collaboration with other health care providers is emphasized. Prerequisite: 7225; corequisite: 7294. [3]

NURS7305 - Advanced Health Assessment Applications for the WHGRNP

Catalog Description

Advanced techniques used in women's and gender-related health assessment 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 for women's and gender-related healthcare. Pre/corequisites: 6011 or 6013, 6012 or 6014. [1]

NURS7310 - Women's & Gender-Related Health for Advanced Practice Nursing I

Catalog Description

Consistent with the emerging definitions of women's and gender-related health, this course examines a full range of health issues with a focus on obstetric and gynecologic care. Women's and gender-related health specialization includes health promotion and disease prevention across the lifespan, societal and political determinants of health, patient education, culturally competent care, and reconceptualization of individuals' relationships with healthcare providers. This course will focus on the health assessment and maintenance of wellness including uncomplicated gynecologic issues, the childbearing family, and the low-risk pregnancy. Students utilize current research in women's and gender-related health and identify potential research opportunities in obstetrics and gynecology. Pre/corequisites: 6011 or 6013, 6012 or 6014, 7305. [3]

NURS7315 - Practicum in Women's & Gender-Related Health

Catalog Description

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 women's and gender-related nursing care across the lifespan. Prerequisites: 6011 or 6013, 6012 or 6014, 6034, 6020 or 6024, 7305, 7310. Corequisite: 7320. [4]

NURS7320 - Women's & Gender-Related Health for Advanced Practice Nursing II

Catalog Description

Building on prior knowledge of experience with women's and gender-related 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. Prerequisites: 6011 or 6013, 6012 or 6014, 7305 and 7310. [3]

NURS7330 - Women's & Gender-Related Health Issues

Catalog Description

In this course, students examine major historical, political and cultural influences on women's and gender-related health care in the United States. Students develop a person-centered holistic approach to care, which is the central concept in their women's and gender-related health nursing practice. Enrollment limited to WHNP and WH/AGPCNP students. [1]

NURS7395 - Preceptorship in Women's & Gender-Related Health

Catalog Description

The Women's Health/Gender-Related Nurse Practitioner specialty begins with the study of healthy childbearing individuals and uncomplicated gynecologic care then continues with the study of high-risk obstetrics and complicated gynecology. Emphasis is on health promotion and disease prevention of individuals throughout the life span. This course prepares students for entry-level advanced practice as a Women's Health/Gender-Related Nurse Practitioner. Prerequisites: 6010 or 6022, 6011 or 6013, 6012 or 6014, 6020 or 6024, 6034, 7305, 7315 and 7320. [5]

NURS7999 - THESIS

Catalog Description

THESIS

NURS8010 - Evidence-Based Practice I: The Nature of Evidence

Catalog Description

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]

NURS8012 - Informatics for Scholarly Practice

Catalog Description

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]

NURS8022 - Evidence-Based Practice II: Evaluating and Applying Evidence

Catalog Description

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. [3]

NURS8024 - Epidemiology and Population Health

Catalog Description

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]

NURS8032 - Health Care Economics and Finance

Catalog Description

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]

NURS8034 - Health Care Economics and Finance for Nurse Leaders

Catalog Description

This course addresses advanced concepts in economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed for the student to assume a doctoral-prepared leader role across the health care continuum. [3]

NURS8042 - Quality Improvement and Patient Safety

Catalog Description

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]

NURS8044 - Management of Organizations and Systems

Catalog Description

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]

NURS8045 - Evidence Based Leadership in Healthcare Organizations: Creating sustainable value in Health Care

Catalog Description

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]

NURS8052 - Health Policy

Catalog Description

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]

NURS8054 - Legal and Ethical Environment

Catalog Description

This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact DNP practice. [3]

NURS8064 - Scholarly Writing

Catalog Description

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]

NURS8066 - Curriculum Strategies for Health Professionals Education

Catalog Description

(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]

NURS8067 - Educational Evaluation for Learning in the Health Professions

Catalog Description

(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]

NURS8068 - Online Methodologies for Nursing Education

Catalog Description

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]

NURS8069 - Lean Methodology in Healthcare

Catalog Description

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]

NURS8072 - Fundamentals of Global Health: Addressing Global Health Disparities

Catalog Description

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]

