



School of Nursing Catalog

Vanderbilt
University
2019/2020

Archived 2019/2020
School of Nursing Catalog

Containing general information
and courses of study
for the 2019/2020 session
corrected to 30 June 2019
Nashville

The university reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this bulletin and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, full time or part time, who are enrolled in Vanderbilt courses are subject to the same policies.

Policies concerning noncurricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*, which is on the Vanderbilt website at vanderbilt.edu/student_handbook.

NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, and the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, military service, covered veterans status, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their gender expression. Requests for information, inquiries or complaints should be directed to these offices: Faculty and staff—Equal Employment Opportunity Office, Anita J. Jenious, director, eeoinfo@vanderbilt.edu, telephone (615) 343-9336; Students—Title IX and Student Discrimination, Molly Zlock, Title IX coordinator and director, titleixandstudentdiscrimination@vanderbilt.edu, telephone (615) 343-9004, 110 21st Avenue South, Suite 975, Nashville TN 37203; Students—Student Access Services, Jamie Bojarski, director, disabilityservices@vanderbilt.edu, telephone (615) 343-9727.

Vanderbilt® and the Vanderbilt logos are registered trademarks of The Vanderbilt University.
© 2019 Vanderbilt University. All rights reserved.

The text of this catalog is printed on recycled paper with ink made from renewable resources.



This publication is recyclable. Please recycle it.

Produced by Vanderbilt University Marketing Solutions and Vanderbilt Printing Services

Printed in the United States of America

Contents

Calendar	4
Administration	5
Life at Vanderbilt	7
The University	17
School of Nursing	18
Communicating with the School of Nursing	18
Administration	19
Faculty Practice Network	20
Nursing Education at Vanderbilt	21
Pre-Nursing Studies	38
The M.S.N. Degree	39
Degree Requirements	39
Admission	39
The Academic Program	41
Academic Regulations	61
The Post-Master's Certificate Program	69
The D.N.P. Degree	72
Degree Requirements	73
Admission	73
The Academic Program	77
Academic Regulations	78
The Ph.D. in Nursing Science	81
Financial Information	82
Honors and Awards	84
Courses of Study	86
Faculty	106
Index	116

Archived 2019/2020
School of Nursing Catalog

School of Nursing Calendar 2019/2020

FALL SEMESTER 2019

M.S.N. prespecialty level new student orientation / Wednesday 14 August–Thursday 15 August
A.S.N./M.S.N. level new student orientation / Wednesday 14 August–Thursday 15 August
A.S.N./M.S.N. level classes begin / Friday 16 August
M.S.N. prespecialty level classes begin / Friday 16 August
M.S.N. specialty level orientation (B.S.N. and M.S.N. entry) / Monday 19 August–Tuesday 20 August
Orientation for M.S.N. students progressing to the M.S.N. specialty level / Tuesday 20 August (afternoon only)
M.S.N. specialty level classes begin / Wednesday 21 August
Important: Please check your specialty class schedule for specific information on start dates for required classes.
D.N.P. student orientation and intensive / Monday 26 August–Thursday 29 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
M.S.N. and D.N.P. Fall Open House / Saturday 5 October
Vanderbilt Homecoming/Reunion / Thursday 17 October–Saturday 19 October
Thanksgiving holiday / Saturday 23 November–Sunday 1 December
Classes end for all students / Friday 6 December
December Pinning Ceremony / Friday 6 December
Final examinations / Monday 9 December–Wednesday 11 December

SPRING SEMESTER 2020

First day of spring semester for prespecialty and specialty courses / Monday 6 January
Important: Please check your specialty class schedule for specific information on start dates for required classes.
Ph.D. and D.N.P. intensive / Monday 13 January–Thursday 16 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 29 February–Sunday 8 March
M.S.N. and D.N.P. Spring Open House / Saturday 29 February
Classes end / Friday 17 April
Final examinations / Monday 20 April–Wednesday 22 April
Important: M.S.N. prespecialty clinical continues during the week of final exams.

SUMMER SEMESTER 2020

First day of summer semester for prespecialty and specialty level students / Monday 4 May
Important: Please check your specialty class schedule for specific information on start dates for required classes.
Reception for graduates and May Pinning Ceremony / Thursday 7 May
Commencement / Friday 8 May
Ph.D. and D.N.P. intensive / Monday 11 May–Thursday 14 May
End of student change period / Thursday 14 May
Memorial Day holiday (No VUSN classes) / Monday 25 May
Last day to withdraw with a “W” / Friday 5 June
Independence Day holiday (No VUSN classes) / Saturday 4 July
Pinning Ceremony for summer 2019 graduates / Sunday 2 August

Vanderbilt University Board of Trust

BRUCE R. EVANS, Chairman, Boston, MA
JEFFREY J. ROTHSCHILD, Vice Chairman, Palo Alto, CA
JON WINKELRIED, Vice Chairman, Hobe Sound, FL
ADOLPHO A. BIRCH III, Secretary, New York, NY
SUSAN R. WENTE, Interim Chancellor; Provost and Vice Chancellor for Academic Affairs, Nashville, TN

GREG S. ALLEN
Charlottesville, VA

W. PERRY BRANDT
Kansas City, MO

REBECCA A. CHONG
Orlando, FL

SHIRLEY M. COLLADO
Ithaca, NY

IKE LAWRENCE EPSTEIN
Las Vegas, NV

JAY C. HOAG
Menlo Park, CA

ANDREW HOINE
New York, NY

KITO K. HUGGINS
Brooklyn, NY

JOHN R. INGRAM
Nashville, TN

KATHLEEN JUSTICE-MOORE
Palo Alto, CA

ADITYA V. KARHADE
Boston, MA

STEVEN H. MADDEN, SR.
Houston, TX

MARK P. MAYS
San Antonio, TX

W. DOUGLAS PARKER, JR.
Dallas, TX

COURTNEY CLARK PASTRICK
Bethesda, MD

DAVID W. PATTERSON, M.D.
Washington, DC

ROSS PEROT, JR.
Dallas, TX

SUZANNE PEROT MCGEE
Dallas, TX

ROBERT C. SCHIFF, JR., M.D.
Cincinnati, OH

ALEXANDER C. TAYLOR, JR.
Atlanta, GA

COREY E. THOMAS
Boston, MA

NORA WINGFIELD TYSON
Williamsburg, VA

MARK WILF
Short Hills, NJ

Emerita/Emeritus Trustees

MARY BETH ADDERLEY
La Jolla, CA

MICHAEL L. AINSLIE
Palm Beach, FL

LEE M. BASS
Fort Worth, TX

DARRYL D. BERGER
New Orleans, LA

DENNIS C. BOTTORFF
Nashville, TN

LEWIS M. BRANSCOMB
La Jolla, CA

THOMAS F. CONE
Nashville, TN

CECIL D. CONLEE
Atlanta, GA

BROWNLEE O. CURREY, JR.
Nashville, TN

MARK F. DALTON
Palm Beach, FL

CLAIBORNE P. DEMING
El Dorado, AR

JOHN R. HALL
Lexington, KY

H. RODES HART
Brentwood, TN

JOANNE F. HAYES
Gulf Stream, FL

MARTHA R. INGRAM
Nashville, TN

J. HICKS LANIER
Atlanta, GA

EDWARD A. MALLOY, C.S.C.
Notre Dame, IN

JACKSON W. MOORE
Memphis, TN

KENNETH L. ROBERTS
Nashville, TN

JOE L. ROBY
New York, NY

EUGENE B. SHANKS, JR.
Greenwich, CT

RICHARD H. SINKFIELD
Atlanta, GA

CAL TURNER
Franklin, TN

J. STEPHEN TURNER
Nashville, TN

EUGENE H. VAUGHAN
Houston, TX

DUDLEY BROWN WHITE
Nashville, TN

W. RIDLEY WILLS II
Nashville, TN

J. LAWRENCE WILSON
Bonita Springs, FL

REBECCA WEBB WILSON
Memphis, TN

WILLIAM M. WILSON
Nashville, TN

MARIBETH GERACIOTI
Secretary to the Board of Trust

Vanderbilt University Administration

SUSAN R. WENTE, Ph.D., Interim Chancellor; Provost and Vice Chancellor for Academic Affairs
ANDRÉ L. CHURCHWELL, M.D., Interim Vice Chancellor for Equity, Diversity, and Inclusion and Chief Diversity Officer
STEVE ERTEL, B.A., Vice Chancellor for Communications
NATHAN GREEN, B.B.A., Vice Chancellor for Government and Community Relations
ANDERS W. HALL, M.B.A., Vice Chancellor for Investments and Chief Investment Officer
ERIC C. KOPSTAIN, M.B.A., Vice Chancellor for Administration
JOHN M. LUTZ, A.B., Vice Chancellor for Information Technology
RUBY Z. SHELLAWAY, J.D., General Counsel
SUSIE S. STALCUP, B.B.A., C.F.P., Vice Chancellor for Development and Alumni Relations
BRETT SWEET, M.B.A., Vice Chancellor for Finance and Chief Financial Officer
MALCOLM TURNER, J.D., M.B.A., Vice Chancellor for Athletics and University Affairs and Athletics Director

Deans

JEFFREY R. BALSER, M.D., Ph.D., Dean of the School of Medicine
MARK D. BANDAS, Ph.D., Associate Provost and Dean of Students
VANESSA BEASLEY, Ph.D., Vice Provost for Academic Affairs and Dean of Residential Faculty
CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College
DOUGLAS L. CHRISTIANSEN, Ph.D., Vice Provost for University Enrollment Affairs and Dean of Admissions and Financial Aid
PHILIPPE M. FAUCHET, Ph.D., Dean of the School of Engineering
JOHN G. GEER, Ph.D., Dean of the College of Arts and Science
MELISSA S. GRESALFI, Ph.D., Dean of The Ingram Commons
CHRIS GUTHRIE, J.D., Dean of the Law School
M. ERIC JOHNSON, Ph.D., Dean of Owen Graduate School of Management
LINDA D. NORMAN, D.S.N., Dean of the School of Nursing
EMILIE M. TOWNES, Ph.D., Dean of the Divinity School
MARK WAIT, D.M.A., Dean of Blair School of Music
MARK T. WALLACE, Ph.D., Dean of the Graduate School

Archived 2019/2020
School of Nursing Catalog

Life at Vanderbilt

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

Graduate and Professional School Resources

School of Nursing Graduate Council

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

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

The Center for Teaching

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

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

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

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

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

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

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

Other Campus Resources

Libraries

The Jean and Alexander Heard Libraries

The Jean and Alexander Heard Libraries system at Vanderbilt University houses nearly five million items and provides access to millions more resources through its nine campus libraries: Central Library (A&S); Peabody Library; Annette and Irwin Eskind Family Biomedical Library and Learning Center; Walker Management Library; Wilson Music Library; Massey Law Library; Stevenson Science and Engineering Library; the Divinity Library; and the Special Collections Library. These libraries share an online presence that provides access to an integrated catalog of print and e-resources, as well as information about library services, workshops, programs, exhibitions, research guides, and librarian subject specialists.