NURS8073 - Genetics in Clinical Practice

Catalog Description

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]

NURS8074 - Foundations of Genetics/Genomics in Healthcare

Catalog Description

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]

NURS8076 - Building a Professional Scholarship Trajectory

Catalog Description

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]

NURS8077 - Cancer and Implications for Care

Catalog Description

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]

NURS8078 - Innovations for Teaching in Clinical and Simulated Settings

Catalog Description

This course provides an overview of teaching, learning, and evaluation of generalist and advanced practice student performance in clinical and simulated environments. Students explore evidence-based strategies for the design and implementation of simulation scenarios, including effective debriefing. Trends and issues related to clinical teaching, precepting students in the clinical setting, and simulation innovation are discussed. Completion of N8066 and N8067 strongly recommended. [3]

NURS8079 - Mentored Teaching and Role Synthesis

Catalog Description

This capstone course in the Nurse Educator Certificate program provides the learner an opportunity to integrate new knowledge and operationalize nurse educator competencies and best pedagogical practices in an area of particular interest. Learners will explore educator role expectations and engage in reflective analysis as they complete a mentored project. Prerequisite: 8066, 8067, and either 8068 or 8078. To enroll, contact the IOR one semester prior to registering for permission and to begin identification of goals and potential project. [3]

NURS8080 - Independent Study

Catalog Description

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]

NURS8081 - Independent Study in Contemporary Issues in Executive Healthcare Leadership

Catalog Description

Individualized study to explore contemporary issues in healthcare leadership. The DNP student will consult with their faculty adviser in selecting a relevant topic. A faculty member with expertise in the area of the student's interest will be identified as a resource for the student's focused study. With the faculty member's guidance, the student will develop the study objectives and DNP competencies to be addressed with this independent study. The learning activities and evaluation methods will be determined with the faculty member. An independent study agreement form will be completed, found on the School of Nursing website. Prerequisite: Consent of faculty adviser. [1-4]

NURS8085 - BSN-DNP Practice Immersion

Catalog Description

The course builds upon the BSN-DNP specialty clinical sequence through continued immersion in the nurse practitioner provider role, with an emphasis on advanced evaluation and evidence-based management of population-specific patient presentations. Application of doctoral level competencies on evaluation of care, recognition of health care system gaps in care delivery, and utilization of current evidence is emphasized. Prerequisites: Successful completion of specialty clinical courses. [2]

NURS8101 - Integrative Application of Evidence-Based Practice

Catalog Description

(Previously NURS 8105) This is an integrative application course that provides a progressive sequence of learning activities to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop, implement, and evaluate a 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: Core Competencies for Professional Nursing Education (2021) advanced-level nursing education subcompetencies. Prerequisites: 8212, 8214, 8222, 8224, 8226. Corequisites: 8232, 8234, 8236. The DNP project is designed to be completed over three semesters, and a minimum of four credit hours is required. Students will earn one credit hour per semester in 8101, two credits in 8102, and 1 credit 8103. [1]

NURS8102 - Integrative Application of Evidence-Based Practice

Catalog Description

(Previously NURS 8105) This is an integrative application course that provides a progressive sequence of learning activities to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop, implement, and evaluate a 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: Core Competencies for Professional Nursing Education (2021) advanced-level nursing education subcompetencies. Prerequisites: 8101, 8212, 8214, 8222, 8224, 8226, 8232, 8234, 8236. The DNP project is designed to be completed over three semesters, and a minimum of four credit hours is required. Students will earn one credit hour per semester in 8101, two credits in 8102, and 1 credit 8103. [2]

NURS8103 - Integrative Application of Evidence-Based Practice

Catalog Description

(Previously NURS 8105) This is an integrative application course that provides a progressive sequence of learning activities to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop, implement, and evaluate a 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: Core Competencies for Professional Nursing Education (2021) advanced-level nursing education subcompetencies. Prerequisites: 8101, 8102, 8212, 8214, 8222, 8224, 8226, 8232, 8234, 8236. The DNP project is designed to be completed over three semesters, and a minimum of four credit hours is required. Students will earn one credit hour per semester in 8101, two credits in 8102, and 1 credit 8103. [1]