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

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

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

The Annette and Irwin Eskind Family Biomedical Library and Learning Center

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

Information Technology

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

VUIT maintains and supports VUnet, the campuswide data network that provides access to the internet, and AccessVU, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUnet. Those services include YES (Your Enrollment Services), Brightspace, and Vmail, the university's email system for faculty, staff, and graduate students.

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

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

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

Furthermore, VUIT provides various conferencing and collaboration services for students, including audio and video conferencing via a desktop or a Polycom bridge. Vanderbilt's blog service offers WordPress Blogs at my.vanderbilt.edu. See it.vanderbilt.edu/services/collaboration for more information.

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

For more information on IT services and computing at Vanderbilt, visit it.vanderbilt.edu.

The Writing Studio

The Writing Studio offers graduate students personal writing consultations, fifty-minute interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. The focus of a consultation varies according to

the individual writer and project. In addition to the standard fifty-minute consultations, the Writing Studio also offers dissertation writers the possibility of having extended appointments with the same consultant on an ongoing basis. Fifty-minute appointments can be scheduled online at vanderbilt.edu/writing. Extended appointments must be arranged in advance through writing.studio@vanderbilt.edu and are available on a first-come, first-served basis. Information about other programs for graduate students, like the journal article writing workshop and the annual dissertation writer's retreat, can also be found at vanderbilt.edu/writing.

English Language Center

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

Student Care Network

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

Office of Student Care Coordination

The Office of Student Care Coordination is committed to supporting undergraduate, graduate, and professional students in successfully navigating life events related to academic stress and/or medical, mental health, and/or other personal concerns that may interfere with a student's ability to achieve their academic and personal goals. This team of "care coordinators" is the central and first point of contact for students to help identify needs and determine the most appropriate resources in Vanderbilt's Student Care Network and in the Nashville community to address concerns. Student Care Coordinators work collaboratively with students to develop a student success plan, share education about and facilitate connections to appropriate on- and off-campus resources, and provide accountability through supportive follow-up meetings. Our goal is for students to have the right support, in the right place, at the right time. In addition, the Office of Student Care Coordination coordinates support for students returning from medical leaves of absence. Though staff typically have a background in mental health services, it is important to understand that work with a Student Care Coordinator is not counseling or therapy.

Many students face challenges during their educational experiences and each situation is unique. The Office of Student Care Coordination is the first step to determine where to go for the most appropriate support for your needs. Students are encouraged to visit vanderbilt.edu/carecoordination to complete an initial assessment and schedule an appointment to meet with a Student Care Coordinator. Students may also call (615) 343-WELL (9355) or drop in to see a Student Care Coordinator, Monday–Friday, 8 a.m. to 5 p.m., Sarratt Student Center|Rand Hall, Suite 305.

University Counseling Center

As a key component of the Vanderbilt Student Care Network, the UCC provides mental health assessment, support, and treatment for all students enrolled at Vanderbilt, including undergraduate, graduate, and professional students.

Highly skilled and multidisciplinary teams of professionals offer crisis intervention, substance abuse counseling, short-term individual counseling, group therapy, biofeedback, ADHD and learning disorder assessments, and psychiatric assessment and pharmacological treatment. Treatment plans are tailored to each individual's unique background and needs. UCC professionals support the university's mission of fostering inclusive excellence through cultural awareness and competence. In addition to regular hours and evening/weekend crisis response, the UCC offers various "Let's Talk" locations.

To access UCC services, visit vanderbilt.edu/ucc or the Office of Student Care Coordination's website at vanderbilt.edu/carecoordination or call the OSCC at (615) 343-WELL (9355). For immediate crisis support or to speak with someone at the UCC after business hours, call the UCC at (615) 322-2571.

Student Health Center

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

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

Emergency consultation services are available from on-call professionals at (615) 322-2427 when the Student Health Center is closed. For more detailed information on the services available at the Student Health Center and information on other health-related topics, please visit the Student Health Center website at vumc.org/student-health.

Immunization Requirements

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

The requirements include:

1. *Varicella vaccine (two injections)* is required for all students who have not had documented chickenpox history. Positive titer results are also accepted.
2. *Measles, mumps, and rubella (2 injections)* for all incoming students. Positive titer results are also accepted.

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

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

Students should go to vumc.org/student-health/immunization-requirements-new-students in order to access more information regarding the immunization requirements and information on how to upload their documentation via the secure student health portal.

Student Health Insurance Plan

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

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

A domestic student who does not want to subscribe to the insurance plan offered through the university must complete an online waiver process at gallagherstudent.com/vanderbilt. This process must be completed by August 1 for students enrolling in the fall for annual coverage. Newly enrolled students for the spring term must complete the online waiver process by January 1. The online waiver process indicating comparable coverage **must be completed every year by August 1** in order to waive participation in and the premium for the Student Injury and Sickness Insurance Plan.

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

International Student Coverage

International students and their dependents residing in the United States are required to purchase the university's international student injury and sickness insurance. This insurance is required for part-time as well as full-time students.

Center for Student Wellbeing

The Center for Student Wellbeing seeks to create a campus culture that supports students in cultivating lifelong wellbeing practices. The center offers individual coaching appointments to help students develop and maintain skills that will contribute to personal and academic success, and provides workshops on a variety of topics, including resiliency, time management, alcohol and other drug education, and healthy living. Students may use the center's meditation room for yoga, meditation, and mindfulness classes, or for self-guided practice. The center also works closely with many campus partners, including the University Counseling Center, the Student Health Center, the Office of Housing and Residential Education, and the academic deans to provide resources and support for students who may be facing personal or academic challenges.

The Center for Student Wellbeing is centrally located on campus at 1211 Stevenson Center Lane, across from the Student Health Center, and is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, please call (615) 322-0480 or visit vanderbilt.edu/healthydores.

Project Safe Center

The Project Safe Center partners with students, faculty, and staff to create a campus culture that rejects sexual violence and serves as a resource for all members of the Vanderbilt community. The Project Safe Center provides support to survivors of intimate partner violence and engages the campus community in prevention of sexual assault, dating violence and domestic violence, and stalking.

Bystander intervention training, an online education module addressing sexual violence, and a variety of programs and presentations on consent, healthy relationships, and violence prevention are available through the Project Safe Center. A 24-hour support hotline answered by Project Safe's victim resource specialists is available at (615) 322-SAFE (7233).

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

Nondiscrimination, Anti-Harassment, and Anti-Retaliation

The Title IX and Student Discrimination Office (vanderbilt.edu/title-ix) and/or the Equal Employment Opportunity Office (vanderbilt.edu/eoo) investigate allegations of prohibited discrimination, harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence. Director of Title IX and Student Discrimination Molly Zlock is Vanderbilt's Title IX coordinator.

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

The Title IX and Student Discrimination Office also facilitates interim accommodations for students impacted by sexual misconduct and power-based personal violence. Some examples of interim accommodations include no contact orders, adjusted course schedules, and housing changes.

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

misconduct and other forms of power-based personal violence, should be directed to the Title IX and Student Discrimination Office at (615) 343-9004.

Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact Student Access Services. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio textbooks, physical adaptations, notetakers, reading services, and reasonable accommodations for housing and dining. Accommodations are tailored to meet the needs of each student with a documented disability. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Student Access Services, PMB 407726, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7726; phone (615) 343-9727; fax (615) 343-0671; vanderbilt.edu/student-access.

Meetings with Faculty and Administrators

Faculty and administration welcome the opportunity to meet and discuss academic practices and progress with students. These meetings are limited to VUSN faculty, administration and the student. Meetings may not be recorded. Third parties such as spouses, partners, parents, family members, friends, or other students will not be allowed to attend. However, students may be allowed to have an adviser when the meetings are a part of the university's student accountability process or the Honor Council process, or under the Sexual Misconduct and Intimate Partner Violence policy, subject to the parameters and expectations outlined in the applicable policies. For questions related to requests for educational records, please refer to the "Student Records" section of the catalog. Any exceptions to policies set out in the VUSN catalog that are related to a medical condition/disability should be directed to Student Access Services (SAS) as a request for a reasonable accommodation.

Barnes & Noble at Vanderbilt

Barnes & Noble at Vanderbilt, the campus bookstore located at 2525 West End Avenue, offers textbooks (new, used, digital, and rental), computers, supplies, dorm accessories, licensed Vanderbilt merchandise, and best-selling books. The bookstore features extended hours of operation and hosts regular special events. Visitors to the bookstore café can enjoy Starbucks coffees, sandwiches, and desserts while studying. Free customer parking is available in the 2525 garage directly behind the bookstore. For more information, visit vubookstore.com, follow twitter.com/BN_Vanderbilt, find the bookstore on Facebook at facebook.com/VanderbiltBooks, or call (615) 343-2665.

Vanderbilt Child and Family Center

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

The Commodore Card

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

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

Eating on Campus

Vanderbilt Campus Dining operates several restaurants, cafés, and markets throughout campus that provide a variety of food. The two largest dining facilities are Rand Dining Center in Rand Hall (connected to Sarratt Student Center) and The Ingram Commons dining hall. E. Bronson Ingram College offers all-you-care-to-eat dining and is open to all Vanderbilt University students. Five convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. The convenience stores located at Kissam Center and Highland Munchie offer hot and cold food bars which are open for breakfast, lunch, and dinner. All units accept the Commodore Card and meal plans. Graduate student meal plans are offered at a discount. For more information about meal plans, hours, and menus, please visit campusdining.vanderbilt.edu.

Housing

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a web-based off-campus referral service (offcampushousing.vanderbilt.edu). The referral service lists information about housing accommodations off campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should consult the website as early as possible. The website includes listings by landlords looking specifically for Vanderbilt-affiliated tenants. Listings are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also complete a profile to assist in finding a roommate. On-campus university housing for graduate or professional students is not available.

Change of Address

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

International Student and Scholar Services

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,952 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring nonimmigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Departments of Homeland Security and State. ISSS advising staff are available to support students' and scholars' requests through email, phone calls, daily drop-in

hours (1:30–3:30 p.m., Monday–Friday), and private appointments. ISSS puts a strong emphasis on providing employment workshops to inform international students about professional development and employment options while enrolled and after graduation. ISSS conducts regular workshops on Curricular Practical Training (CPT), Optional Practical Training (OPT), and Academic Training (AT). ISSS also supports more than 300 alumni international students who have already graduated and are either on OPT or AT work permission. For additional information on ISSS services, visit vanderbilt.edu/issv.

Parking, Vehicle Registration, and Alternative Transportation

Parking space on campus is limited. Motor vehicles operated on campus at any time by students, faculty, or staff must be registered with VUPS Parking Services located at 2800 Vanderbilt Place. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at vanderbilt.edu/parking.

Bicycles must be registered with Vanderbilt University Public Safety.

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

Vanderbilt University Police Department

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

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

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

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

Vandy Vans—The Vanderbilt University Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 6:00 p.m. to 3:30 a.m. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone using the VandySafe app, setting up text message alerts to let them know when a van will be arriving at their stop. Please visit police.vanderbilt.edu/services/vandySAFE.php to download the app.

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

As a supplement to the Vandy Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VUPD officers. The telephone number to call for a walking escort is either (615) 322-2745 (2-2745 from a campus phone) or (615) 421-8888 (1-8888 from a campus phone), after which a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

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

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

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

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

Security Notices—In compliance with the U.S. Department of Higher Education and the Jeanne Clery Act, Security Notices are issued to provide timely warning information concerning a potentially dangerous situation on or near Vanderbilt University. This information is provided to empower our students and employees with the information necessary to make decisions or take appropriate actions concerning their own personal safety.

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

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

Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212. Information is also available at police.vanderbilt.edu.

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

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

A copy of this report may be obtained by writing or calling the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212, or (615) 875-9157 (telephone). A PDF copy of this report may also be obtained on the website at police.vanderbilt.edu/pdfs/annual-security-report.pdf.

Bishop Joseph Johnson Black Cultural Center

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

Student Support and Development (Inclusion)

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

Campus Enrichment (Diversity)

With campus programming focused on Africans and African Americans, the BCC enriches the overall campus environment by promoting intercultural competence. Specifically, the BCC

works with numerous campus partners to sponsor lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture.

Community Engagement (Equity)

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

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

Margaret Cuningjim Women's Center

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

The Women's Center celebrates women and their accomplishments and fosters empowerment for people of all identities. The center offers individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, leadership, parenting, body image, disordered eating, pregnancy and reproduction, sexual health, and more. The Women's Center is open Monday through Friday, 9:00 a.m. to 5:00 p.m. and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit vanderbilt.edu/womenscenter.

Office of LGBTQI Life

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

Office of the University Chaplain and Religious Life

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

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

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or email hillel@vanderbilt.edu.

Official University Communications

Certain federal statutes require that information be delivered to each student. Vanderbilt delivers much of this information via email. Official electronic notifications, including those required by statutes, those required by university policy, and instructions from university officials, will be sent to students' Vanderbilt email addresses: *user.name@vanderbilt.edu*. Students are required to be familiar with the contents of official university notifications, and to respond to instructions and other official correspondence requiring a response. Some messages will include links to the YES Communications Tool, which is a secure channel for official communication of a confidential nature. However, students should not wait to receive such a message, and should check YES frequently to remain current on official, confidential communications.

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

Obtaining Information about the University

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

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

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 virg.vanderbilt.edu. Select "Factbook," then "Student,"

then “Retention/Graduation Rates.” Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701.

The *Vanderbilt University Annual Security Report* on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt University Police Department on the university website at police.vanderbilt.edu/pdfs/annual-security-report.pdf. A paper copy of the report may be obtained by writing the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see “Vanderbilt University Police Department” in the following section of this catalog.

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

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University website at registrar.vanderbilt.edu/ferpa. Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701. For more information, see “Confidentiality of Student Records” in this catalog.

Student Records (Family Educational Rights and Privacy Act)

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

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the University Registrar written requests that identify the record(s) they wish to inspect. The Office of the University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Office of the University Registrar does not maintain the records, the student will be directed to the University official to whom the request should be addressed.
2. The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records to third parties, except in situations that FERPA allows disclosure without the student’s consent. These exceptions include:
 - Disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the University in an administrative, supervisory, academic or research, or support-staff position (including University law enforcement personnel and health staff);

contractors, consultants, and other outside service providers with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Disclosure to parents if the student is a dependent for tax purposes.
- Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Disclosure to a parent or legal guardian of a student, information regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 at the time of the disclosure to the parent/guardian.
- Disclosure to various authorized representatives of government entities (such as, compliance with Student and Exchange Visitors Information System [SEVIS], Solomon Amendment, etc.).

FERPA provides the university the ability to designate certain student information as “directory information.” Directory information may be made available to any person without the student’s consent unless the student gives notice as provided for, below. Vanderbilt has designated the following as directory information: the student’s name, address, telephone number, email address, student ID photos, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed. Any student who does not wish disclosure of directory information should notify the Office of the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except as required by statute.

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

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

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

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

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

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

Vanderbilt Directory

Individual listings in the online People Finder Directory consist of the student's full name, Vanderbilt email address, and campus mailing address (if available). Students may elect to add additional contact information to their listings, including school, academic classification, local phone number, local address, permanent address, cellphone, pager, and fax numbers. Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students may choose to make their online People Finder listings available to the general public (i.e., viewable by anyone with access to the internet), or to block individual directory items. Students who have placed a directory hold with the Office of the University Registrar will not be listed in the online directory.

Directory information should be kept current. Students may report address changes, emergency contact information, and missing person contact information via the web by logging in to YES (Your Enrollment Services) <https://yes.vanderbilt.edu> and clicking on the Personal Information link.

Prior Degrees

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

University Courses

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

Extracurricular Activities

Student Centers

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

Sarratt Student Center|Rand Hall is the main student center hub, housing a 300-seat cinema, art gallery, art studios, multicultural space, rehearsal rooms, large lounge spaces, large and small meeting spaces, and a courtyard. The facility is also home to Vanderbilt Student Communications, radio station, TV station, Local Java, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, campus store, a multipurpose venue, meeting and seminar rooms, plus large, open lounge space. Some of the offices located in Sarratt Student Center|Rand Hall include the Dean of Students, Greek Life, Student Leadership, Arts and Campus Events, Student Organizations and Governance, Student Care Coordination, Student Accountability, Community Standards and Academic Integrity, and the Student Center for Social Justice and Identity. Also included in this facility is a United States Postal Service office.

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

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

Alumni Hall was the original student center on campus when the building opened in 1925. Re-opened in fall 2013 after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the renovated Alumni Hall, students have access to an exercise room as well as several new meeting and event spaces. The Vanderbilt Graduate School calls Alumni Hall home, and lounge space on

the first floor serves as a robust hub for student life within the Graduate School community.

Opened in fall 2014 and fall 2018, respectively, Kissam Center and E. Bronson Ingram College are both part of the Vanderbilt residential college system. Kissam Center is home to meeting and event spaces, the Kissam Market, and Kissam Kitchen. E. Bronson Ingram College offers a dining facility, including the award-winning Bamboo Bistro pho concept.

Recreation and Sports

More than two-thirds of Vanderbilt University students participate in club sports, intramurals, group fitness classes, or other programs offered at the David Williams II Student Recreation and Wellness Center, known by students as “the Rec.” The large variety of programs available for meeting students’ diverse interests include: more than thirty club sports teams; more than thirty intramural sports (softball, flag football, basketball, table tennis, and soccer); and an aquatics program offering swim lessons for all ages and abilities. Red Cross lifeguarding and CPR classes are also available. If being outside is more your style, you can choose from one of the many adventure trips offered each semester or create your

own adventure trip with tips and gear from the Outdoor Recreation staff. There are more than sixty group fitness classes a week and a variety of wellness offerings from “learn to box” to healthy eating through Vandy Cooks in the Teaching Kitchen, Personalized Nutrition Coaching, and Nutrition Minute grab-and-go information on a variety of nutrition topics.

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

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

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

Archived 2019/2020
School of Nursing Catalog

The University

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

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

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

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

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

The schools of the university offer the following degrees:

College of Arts and Science. Bachelor of Arts.

Blair School of Music. Bachelor of Music, Bachelor of Musical Arts

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

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

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

Law School. Master of Laws, Doctor of Jurisprudence.

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

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

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

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

No honorary degrees are conferred.

Mission, Goals, and Values

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

- dissemination of knowledge through teaching and outreach,
- creative experimentation of ideas and concepts.

In pursuit of these goals, Vanderbilt values most highly

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

Equity, Diversity, and Inclusion

Excellence at Vanderbilt is inextricably tied to the university’s commitment to fostering an inclusive community where people of all identities, backgrounds, and perspectives can thrive. The vice provost for strategic initiatives and the vice chancellor for equity, diversity, and inclusion and chief diversity officer work in partnership with students, faculty, and staff to identify and implement best practices that advance equity, diversity, and inclusion across campus in pursuit of building and supporting an inclusive community enriched by a broad variety of experiences and knowledge. Visit vanderbilt.edu/diversity for more information.

Inclusive Excellence

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

Accreditation

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

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

Communicating with the School of Nursing

Academic Matters

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

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

Rolanda Johnson, Assistant Dean for Academics
275 School of Nursing

Administration and Operations

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

Enrollment Management

Patricia A. Peerman, Assistant Dean for
Enrollment Management
176 School of Nursing
(615) 322-3802

Scholarships and Financial Aid

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

Research Matters

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

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

Practice Matters

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

Assistant University Registrar

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

Informatics

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

Cultural Diversity

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

Student Affairs

Sarah B. Ramsey, Assistant Dean for Student Affairs
179 School of Nursing
(615) 343-3334

Mailing Address

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

Employment opportunities for spouses

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

Housing

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

School of Nursing

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

Center for Research Development and Scholarship

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

Faculty Senate VUSN Senators

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

VUSN Executive Committee

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

Standing Committees

Charges of committees are summarized. For more detailed descriptions of committee charges, see School of Nursing Bylaws, Article V. Committee members serve until September of 2017. Ex officio members for 2016/2020 who are known at this time are listed below. Committee members, however, will not be chosen until September, after the printing of this catalog.

Curriculum Committee

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

M.S.N. Program Curriculum Committee, LeTizia Smith, Chair; Mary Lauren Pfeiffer, Chair-elect.
 D.N.P. Program Curriculum Committee, Michelle Ardisson, Chair; Abby Parish, Chair-elect.
 Ph.D. Program Curriculum Committee, Sheia H. Ridner, Chair; Bethany Rhoten, Chair-elect.

Nominating Committee

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

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

Non-Tenure Appointment/Promotion Committee

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

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

School Life Committee

The School Life Committee addresses concerns and issues that affect the quality of school life of faculty, students, and staff; promotes formal and informal programs to enhance the quality of school life; and assists in orientation of international members.

Natasha McClure, Chair; Jennifer Kim, Chair-elect.

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

Student Admissions and Academic Affairs Executive Committee

The Student Admissions and Academic Affairs Executive Committee is responsible for reviewing and acting upon applications for admission to the School of Nursing; reviewing student progress and considering and acting on student petitions for waiver of policy; and recommending to the Faculty Assembly conferral of degrees designating appropriate honors.

M.S.N. Program SAAA Committee, Jannyse Starks, Chair; Megan Shifrin, Chair-elect.

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

Ph.D. Program SAAA Committee, Melanie Lutenbacher, Chair.
 Ex officio: Mavis Schorn.

Program Evaluation Committee

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

Appointment/Promotion Tenure Committee

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

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

Ph.D. Executive Committee

Sheila H. Ridner, Chair. Terrah Foster Akard, Mary Dietrich, Sharon Karp, Cathy Maxwell, Deonni Stollendorf.

Education and Operations Technology Committee

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

Ph.D. Subcommittees

Admissions Committee

Terrah Foster Akard, Chair. Mary Dietrich, Mary Jo Gilmer, Rolanda Johnson, Jana Lauderdale, Jeremy Neal, Bethany Rhoten. Ex officio: Sheila H. Ridner.

Curriculum Committee

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

Evaluation Committee

Deonni Stollendorf, Chair. Ruth Kleinpell, Lori Schirle. Ex officio: Sheila H. Ridner.

Diversity and Inclusion Committee

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

The Julia Hereford Society

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

- Member: \$2,500 (\$1,000 for recent graduates)
- Benefactor: \$5,000–\$9,999
- Dean's List: \$10,000–\$24,999
- Cornelius Vanderbilt: \$25,000–\$99,999
- Lifetime: \$100,000 and up

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.