NURS8104 - Integrative Application of Evidence-Based Practice

Catalog Description

(Previously NURS 8105) This is an integrative application course that provides a progressive sequence of learning activities to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop, implement, and evaluate a 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: Core Competencies for Professional Nursing Education (2021) advanced-level nursing education subcompetencies. Prerequisites: 8101, 8102, and 8103. The DNP project is designed to be completed over three semesters, and a minimum of four credit hours is required. Students will earn one credit hour per semester in 8101, two credits in 8102, and 1 credit 8103, and will only enroll in 8104 if more than 3 semesters is required to complete the project. Tuition is billed for one credit hour. [0]

NURS8105 - DNP Integrative Application of Evidence-Based Practice

Catalog Description

NURS 8105 is an integrative application course that provides a progressive sequence of learning activities to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop, implement, and evaluate a 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: Core Competencies for Professional Nursing Education (2021) advanced-level nursing education subcompetencies. Pre-requisites: 8010 and 8042. Co-requisites: 8014 and 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. [1]

NURS8212 - Knowledge and Identity for Nursing Practice

Catalog Description

This course is the first in a series on the professional nursing role. The didactic course is designed to foster learner development of an identity for nursing practice. Learners will explore the influence of historical and theoretical foundations of nursing on contemporary professional nursing practice. Principles of person-centered nursing practice including legal accountability, nursing informatics, and ethical theories informing decision-making in nursing will be discussed. Learners will develop an understanding of responsibilities for personal health and well-being, capacity for leadership, and the role of the nurse within the interprofessional healthcare environment. The role of the nurse as educator will be explored with emphasis on learning theory and teaching strategies to enhance ongoing learning within the interprofessional healthcare team. [2]

NURS8214 - Social and Structural Influences on Health

Catalog Description

This course is the first in a series on health equity. Learners will explore interdisciplinary frameworks and theories that influence the health of the individual, community, and population. Systems science, quality improvement, social determinants of health, and health equity are explored through the nursing lens to foster learner understanding of health status, resource availability, and barriers to access. Students will examine the role of health care systems, policy, clinical informatics, and interprofessional practice for the promotion of equitable health and systems outcomes. [3]

NURS8216 - Professionalism, Legal and Ethics

Catalog Description

This course will introduce the learner to the role, scope, and professional activities of the DNP-prepared nurse. Strategies to promote advanced nursing practice will be discussed. The course will describe the role of the DNP-prepared nurse in advocacy for patients using ethical frameworks and leadership strategies that emphasize health justice. Learners will promote professional nursing values and ethical principles. [2]

NURS8222 - Appraisal of Evidence for Nursing Practice

Catalog Description

This course is the second in a series on the professional nursing role. The didactic course is designed to foster learner examination of best practices for application of ethical, legal, leadership, and health care informatics principles in the promotion of quality and safety in professional nursing practice. The role of the nurse in evidence-based practice and research will be explored. Learners will appraise evidence, examine ethical dilemmas surrounding implementation, and develop solutions to health and systems problems. Application of the relationships among, theory, evidence, and practice will cultivate learners' spirit of inquiry and advocacy for promoting quality and safety in professional nursing practice. Prerequisites: 8212 and 8214. [3]

NURS8224 - Analysis of Health and Systems Outcomes

Catalog Description

This course is the second in a series on health equity. Students will analyze the use of quality improvement, policy development, population health data and models of care to promote equitable health and systems outcomes. Health care economics influencing access to care will be explored. Learners will leverage clinical informatics tools to analyze health and health care needs of diverse individuals, communities, and populations. Prerequisites: 8212 and 8214. [2]

NURS8226 - Advanced Quality Improvement and Safety

Catalog Description

This course introduces learners to improvement science and prepares them to design, implement and evaluate evidence-based quality healthcare 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, apply quality improvement tools, analyze health and financial data, then translate findings into systems changes that are effective, efficient, reliable, safe, patient-centered, and equitable through active learning experiences within their own organizations. Prerequisite: 8212. Corequisite: 8224. [2]

NURS8232 - Leadership for Change

Catalog Description

This course is the third in a series on the professional nursing role. The didactic course is designed to foster learner integration of the art and science of nursing including ethical practice, person-centered care, advocacy, informatics, leadership, and ongoing education within health care systems and organizations. Emphasis will be placed on the role of the nurse for safe management of care and the development of ethical, evidence-based leadership for nursing practice. Learners will explore leadership principles necessary for guiding health care teams through planned change and conflict management to promote healthy work environments. Evaluation of the relationships among theory, evidence, and practice will cultivate learners' spirit of inquiry and advocacy for promoting quality and safety in professional nursing practice. Prerequisites: 8222 and 8224. [2]