JHS Member Benefits

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

For more information on becoming a member of JHS, please email VUSN-Giving@vanderbilt.edu 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.

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

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

Nursing Education at Vanderbilt

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

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

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

Accreditation. The master's, post-master's certificate, and doctor of nursing practice nursing programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791. The school is approved by the Tennessee Board of Nursing. Vanderbilt School of Nursing was a charter member of the Association of Collegiate Schools of Nursing, which later was incorporated into the National League for Nursing (NLN). Vanderbilt University School of Nursing is a member of the American Association of Colleges of Nursing, One Dupont Circle NW, suite 530, Washington, DC 20056; (202) 463-6930. The nurse-midwifery program is accredited by Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; phone: (240) 485-1800; fax: 240-485-1818; email: info@acnm.org; 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

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

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

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

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

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

Philosophy of the School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accidents/Injury/Illnesses

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

Alcohol and Controlled Substance Policy

Vanderbilt University is deeply concerned about the health and welfare of its students. University policies and regulations in general—and alcohol and controlled substances policies in particular—reflect that concern. The purpose of university policies, and the purpose of articulating them in great detail, is to enable students to make informed—and, it is hoped,

intelligent—choices, as well as to enable them to understand the consequences of making poor choices. In compliance with the federal Drug-Free Schools and Campuses regulations, Vanderbilt has adopted a policy that includes the expectation that students will comply with federal, state, and local laws, including those relating to alcoholic beverages, narcotics, and other drugs.

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

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

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

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

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

Grounds for Appeal

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

- Academic sanction was not applied according to the published academic policies.
- Insufficient information to support the determination of the SAAA committee.
- New information that was not reasonably available for the initial presentation to the SAAA Committee, the introduction of which would reasonably be expected to affect the committee's determination. For further detail, refer to the *Student Handbook* at <https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>.

Application Procedure

The link to the online application for the M.S.N., P.M.C., and D.N.P. programs is found at apply.vanderbilt.edu/apply. 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 (615) 322-3800 if they have questions about the program application procedure. All application materials must be received before the application can be sent for faculty review.

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

All information submitted in the application process must be the applicant's own work complete, factually true, and honestly presented. Applicants providing false information may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree. Admissions decisions are made upon receipt of all application materials. A \$500 non-refundable matriculation fee is required upon acceptance.

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

Attendance and Absence Policy

It is expected that students will attend all synchronous and asynchronous classes and practice experiences. Attendance is required for on-campus block classes and/or intensives each semester. The learning management system serves as the record of student participation and attendance in the online course environment. For face-to-face classes, student participation during in-class academic activities verifies attendance. Course instructors may set specific policies about absences from their courses. The School of Nursing does not distinguish types of absences. An instructor is under no obligation to accommodate students who are absent or who miss academic work without prior notification and makeup arrangements. A student who misses an examination, work assignment, or other project because of observance of a religious holiday will be given the appropriate accommodation to complete the work missed within a reasonable time after the absence; this accommodation should be requested by the student prior to the holiday.

As a rule, students incur no administrative penalties for a reasonable number of absences from class, laboratory, or clinical, but they are responsible for the academic consequences of absence.

A student whose lack of attendance has led to academic peril is subject to the academic policies of VUSN. For tuition refund purposes, the last day of attendance is determined by review of the learning management system for active participation in an online course and/or participation in a face-to-face course.

In the event of illness influencing a student's ability to participate in class or meet course requirements, a note from a health care provider may be requested. A student who has

been treated at the Student Health Center for a serious illness or injury may give the Student Health Center permission to notify the academic dean of the illness or injury.

Audit Courses

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

1. Consent of the instructor must be obtained.
2. The instructor sets the conditions under which a course may be audited. Failure to meet those conditions is justification for withdrawal of the audit designation.
3. Auditing students are able to observe and listen during class. Online material is available for review.
4. Auditing students are not allowed to participate in class. This includes, but is not limited to, asking questions of the professor during or after class about the course, participating in group discussions (in class or online), or access to tests.
5. Audits carry no credit.

Calendar

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

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

The D.N.P. program is taught in a combination of online and on-campus intensives held for one week at the beginning of each semester. Continued student-faculty interactions will occur on a regular basis using various technology methods, synchronous and asynchronous. Intensive schedules are available on the VUSN website prior to each semester. Students are required to attend the D.N.P. Intensives.

My VU is an online service that includes a calendar of events as well as articles of interest. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

Change of Address and Telephone Number

Candidates for degrees who are not in residence should keep the School of Nursing registrar's office informed of their current mailing address and telephone number. Students who are currently enrolled change their addresses and phone numbers through the YES (Your Enrollment Services) online system.

Change of Course

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

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

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

Code for Nurses

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

Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements with at least a 3.0 overall GPA and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.

Confidentiality and Privacy of Patient Information

Trust and confidentiality are at the heart of the caregiver/patient relationship. The ANA Code for Nurses requires students to strive to protect the rights of patients – and one of their essential rights is the right to privacy and to have information about them kept confidential. In addition to professional codes, all health care organization will have policies regarding confidentiality that reflect ethical standards, as well as state and federal laws. Recent federal regulations are bringing a new measure of uniformity to confidentiality practices across the health care industry.

In 1996, Congress passed the Health Insurance Portability and Accountability Act (HIPAA). Portions of the legislation

have generated privacy regulations that will significantly impact all types of health care providers. These regulations represent the first comprehensive medical privacy standards established at the federal level. Generally, they protect patient confidentiality and focus on the use and disclosure of individually identifiable health information. The new rules increase consumer control of their medical records, restrict the use and disclosure of patient information, establish accountability for the protection of patient data by providers and their business partners, set forth sanctions for noncompliance, and mandate an administrative infrastructure to implement and monitor these policies. A summary of these rules can be found at the HIPAA References and Resources Web page. The HIPAA regulations, and Vanderbilt University Medical Center's (VUMC) core confidentiality policies (Hospital Operations Policy 10-17 and 10-52) protect all individually identifiable health in any form (paper, verbal, electronic). Students are therefore required to protect the confidentiality of any information related to the provision of care that can be linked to a patient (clinical records, billing records, dates of service, etc.). A key principle mandated by HIPAA and VUMC policy is that clinicians and staff should use only the minimum amount of patient information that is necessary to carry out their duties. Essentially, all patient information should be accessed only by authorized individuals, and be used or disclosed on a "need to know" basis.

Violations of HIPAA policies while in clinicals will result in disciplinary action. In addition, under HIPAA, individuals can incur federal fines up to \$250,000 and be imprisoned up to 10 years for misusing protected patient information for commercial advantage or malicious harm.

HIPAA privacy requirements will not significantly alter how patient information can be used or disclosed for treatment. The regulations also allow the use of patient information for training purposes. Any other uses, however, particularly research, may require patient authorization or other approval protocols. If you have any questions regarding appropriate uses and disclosures of patient information, contact the VUMC Privacy Office at (615) 936-3594. Additional information on the HIPAA regulations can be found at VUMC's HIPAA Web site: <https://ww2.mc.vanderbilt.edu/InfoPrivacy-Security/25877> or by calling the Privacy Office at (615) 936-3594.

Core Performance Standards

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

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

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

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

Diversity, Inclusion, and Equity

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

VUSN's diversity and inclusivity statement:

At Vanderbilt University School of Nursing (VUSN), we are intentional about and assume accountability for fostering advancement and respect for equity, diversity, and inclusion for all students, faculty, and staff. We support our efforts with respect for the inherent dignity, worth, and unique attributes of every person. To bring to life our vision of inclusive excellence, we seek to recruit, admit, hire, retain, promote, and support diverse and underrepresented groups of students, staff, and faculty. We value social justice and human rights. We embrace the plurality of humanity that composes our community including, but not limited to, age, race, ethnic origin, gender identity, sexual orientation, and religion. We affirm the inherent worth of each individual in order to protect, promote, and optimize the health and abilities of all people. As educators of advanced practice nurses, nurse scholars, nurse leaders, and nurse faculty, we accept the responsibility to foster and graduate highly educated, culturally sensitive health care professionals who mirror the diverse populations they serve.

Educational Resources and Materials Protection

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

- A. Students should ask permission of the course coordinator to record classroom discussions, lectures, demonstrations, or simulations.
- B. Any recorded instructional media, whether provided by the school or recorded by the student, and handouts should:

- a. Be used for educational purposes of the course only.
- b. Not be shared with students not enrolled in the course.
- c. Be deleted once the student graduates or otherwise ends the student relationship with Vanderbilt University School of Nursing.

Examinations

Examination policies are determined by the instructor. A record of all grades given during the course and all final examinations and major papers are kept on file by the instructor for one year following the conclusion of the course. A number of alternatives to standard in-class examinations are permitted at the instructor's discretion. These include take-home and self-scheduled examinations, oral examinations, on-line examinations, and term papers. Final examinations must be conducted during the final examination period at the end of the module or at the end of the semester.

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

Any student more than fifteen minutes late to an in-class examination must present a satisfactory excuse. No student will be admitted after the first hour. Some courses require students to take examinations using online exam proctoring software.

Faculty Advisers

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

Graduation

Degree candidates must have satisfactorily completed all curriculum requirements, have a cumulative grade point average of at least a 3.0, have passed all prescribed examinations, and be free of all indebtedness to the university.

The Honor System

Honor code statement:

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

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

demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire School of Nursing.

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

Nursing Honor Council

The Honor Council 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 post-master's certificate program, and the D.N.P. program. Representatives serve for one year from September through August. Officers of the council must be students in good standing. Alternates may also be elected to serve in the absence of representatives.

Student Conduct

Vanderbilt University strives to provide an optimal living and learning environment for the entire campus community. Students are expected to respect themselves and others, to act responsibly, and to take responsibility for their actions. The Office of Student Accountability, Community Standards, and Academic Integrity promotes good citizenships within the Vanderbilt University community through education. The student conduct system addresses student violations of university policy through fair, consistent, and confidential procedures. The student conduct system applies to all Vanderbilt students and student organizations; it addresses student misconduct allegations through procedures designed to provide a fair hearing and a just decision. The university's Office of Student Accountability, Community Standards, and Academic Integrity has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students. For more information, visit vanderbilt.edu/studentconduct/

Nursing Student Conduct Council

Although the university values personal freedom, celebration, and recreation, the policies and regulations that apply to student conduct at Vanderbilt are also informed by principles that value the health, safety, and well-being of students and other members of the university community, as well as their academic and personal success. The university's goal

in establishing policies and holding students accountable for complying with them is to help students understand how their choices can affect not only their immediate neighbors, but also the university community as a whole.

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

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

Inclement Weather

This policy is to provide 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.

Key Definitions:

Inclement Weather Event: The existence of hazardous weather conditions that pose a threat to life or property.

Yellow Alert Standby for Inclement Weather Announcement: Standby, prepare for inclement weather.

Orange Alert Inclement Weather Announcement: Inclement weather is in the area and has the potential to disrupt normal medical center operations. The Emergency Operations Plan is activated and an Emergency Operations Center (EOC) is opened to handle the event.

Weather Watch: A watch is used when the risk of hazardous weather has increased significantly, but its occurrence, location, or timing is still uncertain. It is intended to provide enough lead-time so those who need to set their plans in motion can do so. A watch means hazardous weather is possible. People should have a plan of action in case a storm threatens and they should listen for later information and possible warnings.

Weather Warning: A warning is issued by the National Weather Service when a hazardous weather event is occurring, imminent, or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action.

Weather Advisory: An advisory is issued by the National Weather Service when hazardous weather is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience and, if caution is not exercised, could lead to situations that may threaten life or property.

Thunderstorm Watch: An advisory issued by the National Weather Service when conditions are favorable for the development or approach of severe thunderstorms on the Vanderbilt campus.

Thunderstorm Warning: An advisory issued by the National Weather Service when a severe thunderstorm (a storm with winds in excess of 58 miles per hour or with $\frac{3}{4}$ " or larger hail, or both) is indicated on radar.

Faculty/Staff Communications: During an inclement weather event or other adverse events impacting normal operations, faculty/staff are updated via the following communication modes:

1. Overhead Announcements
2. Email system communication
3. Emails from the dean/senior associate deans
4. Text alerts through AlertVU at <http://emergency.vanderbilt.edu/alertvu/> (must sign up to receive).

Procedure:

Cancellation/Delay of Start Time for a Clinical Rotation:

1. The decision to cancel or delay the start time of a clinical rotation will be made by the faculty member or preceptor responsible for the clinical.
2. Faculty will communicate with students the status of the clinical (as applicable) in one of the following manners:
 - a. voice mail message left on the faculty member's phone or
 - b. personal phone call to each student by the faculty member
 - c. Brightspace announcement

Cancellation/Delay of Start Time for Classes: The decision to cancel or delay the start time for a class will be made by the faculty member responsible for the class. Canceled classes/clinicals will be rescheduled at the discretion of the faculty member responsible for the course.

Student Notification Instructions for Cancellation/Delay of Start Time for Classes:

Learning Management System: Faculty will communicate instructions and/or cancellation of classes by:

1. Creating an Announcement posting in Brightspace
2. Sending an email to students through the email function in Brightspace

In the event of inclement weather, students are required to check the Brightspace site of each of the classes in which they are enrolled.

The faculty member is responsible for notifying the following individuals:

1. Senior Associate Dean for Academics (mavis.schorn@vanderbilt.edu)
2. Assistant Dean for Student Affairs (sarah.ramsey@vanderbilt.edu)
3. Executive Secretary (reception area of Godchaux Hall)—for notification of students who physically arrive for classes (ellen.smogur@vanderbilt.edu)
4. Technical Specialist—in the event class is being videotaped and technical support needs to be cancelled (clay.sturgeon@vanderbilt.edu)

In the event the learning management system is not operational, instructions regarding the cancellation of classes will be posted by the course instructors through use of the Vanderbilt University voice mail system.

International Students

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

English Language Proficiency. Proficiency in written and oral English is required for enrollment in the nursing program.

Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with the application. The International TOEFL is administered at test centers throughout the world at different times during the year. Applicants may access information regarding the TOEFL exam, including registration and sample tests, at toefl.org. 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, ATTN: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 U.S.A. For further questions regarding prior degrees, please visit registrar.vanderbilt.edu/academic-records/international-degrees.php.

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.com.

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

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: state.tn.us/health.

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

Leave of Absence

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

1. LOA granted for a minimum of one semester or a maximum of one calendar year.
2. LOA is approved at the discretion of the academic director and the senior associate dean for academics and is for a specified period of time.
3. Approved LOA semesters can be sequential or non-sequential, but the total length of time on leave may not exceed three semesters during the plan of study.
4. Time spent on LOA is included in the total time taken to complete the degree.
5. Students in any academic program at VUSN must take an LOA if they are not enrolled in course work during a semester. The only exception is during the A.S.N.–M.S.N. curriculum. (There is no course work during the summer until specialty courses begin. These summers do not require an LOA.)
6. Students who have not satisfactorily completed a course with a clinical component for more than two semesters must take a 1-credit-hour clinical independent study when

the student returns from LOA in order to ensure clinical competence. This policy applies only to M.S.N. students.

7. A student on LOA is required to keep the VUSN assistant university registrar and director of nursing student records informed of plans to return to school.
8. Students who do not comply with the leave of absence policy may be administratively withdrawn from Vanderbilt University School of Nursing. Reasons for an administrative withdrawal may include, but are not limited to (a) a student discontinues class attendance without withdrawing from the course or completing the leave of absence process; (b) a student fails to register for a subsequent semester's work at the end of the initial approved LOA, without an approved LOA extension; and (c) a student fails to return to VUSN following the approved LOA without an approved extension (Note: LOAs may not exceed three semesters total in a plan of study).

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

Medical Leave of Absence Process

A student who is temporarily unable to continue their course of study due to a medical reason must request a medical leave of absence (MLOA) from VUSN. In addition to the LOA process, the following steps are required for an MLOA approval (Dean of Students MLOA process <http://www.vanderbilt.edu/healthydores/taking-time-off/>):

1. The senior associate dean for academics approves the MLOA request and forwards the signed form to the student, the Office of Student Care Coordination, and the academic director.
2. The Office of Student Care Coordination acknowledges the student's approval for an MLOA.

Medical Leave of Absence Re-Entry

In addition to the LOA re-entry, students on an MLOA, are expected to complete the following steps:

Before you may resume your studies, you must submit the following documents to the Office of Student Care Coordination by August 1 for fall; December 1 for spring; April 1 for summer, for review (International students should contact International Student and Scholar Services as additional documentation may be required and deadlines may vary.):

- Treatment Provider Report(s) and Release(s) of Information (available at <http://www.vanderbilt.edu/carecoordination/>)
- A narrative describing your activities while on leave of absence; and
- A Student Success Plan (available at <http://www.vanderbilt.edu/carecoordination/>) that outlines your goals to make your subsequent enrollment successful, strategies to achieve those goals, and the support services you intend to utilize upon your return to campus.

Please note that failure to submit the required documents by the deadline may result in your inability to return to Vanderbilt until the next term, pending submission and approval of new documents.

The Office of Student Care Coordination, in consultation with the Dean's Office, will review the paperwork and determine whether the condition requiring the medical withdrawal has been corrected sufficiently to allow you to resume your academic career at Vanderbilt successfully.

More specifically, the paperwork will be reviewed to determine:

- *Medical readiness:* We expect that you will seek medical treatment or participate in a therapeutic program to address the physical or psychological conditions that have affected your ability to succeed academically.
- *Academic and social readiness:* We expect that you will demonstrate the ability to cope emotionally and socially when you return to Vanderbilt and that you will be able to engage successfully in your studies. You can accomplish this while you are on leave by engaging in community service, maintaining a job, and/or participating in educational programs. We expect that you will be able to perform well in a work or study environment that is similar to the one you know at Vanderbilt.

If cleared, the Office of Student Care Coordination will notify the dean's office, and the dean's office will give final approval for class registration. Returning students are also required to complete a re-entry meeting with a student care coordinator to implement the Student Success Plan. The Office of Student Care Coordination will be in touch with you about this requirement.

In addition to clearance from the Office of Student Care Coordination, these steps must also be taken by all students returning from a leave of absence as stated in the *VUSN Student Handbook* (<https://nursing.vanderbilt.edu/students/current/pdf/handbook.pdf>) which include:

1. Meeting with the Academic Director to determine or verify the remaining course-of-study.
2. Updating all school compliance requirements with the VUSN Compliance Officer: <https://nursing.vanderbilt.edu/clinicalplacement/currentstudents.php>.

Net Etiquette Statement

Net etiquette describes professional communication and behaviors for online professional 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.

Respect and Courtesy: Teaching and learning processes work best with free and open exchange of ideas, yet in an electronic setting, without the benefit of facial expressions, body language, or tonal cues, miscommunication and misunderstanding may occur. Behaviors that demonstrate respect and courtesy include:

- Respecting diversity of opinion
- Welcoming dissenting opinions and interpretation without judgmental comments
- Respecting personal privacy and the privacy of others
- Adhering to the academic honesty policy (http://www.vanderbilt.edu/student_handbook/the-honor-system/)
- Creating and maintaining a culture of civility (http://www.vanderbilt.edu/student_handbook/)

Participation and Collaboration: Active participation and collaboration in the online educational community enhances learning outcomes. Behaviors that demonstrate participation and collaboration include:

- Preparing constructive, comprehensive, mindful responses to others
- Clarifying statements as necessary
- Discussing with faculty any discomfort with what someone else has written
- Completing and submitting group work in a timely fashion
- Preparing for discussions by reading all postings or communications before responding
- Sharing helpful information with all classmates

Presentation of Self: Conduct in the online setting is as important as face-to-face interaction. Communication and social presence of an individual in a course contributes to the perception of their professionalism and competency by others. Behaviors that result in the best presentation of self include:

- Authentic, honest, and kind communication
- Use of formal, clear, concise, appropriate language
- Use of proper titles to address others, unless otherwise directed
- Careful consideration before use of emoticons, humor, sarcasm, or jokes; use judiciously
- Composition of written communication, discussion board posts, or other online assignments offline, before posting
- Re-reading, proofreading, and editing communications and discussion board postings before uploading or sending
- Referencing and assigning appropriate credit to others' work or posts

Orientation

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

Professional Licensure and Out of State Requirements

State Boards of Nursing set standards for licensure. For students entering the M.S.N. program with a degree in a field other than nursing, successful completion of the prespecialty courses prepares students to take the R.N. licensure exam (NCLEX-RN). While the NCLEX-RN is a national exam, most prespecialty 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

of Nursing to verify that the desired program and its graduates will meet the eligibility criteria for approval for those credentials. The website of the National Council of State Boards of Nursing has contact information on Boards of Nursing in each state.

Vanderbilt University School of Nursing is required to meet state higher education requirements and state board of nursing requirements for students who reside outside of Tennessee. States with specific requirements are listed below.

Louisiana:

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

Nevada

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

New York:

Due to requirements of the New York Office of College and University Evaluation and the New York Office of the Professions, VUSN will accept students residing in New York to our M.S.N. or post-master's certificate specialties that lead to advanced practice licensure (i.e. AGACNP, AGPCNP, FNP, FNP/ANP, NNP, NM, NM/FNP, PNP, PMHNP, WHNP, WHNP/AGPCNP), but students may not complete clinical preceptorship in New York. Student may reside in New York, but must complete clinical preceptorships in another state. VUSN will admit New York registered nurse students to the D.N.P., the Ph.D. program, the M.S.N. nursing informatics specialty, and the M.S.N. nursing & health care leadership specialty as these programs do not lead to additional advanced practice licensure.

Program of Studies

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

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

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

6. A student requesting a change must complete the change form and obtain appropriate signatures: nursing.vanderbilt.edu/current/status.pdf

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

Program Evaluation

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

Registration

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and register for courses for the next semester. Registration for classes is done by computer on Your Enrollment Services (YES). Students should check carefully with their faculty advisers concerning progress toward completing degree requirements and to make necessary revisions in their program of studies. The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours in order to satisfy requirements for an incomplete grade are considered degree candidates. Students registering for zero hours for the express purpose of completing an incomplete grade are charged \$200 plus applicable fees.