NURS8234 - Advocacy for Health Equity

Catalog Description

This course is the third in a series on health equity. Based on analysis of social and structural influences on health, learners will advocate for equitable health and systems outcomes. Students will use principles of emergency preparedness, global and planetary health, and complex population health needs to inform advocacy for health and wellness. Prerequisites: 8222 and 8224. [3]

NURS8236 - Advanced Evidence-Based Practice

Catalog Description

This course prepares learners to appraise evidence from nursing and other disciplines. Learners will translate evidence to practice environments to ensure the delivery of high-quality care and promote equitable health outcomes. Prerequisite: 8222. Corequisite: 8232. [2]

NURS8238 - Advanced Informatics

Catalog Description

This course provides an overview of informatics in the delivery of evidence-based and person-centered health care. Learners will understand the role and the value of their input in health information technology. The infusion of informatics innovation and healthcare information technology (HIT) will enhance the learners' understanding for scholarly practice and inquiry. Prerequisites: 8212, 8222, 8232, 8214, 8224, 8234. [1]

NURS8240 - Economics and Finance

Catalog Description

This course provides foundational knowledge of health care finance; economic trends and drivers of healthcare costs; payment systems and reimbursement; and resource allocation for populations and systems. Theory and application are integrated throughout the course with a particular focus on enabling the DNP-prepared nurse to navigate the complex healthcare economic and financial landscape. [1]

NURS8246 - Advanced Population Health and Epidemiology

Catalog Description

This course focuses on methods to assess factors associated with the distribution and determinants of health and disease in human populations. The course introduces learners to epidemiologic methods for describing disease and concepts of public health and health promotion, determinants of health, epigenetics and cultural diversity. This course prepares learners to analyze and translate evidence into practice and serves as a foundation in disease prevention and population health. Prerequisites: 8214, 8224, 8234. [2]

NURS8248 - Advanced Health Policy

Catalog Description

This course explores the unique role of the DNP-prepared nurse in achieving health equity through policy.. Learners will develop skills to create and critically analyze health policy and provide leadership in policy development, implementation, and advocacy. Prerequisites: 8214, 8224, 8234. [2]

NURS8250 - Advanced Leadership

Catalog Description

This course synthesizes leadership theory and organizational models within the context of health care. Models of human resource management, change management, strategic planning, program development and implementation will be explored and applied. The learner will be prepared to lead in complex health care systems. Prerequisites: 8212, 8222, 8232. [2]

NURS8310 - Systems and Complex Adaptive Thinking for Nurse Executives

Catalog Description

This course is the first of a two-course series designed for the DNP Executive Leadership track. The learner will have demonstrated leadership competencies in organizational theory and behavior, leadership principles and practices and organizational structure, and culture through prior graduate education and career history. The course focuses on applying evidence-based methodology to create sustainable value within their own health care environments. The DNP prepared nurse leadership role is explored as an important catalyst for transforming traditional organizational decision-making and policy development to an evidence-based approach. Pre/corequisite: 8222, 8226. [2]

NURS8318 - Economics and Finance for Executive Leaders

Catalog Description

This course is for the DNP Executive Leadership track and is designed to prepare executive nurse leaders as partners with healthcare executives in reducing risk and managing finances to reach a healthcare organization's goals. Advanced concepts in economic theory, financial principles and financial modeling in the health care market will be examined. Learners will explore economic trends and drivers of healthcare costs; payment systems and reimbursement; and resource allocation for populations and systems. [2]

NURS8320 - Nurse Executive Leadership

Catalog Description

This course is the second of a two-course series designed for the DNP Executive Leadership track. The learner will have demonstrated leadership competencies in organizational theory and behavior, leadership principles and practices and organizational structure, and culture through prior graduate education and career history. Learners will explore leadership principles necessary to promote high reliability organizations through planned change and conflict management that fosters healthy work environments and advocates for equity, diversity, and inclusion. Prerequisite: 8310. [1]