Complaint Policy

Situations may arise where a student believes they have not been given fair treatment by the university or has a complaint about the performance, action, or inaction of a member of the staff or faculty. Faculty and staff members welcome the opportunity to work with a student who has a concern or complaint. Early identification and communication often result in timely and effective resolution. When indicated, faculty and staff members will direct the student to appropriate school and/or university resources. When indicated, the student is encouraged to report the complaint or incident to the university officials through a variety of reporting mechanisms (e.g. VERITAS, University Title IX and University Discrimination Office). Students are provided information about school and university resources during orientation, on the website, and in the *VUSN Student Handbook*.

Retaliation against a student who expresses a concern or complaint will not be permitted. This procedure does not eliminate or limit the student's filing of other kinds of complaints.

State of Tennessee

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

The student has the right to call on the state of Tennessee and its appropriate agency to determine the course of action.

Complaints may be filed with the following agencies in Tennessee:

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

Distance Education

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

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

Complaint Procedure

A student who believes their academic performance has not been evaluated reasonably or fairly should discuss their concern(s) with the course instructor. The student should redress the concern(s) about the grade within ten calendar days after the grade is posted. Every effort should be made to resolve the problem fairly and promptly with the course instructor. The student must provide specific examples or data to support their concern(s).

If the student's concern(s) cannot be resolved at the course instructor level, the student should request further review of the concern(s) in question by their academic director. The request to meet with the director and rationale for the concern(s) should be submitted in writing (email is acceptable) within ten calendar days.

If the student's concern(s) is not resolved at the academic director level, within ten calendar days the student may initiate a formal grade grievance through the academic leadership starting with the assistant dean and progressing to senior associate dean and dean as warranted. The student must electronically submit a written grade grievance with supporting documents including evidence or data specific to the how their work was not graded reasonably or fairly.

At each stage of a grade grievance, an investigation will be conducted with the intent of a timely resolution. Upon completing an investigation of the grievance, the student will be notified in writing of the findings and next steps. If the student is dissatisfied with the outcome or resolution, within ten calendar days, the student has the right to elevate the decision to the next senior academic leader.

Retaliation against the student who pursues a grievance will not be permitted. This procedure does not eliminate or limit the student's filing of other kinds of complaints.

Grade Grievance Policy

Students who have a concern about the reasonable or fair evaluation of their academic performance should follow the grade grievance procedure in the course syllabus and VUSN *Student Handbook*. Students should be aware that there is a time requirement for initiating a grade grievance. Retaliation against a student who pursues a grievance will not be permitted. This procedure does not eliminate or limit the student's filing of other kinds of complaints.

Student Handbook

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

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

Transfer Credit

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

Only the credit hour value, and not the grade point average, will be posted to the student's Vanderbilt transcript. Courses are evaluated for transfer credit only after the student has been admitted to a degree or certificate program. A student who seeks transfer credit must submit the request to the assistant university registrar/director of nursing student records at least six weeks before the course begins. Transfer credit is granted on a course-by-course basis, approved for a maximum of six credit hours and considered only for courses in which student earned a B- or better. Transfer credit is evaluated based on VUSN course equivalent content (for required courses), credit allotment, and satisfactory completion of courses. The faculty course coordinator and the academic director of the student's program approve transfer credit.

Transportation and Lodging

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

Withdrawal from the University

A student may voluntarily withdraw from VUSN. Once a student withdraws, the student is not permitted to attend classes or use school services. Course withdrawal policies may apply. A

student may withdraw and receive the grade W (Withdrawal) in accordance with the date published in the School of Nursing calendar. A student may withdraw from Vanderbilt University after the published date in the School of Nursing calendar or after the courses are half completed. However, the student will receive a grade of F (Failing) in all enrolled courses except in extenuating circumstances. If the student withdraws, they may be considered for readmission by completing the application process. (Please see section on Readmission.) For further details, refer to the VUSN Student Handbook: nursing.vanderbilt.edu/students/current/pdf/handbook.pdf.

Process

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

1. Student meets with the academic director and the director of student financial services to discuss the decision.
2. Student signs and sends the withdrawal form to the academic director. nursing.vanderbilt.edu/current/forms.html
3. Student reviews the *Student Handbook* for withdrawal policies and additional requirements.
4. Academic director sends the signed form to the director of student financial services.
5. Director of student financial services recalculates the eligibility for federal Title IV student financial assistance for the student (if appropriate), signs the form, and sends to the senior associate dean for academics.
6. Senior associate dean for academics signs and sends the form to the assistant university registrar.
7. Registrar finalizes the request and notifies the student and all VUSN officials (e.g., adviser, course faculty, academic director, senior associate dean for academics, director of student financial services, Student Accounts).
8. If the student has a grade of Incomplete on the academic record at the time of withdrawal from Vanderbilt, the I grade will remain.

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. A Windows computer with an i5 processor or better
 - a. 4GB RAM or better, 250 GB hard drive or better, CD/DVD drive (Chromebooks are not supported)
 - b. A full duplex sound card and speakers
 - c. 65,000-color video display card set to display at least 1024x768 or higher
 - d. An Ethernet card (built-in, Cisco-compliant wireless capability is also recommended)

- e. Windows 10
- f. Microsoft Office (latest version FREE from VUIT Software Store)
- 1a. Macintosh OSX 10.12 (Sierra or better)
 - a. I5 processor or better, Turbo M3 processor is not supported.
 - b. 2.8GB of RAM or better
 - c. 3.256GB hard drive or better
- 2. Cable or DSL Internet service *required*
- 3. Shareware/free software:
 - a. Microsoft Internet Explorer, Firefox, and Google Chrome browsers (latest versions)
 - b. Adobe Acrobat Reader's latest version (adobe.com/prodindex/acrobat/readstep.html)
 - c. Adobe Flash Player (adobe.com)
 - d. QuickTime Player (apple.com/quicktime/download!)
 - e. Skype for Business.
 - f. Other resources:
 - i. See our Program Technology Requirements Web page (www.nursing.vanderbilt.edu/tools/techttable.html)
 - ii. Personal USB drive (thumb drive) for moving files from computer to computer
 - iii. A printer

Macintoshes must have at least OSX 10.12 8GB RAM, Intel processor, fast Internet connection, latest version of Firefox and Google Chrome Web browsers. (Macintosh owners who use Windows with Bootcamp should install appropriate Windows virus protection and Windows OS updates on a frequent schedule for adequate security.) A fast Internet connection through a cable or telephone company (broadband) is required for all students, including distance students. The Informatics specialty requires broadband.

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

School of Nursing Facilities

Mary Ragland Godchaux Hall

Built in 1925, Mary Ragland Godchaux Hall is located next to Medical Research Building (MRB) III at 461 21st Ave. South. Faculty and administrative offices and research space for the nursing school are located within this 41,923 sq. ft. building. Renovated in 2006, Godchaux Hall contains a state-of-the-art IP-based videoconferencing classroom, two research interview rooms with video and audio recording options, a research observation room with video and audio recording controls, three equipped small seminar/conference rooms, one moderate-size electronic classroom for use with laptops and the school's historic living room updated with audio-visual capabilities.

Center for Research Development and Scholarship (CRDS). Housed on the fourth and fifth floors of Godchaux Hall, CRDS provides research consultation, support and resources for scholarly and research projects. CRDS assists with grant proposal development, Institutional Review Board application, paper and poster presentation, database management, instrument development, use of computers, literature searches, reference retrieval and manuscript preparation. CRDS resources are available to all School of Nursing faculty investigators.

Godchaux Nursing Annex

Commonly known as the Annex or Nursing Annex, this facility includes two large- and two medium-size lecture halls, as well as four seminar-size classrooms. All can be quickly equipped for audio and video recording to tape or broadcast via streaming media. All classrooms in the 14,107 sq. ft. building have permanently installed projection devices and up-to-date presentation computers. All afford wireless access to the internet. The four larger halls are equipped with smart technology at the lectern.

Patricia Champion Frist Hall

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

The Frist Nursing Informatics Center (FNIC). The FNIC offers support for technical, audiovisual, web and communications needs of students, faculty and staff of VUSN. The center operates a suite of three computing labs in Frist Hall and supports student computing in activity spaces within the nursing complex. The student computer labs are equipped with 36 (20 main lab plus 1 presentation, 7 small lab and 8 testing lab) computers used for normal computer functions, exams and viewing lectures, as well as scanners and printers. A full range of software is available for document preparation, with fewer tools available on testing computers. Instructional software is also available over the network or via CD/DVDs from the media library. Faculty and students use a web-based course management system called Brightspace for most course communication, group activities and the sharing of course resources. In addition, two-way synchronous audio and

graphic collaboration is available using a web conferencing system called Skype for Business; and two-way, multi-point IP-based video collaboration is available using a system called Bluejeans. Experts in graphics, interactive educational design and information technology are available through the FNIC. Consultation and troubleshooting activities include assistance with design and development of instructional strategies, development of specialized interactive computer-based programs and webpages, design and maintenance of databases, design and development of graphics and instructional materials, video production and audiovisual editing services. The FNIC implements and maintains quality assurance for School of Nursing webpages and printed materials with assistance from designated departments.

School of Nursing Building

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

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

Wachtmeister Interactive Classroom and Virtual Classroom. The Wachtmeister 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.

mc.vanderbilt.edu/root/vumc.php?site=strategyandinnovation

Vanderbilt Heart and Vascular Institute

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

vanderbilthealth.com/heart

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

Pre-Nursing Studies in the College of Arts and Science

Pre-nursing students enrolled in the College of Arts and Science in fall 2017 may obtain both the baccalaureate degree and the M.S.N. degree by combining three and one-half years (a minimum of 105 earned hours) of study in the College of Arts and Science with six semesters of study in the School of Nursing. **The last cohort of Vanderbilt senior-in-absentia students will be admitted for fall 2020. Students enrolling after fall 2017 are not eligible for the senior-in-absentia program** but are strongly encouraged to apply for M.S.N. admission by November 1 of their senior year at Vanderbilt. Students eligible for the senior-in-absentia program will receive the bachelor of arts from the College of Arts and Science at the end of the eighth semester after completing a major for the bachelor of arts, satisfying the prerequisite courses for admission to the School of Nursing, and satisfactorily completing at least 15 hours of 5000-level nursing courses. The first three semesters in nursing consist of accelerated generalist nursing courses and serve as a “bridge” into the Master of Science in Nursing program by preparing the student for the NCLEX exam to become a registered nurse (R.N.). These courses also provide the foundation equivalent to the bachelor’s degree in nursing for course work in the selected nursing specialty. Upon completion of three semesters of prespecialty courses, students enter a minimum of an additional three-semester sequence of courses in their declared specialty in order to earn the M.S.N. degree.

Students interested in this program should consult the pre-nursing advisers, Brandee Madden at (615) 875-9012 and Christy DeGregory at (615) 343-5326, or the associate dean for undergraduate education, Roger E. Moore, at (615) 322-2844 or roger.e.moore@vanderbilt.edu for advice on planning undergraduate studies to meet the program’s requirements. Participation in the student organization, Pre-Nursing Society, is strongly recommended. Information about the Pre-Nursing Society is available at anchorlink.vanderbilt.edu/organization/prenursingsociety.

Senior-in-absentia students must apply to the School of Nursing and to the Administrative Committee of the College of Arts and Science. Upon acceptance to the School of Nursing, students will be assigned an adviser and should schedule an advising appointment.

Pre-Nursing Studies at Peabody College

Pre-nursing students enrolled at Peabody College in fall 2017 may either (a) complete a major in child development and earn a B.S. through a senior-in-absentia program or (b) complete a major in human and organizational development and earn a B.S. through a senior-in-absentia program. **The last cohort of Vanderbilt senior-in-absentia students will be admitted for fall 2020.** Upon admission to the School of Nursing, the student is required to complete six semesters (two calendar years) of full-time study to earn the M.S.N. **Students enrolling after fall 2017 are not eligible for the senior-in-absentia program** but are strongly encouraged to

apply for M.S.N. admission by November 1 of their senior year at Vanderbilt. Upon acceptance to the School of Nursing, students will be assigned an adviser and should schedule an advising appointment.

Admission to the Graduate Nursing 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 prerequisite courses, including the following:

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

Admission to the School of Nursing is competitive. Students are encouraged to contact the School of Nursing Office of Admissions, 170 School of Nursing, Nashville, Tennessee 37240, (615) 322-3800. Further explanation of pre-nursing and graduate nursing programs is available on the VUSN website: nursing.vanderbilt.edu.

Vanderbilt Academic Partnerships

The School of Nursing also has affiliations with Centre College in Danville, Kentucky, Millsaps College in Jackson, Mississippi, Rhodes College in Memphis, Tennessee, Transylvania University in Lexington, Kentucky, and the University of the South in Sewanee, Tennessee, for six-year liberal arts nursing programs. These partnerships allow students at Centre, Millsaps, Rhodes, Transylvania, and the University of the South to take key prerequisite courses needed to apply for admission to the M.S.N. program at Vanderbilt.

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

The M.S.N. Degree

DEGREE OFFERED: Master of Science in Nursing

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

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

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

Degree Requirements

For students entering with a B.S.N., the M.S.N. is based on a minimum of 30 credit hours. All degree requirements must be completed within three years of first enrollment. The grade of B- or higher in each course and an overall 3.0 grade point average is required to complete the degree.

For students entering with a bachelor's or higher degree in a field other than nursing, the M.S.N. must be completed within five years of first enrollment and is granted based on a minimum of 83 credit hours or a grade of B- or higher in each course and an overall 3.0 grade point average. Refer to section on progression for requirements to progress from the generalist to the specialist level.

For students entering with an associate's degree in nursing or hospital diploma, the M.S.N. must be completed within five years of first enrollment and is granted on a minimum of 62 credit hours or a grade of B- or higher in each course and an overall 3.0 grade point average. Refer to section on progression for requirements to progress from the generalist to the specialist level.

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

Certification

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

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

Certification examinations from American Nursing Credentialing Center include adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner, informatics, psychiatric-mental health nurse practitioner, and advanced nursing executive examinations. Graduates of the Adult-Gerontology Acute Care Nurse Practitioner program are also eligible to take the certification exam through the American Association of Critical Care Nurse Certification Corp. Graduates of the adult-gerontology primary care nurse practitioner, emergency nurse practitioner, and family nurse practitioner specialties are also eligible to take the certification exam offered by the American Academy of Nurse Practitioners Certification Board.

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

Admission

All applicants apply online at apply.vanderbilt.edu/apply.

The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. Please refer to the section on core performance standards found in Nursing Education at Vanderbilt. In accordance with Vanderbilt's non-discrimination policy, the M.S.N. Student Admissions and Academic Affairs Committee is charged with making

individualized determinations of the ability of each candidate for admission to successfully complete the degree or certificate requirements.

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

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

Admission is based on the following factors:

1. Graduation from an ACEN- or CCNE-accredited baccalaureate program with an upper division major in nursing (B.S.N.). Applicants from unaccredited B.S.N. programs will be considered on an individual basis.
2. *Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
3. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the application questions.
4. *Interview.* An interview by telephone may be required in certain specialties or for applicants for whom English is not their native language.
5. *Letters of Recommendation.* All applicants must provide three letters of professional or academic reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate the applicant's potential for success in a graduate program. It is **required** that at least one of the recommenders hold a master's or higher degree. Recommendations from family, friends, other students or co-workers are NOT appropriate. Applicants to the Neonatal Nurse Practitioner specialty are required to have one reference from a neonatologist and one from an NNP who can evaluate the applicant's clinical practice. While only three references are required, the online application system will allow you to provide names of up to five recommenders.
6. *Official Transcripts.* Applicants must submit one transcript from each United States post-secondary institution attended to the Center for Data Management. Applicants who have completed college or university course work at an institution in a country other than the United States must obtain a complete course-by-course evaluation of the native transcripts, degrees, and other relevant documents. In all instances, the evaluating agency will require original, official documentation. Please note that the evaluating agency must send Vanderbilt both the course-by-course report and copies of the native documents. If the agency does not provide copies of the documentation used to do the course-by-course evaluation, the student must submit the official documentation to Vanderbilt. Official transcripts and course-by-course evaluation reports should be sent to the following address: Office of the University Registrar, Vanderbilt University, ATTN: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 For further questions regarding prior degrees, please visit registrar.vanderbilt.edu/academic-records/international-degrees.php.

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

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

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

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

Prerequisite Courses for A.S.N. Entry

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

English (6 hours). English composition or literature.

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

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

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

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

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

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

Admission Criteria

Admission is based on the following factors:

1. *Grade Point Average.* It is recommended that the applicant have at least a *B* average.
2. *Statement of Purpose and Application Questions.* A statement of your career goals as an advanced practice nurse is required, as well as answers to the application questions.
3. *Interview.* An interview by telephone may be required in certain specialties 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 chapter..

Student Classification

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

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

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

Special Student. Enrolled in one or more non-clinical prespecialty or specialty courses but not working toward a master's degree or post-master's certificate in the School of Nursing. A limit of 7 credit hours is permitted in this non-degree status. Successful completion of courses taken as a

special student does not guarantee admission to the M.S.N. or post-master's certificate program.

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

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

The Academic Program

Organizing Framework

Course sequencing in the M.S.N. program with multiple entry options is designed to move students from (a) basic to advanced knowledge and skill levels, (b) simple to more complex practice situations, and (c) generalist to specialist role preparation. Course objectives include content in the three learning domains: cognitive, affective, and psychomotor, appropriately progressed in each taxonomy.

The curriculum design has three components: prerequisite liberal education requirements, generalist (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, health care delivery systems, and the heritage of nursing.

The specialist component of the curriculum is divided into three segments: core courses, specialty courses, and electives. The core courses focus on facilitating professional development in the advanced nursing practice role, using leadership and evidence evaluation skills to employ a systematic, evidenced base approach to problem solving to improve healthcare delivery. Specialty courses focus on advanced knowledge and skills in a given specialty area to equip graduates to function in complex situations and advanced practice roles, including those of nurse midwife, nurse practitioner, informatics nurse specialist, and nurse manager. Electives provide the opportunity to select course work that complements the students' career goals.

Program Goals/Outcomes

The goals of the M.S.N. program are to prepare students

- For advanced practice roles including nurse-midwives, nurse practitioners, nurse informaticists, and nurse leaders who have expertise and advanced knowledge in a specialty area and can function in complex situations independently and/or collaboratively with health care teams.
- To evaluate and apply advanced knowledge by means of critical thinking, clinical reasoning, and the use of electronic data in relation to advanced nursing practice.
- To engage in quality improvement initiatives and the delivery of safe, culturally responsive, high quality nursing care of individuals and populations using leadership skills.
- To evaluate and/or advocate for policies that improve the health of the public and the profession of nursing incorporating ethical principles.

All students are expected to meet the above program goals whether they enter the M.S.N. program with a B.S.N., an A.S.N., or a bachelor's degree other than nursing. Students who must complete the 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 prespecialty 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 level 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 prespecialty year 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.

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

Students requesting to change from full-time to part-time status must complete a change in status form and obtain the approval of their academic director. Please see the student handbook for details.

Prespecialty Curriculum for Entry with Degree in Field other than Nursing

Level Director: Mary Ann Jessee

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

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

Level Director: Sarah Fogel

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

Specialist Nursing Curriculum Overview

The specialist component of the curriculum is divided into three segments: core courses, specialty courses, and electives. The core courses focus on facilitating professional development in the advanced nursing practice role, using leadership and evidence evaluation skills to employ a systematic, evidence-based approach to problem solving to improve health care delivery. Specialty courses focus on advanced knowledge and skills in a given specialty area to equip graduates to function in complex situations and advanced practice roles, including those of nurse midwife, nurse practitioner, informatics nurse specialist, and nurse manager. Electives provide the opportunity to select course work that complements the students' career goals.

Core Courses (9 semester hours)

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

Specialty Courses (30 semester hours minimum)

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

Electives (0–6 semester hours)

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

Thesis (0–6 semester hours)

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

Adult-Gerontology Acute Care Nurse Practitioner

SPECIALTY DIRECTOR Brian Widmar

PROFESSORS Ruth M. Kleinpell, Jennifer L. Wilbeck

ASSOCIATE PROFESSORS Terri Allison, Brian Widmar

ASSISTANT PROFESSORS Nathan Ashby, Sharon Bryant, Courtney

Cook, Sarah Gast, Michael Gooch, Megan Shifrin

INSTRUCTORS Alex Brunhoeber, Nina Collins, Kathryn McNabb, Mallory

Miller, Susanna Rudy, Doug Smith, Linda Wilkerson

THE Adult-Gerontology Acute Care Nurse Practitioner specialty is designed to prepare nurse practitioners to provide care for critically ill, acutely ill, and chronically ill adult and older adult

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

Adult-Gerontology Acute Care Nurse Practitioner

FALL I

NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6101 {305F}	Advanced Health Assessment and Clinical Reasoning (3 credit hours)
NURS 6102 {306A}	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6103 {307C}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6105 {305B}	Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner (1 credit hour)
NURS 6114 {340A}	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP I (3 credit hours)

SPRING II

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6115 {342A}	Adult-Gerontology Acute Care Nurse Practitioner Practicum (4 credit hours)
NURS 6124 {340B}	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II (3 credit hours) Elective (2 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6134 {340C}	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III (3 credit hours)
NURS 6195 {343}	Adult-Gerontology Acute Care Nurse Practitioner Preceptorship (4 credit hours)

Total: 40 credit hours

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

Adult-Gerontology Primary Care Nurse Practitioner

SPECIALTY DIRECTOR Leslie Welch Hopkins
 PROFESSOR Sarah C. Fogel
 ASSOCIATE PROFESSOR EMERITA Barbara F. Grimes
 ASSOCIATE PROFESSOR Rolanda Johnson
 ASSISTANT PROFESSORS John Travis Dunlap, Leslie Welch Hopkins,
 Jennifer L. Kim, Abby Parish
 INSTRUCTORS Karen Hande, Kanah May Lewallen, Carrie Plummer,
 Melissa Smith
 LECTURER Sharon A. Jones

THE Adult-Gerontology Primary Care Nurse Practitioner specialty prepares advanced practice nurses to care for patients 13 years of age and up in a variety of settings. Graduates meet the requirements for the Adult-Gerontology Primary Care

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

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

Adult-Gerontology Primary Care Nurse Practitioner

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034 {310A}	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6205 {305B}	Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)

SPRING II

NURS 6032 {309E}	Advanced Practice Nursing in the Primary Care of the Woman (1 credit hour)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6215 {365A}	Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)
NURS 6234 {310B}	Adult-Gerontology Primary Care II (3 credit hours)
NURS 6236 {310C}	Advanced Concepts in the Care of the Elderly (2 credit hours)

SUMMER III

NURS 6031 {309C}	Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6231 {368}	Essential Procedures for the Primary Care Provider (2 credit hours)
NURS 6295 {365B}	Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)

Total: 40 credit hours

Family Nurse Practitioner

SPECIALTY DIRECTOR Courtney Pitts

ASSOCIATE PROFESSORS Courtney Pitts, Geri Reeves

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

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

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

Family Nurse Practitioner

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030 {309A}	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6505 {305B}	Advanced Health Assessment Applications for the Family Nurse Practitioner (1 credit hour)

SPRING II

NURS 6032 {309E}	Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)
NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6521 {361A}	The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice (2 credit hours)
NURS 6532 {309D}	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
NURS 6555 {360A}	Practicum in Primary Health Care of the Family (4 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6565 {360B}	Practicum in the Primary Health Care of the Family (1 credit hour)
NURS 6575 {360C}	Clinical Decision Making for the Family Nurse Practitioner (1 credit hour)
NURS 6585 {364}	Family Nurse Practitioner Preceptorship (4 credit hours)

Total: 40 credit hours

Family/Emergency Nurse Practitioner

SPECIALTY DIRECTOR Jennifer L. Willbeck

THIS master of science in nursing specialty offers a uniquely designed four-semester curriculum for experienced R.N.'s. Its foundation is the Vanderbilt University School of Nursing M.S.N. core of courses that delve into the themes and competencies that form the basis of graduate nursing education, including advanced health assessment, pathophysiology, and pharmacology.

The specialty is open to R.N.'s who have at least two years of current R.N. experience, at least one full year of which must be as an R.N. in the Emergency Department. This includes diploma R.N.'s, A.D.N.'s, B.S.N.'s, and post-master's students.

The family/emergency nurse practitioner specialty is offered in a modified block format which includes: (1) visits to campus 3-4 times per semester for 2-5 days, (2) on-line conferencing, and (3) distributed learning methods allowing for continued faculty contact between sessions. Clinical placements can be arranged in the student's "home" area provided a suitable agency and preceptor are available. Sites and preceptors are subject to VUSN faculty approval.

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

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

Family Nurse Practitioner Component

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

Emergency Care Focus Component

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

Family/Emergency Nurse Practitioner

FALL I

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

SPRING II

NURS 6032	Advanced Practice Nursing in Primary Care of the Woman (1 credit hour)
NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6055	Professional Formation II: Evidence Based Change in Healthcare Environments (3 credit hours)
NURS 6301	Concepts in Advanced Emergency Nursing (3 credit hours)
NURS 6385	Practicum in Emergency Care 1 (1 credit hour)
NURS 6521	The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
NURS 6525	Practicum in Primary Healthcare of the Child and Adolescent (2 credit hours)
NURS 6532	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Healthcare to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6143	Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider (2 credit hours)
NURS 6395	Practicum in Emergency Care II (1 credit hour)
NURS 6535	Practicum in Primary Health Care of the Adult for Dual Specialty (3 credit hours)
NURS 6595	Family Nurse Practitioner Preceptorship for Dual Specialty (3 credit hours)

FALL IV

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

Total: 51 credit hours

Archived 2019/2020
School of Nursing Catalog

Neonatal Nurse Practitioner

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

THE Neonatal Nurse Practitioner specialty (NNP) prepares registered nurses to become nurse practitioners whose focus is the care and management of critically ill and convalescent premature and full-term infants through 2 years of age. Individuals who enter this specialty are self-directed and excited by the challenges of learning the role of a Neonatal Nurse Practitioner.

Recognizing that development is ongoing and cannot be separated from care, the Neonatal Nurse Practitioner specialty emphasizes a developmental approach to the care of high-risk neonates and infants. The curriculum provides a broad theoretical and evidence-based practice approach to guide advanced Neonatal Nurse Practitioner practice. Students in this program will learn to care for ill and convalescent

neonates/infants through 2 years of age in a variety of settings.

The clinical experiences provided to students range from the care of healthy neonates to the care of those with short- and long-term health disruptions. Sites for clinical experiences are located in hospitals with a delivery service, Level II and Level III nursery. Upon graduation, students are prepared to assume entry-level roles as neonatal nurse practitioners and to contribute to the advancement of the nursing profession and discipline. Graduates are eligible to take the National Certification Corporation Neonatal Nurse Practitioner Certification Exam.

Eligibility Criteria

Registered Nurse options are available to A.S.N./Diploma R.N.'s and B.S.N.'s who wish to pursue their M.S.N. studies to become a Neonatal Nurse Practitioner while working to meet their clinical nursing experience requirements. NRP certification is required prior to beginning classes. A minimum of two years of current R.N. experience in a Level III NICU is required prior to beginning clinical courses.

Neonatal Nurse Practitioner

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6602 {306C}	Developmental/Neonatal Physiology (2 credit hours)
NURS 6605 {305C}	Advanced Neonatal Health Assessment (3 credit hours)
NURS 6610 {316}	Neonatal Nursing Birth Through 2 Years of Age (2 credit hours)
NURS 6614 {317A}	Neonatal Pathophysiology and Management I (3 credit hours)

SPRING II

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6615 {318}	Neonatal Practicum (3 credit hours)
NURS 6620 {315}	Introduction to Advanced Procedures for Neonatal Nurse Practitioners (3 credit hours)
NURS 6621 {307D}	Advanced Neonatal Pharmacotherapeutics (3 credit hours)
NURS 6624 {317B}	Neonatal Pathophysiology and Management II (3 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6695 {319}	Neonatal Preceptorship (6 credit hours)

Total: 40 credit hours

Nurse-Midwifery

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

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

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

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

Nurse-Midwifery

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6805 {305B}	Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
NURS 6810 {327A}	Women's Health for Nurse-Midwifery (3 credit hours)
NURS 6811 {306B}	Reproductive Anatomy and Physiology (2 credit hours)
NURS 6812 {333}	Evolution of Midwifery in America (2 credit hours)

SPRING II

NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030 {309A}	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6545 {363C}	Practicum in Primary Health Care of the Adult (2 credit hours)
NURS 6815 {331}	Nurse-Midwifery Practicum I (2 credit hours)
NURS 6821 {330}	Antepartal Care for Nurse-Midwifery (3 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6831 {334}	Skills for Nurse-Midwifery (1 credit hour)
NURS 6835 {335}	Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 6836 {336}	Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 6838 {338}	Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)

FALL IV

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

Total: 53 credit hours

Nurse-Midwifery/Family Nurse Practitioner

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

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

reduction, and intervention in illness. Through the combination of Nurse-Midwifery and Family Nurse-Practitioner specialties, the Family Nurse Practitioner/Nurse-Midwifery graduate is prepared as an advanced practice nurse and midwife to deliver comprehensive primary care to individuals from birth through adulthood.

Graduates are eligible to take the American Midwifery Certification Board exam and the American Nurses Credentialing Center or the American Association of Nurse Practitioners Certification Board Family Nurse Practitioner certification examination. The Nurse-Midwifery specialty is accredited by the Accreditation Commission for Midwifery Education (ACME). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910; phone: 240-485-1802; Web: midwife.org/acme.

Nurse-Midwifery/Family Nurse Practitioner

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6805 {305B}	Advanced Health Assessment Applications for Nurse-Midwifery (1 credit hour)
NURS 6810 {327A}	Women's Health for Nurse-Midwifery (3 credit hours)
NURS 6811 {306B}	Reproductive Anatomy and Physiology (2 credit hours)
NURS 6812 {333}	Evolution of Midwifery in America (2 credit hours)

SPRING II

NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6030 {309A}	Advanced Practice Nursing in Primary Care of the Adult (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6545 {363C}	Practicum in Primary Health Care of the Adult (2 credit hours)
NURS 6815 {331}	Nurse-Midwifery Practicum I (2 credit hours)
NURS 6821 {330}	Antepartal Care for Nurse-Midwifery (3 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6831 {334}	Skills for Nurse-Midwifery (1 credit hour)
NURS 6835 {335}	Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care (4 credit hours)
NURS 6836 {336}	Intrapartum Care for Nurse-Midwifery (3 credit hours)
NURS 6838 {338}	Nurse-Midwifery Care of the Mother-Baby Dyad (2 credit hours)

FALL IV

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

SPRING V

NURS 6036	Advanced Practice Nursing in Primary Care of the Child and Adolescent (3 credit hours)
NURS 6521 {361A}	The Context of Primary Care: FNP Domains and Core Competencies for Practice (2 credit hours)
NURS 6532 {309D}	Advanced Practice Nursing in Primary Care of the Elderly (1 credit hour)
NURS 6555 {360A}	Practicum in Primary Health Care of the Family (2 credit hours)
NURS 6585 {364}	Family Nurse Practitioner Preceptorship (4 credit hours)

Total: 65 credit hours

Nursing and Health Care Leadership

ACTING SPECIALTY DIRECTOR Richard Watters
 PROFESSOR Bonita Pilon
 ASSOCIATE PROFESSORS Debbie A. Arnow, Pamela Jones, Richard Watters
 ASSISTANT PROFESSORS Christian Ketel, Treasa Leming-Lee, Clare J. Thomson-Smith

THIS specialty prepares graduates for the advanced role of nursing and health care leadership. The program of study is designed to prepare nurses at the graduate level to lead the delivery of nursing and health care services in the ever-changing health care environment. The curriculum provides

a series of integrated learning experiences that focus on the development of nurses with critical thinking and analytic skills who are capable of leadership and innovation in a dynamic health care system. This part-time, six-semester program in a modified, distance-accessible format includes on-campus immersion experiences, courses using distant format, and two practicum courses. The practicum courses provide students with the opportunity to integrate and apply their learning from the courses in the practice setting. As part of the practicum courses, students will work collaboratively and in partnership with their respective health care agency to develop, implement, and evaluate agency-designated projects. Graduates acquire the breadth and depth of leadership knowledge, skills, and abilities to perform effectively and assume various leadership positions in a variety of health care settings.

Nursing and Health Care Leadership

FALL 1

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 (2 credit hours)
NURS 6414 Organizational Behavior in Complex Health Care Systems (3 credit hours)
 Elective (2-3 credit hours)

SPRING II

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

SUMMER II

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

Total: 37–38 credit hours

Nursing Informatics

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

THE Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer

science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. VUSN's informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

Nursing Informatics

FALL I

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

SPRING I

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

SUMMER I

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

FALL II

NURS 6025 Applied Quality Improvement and Patient Safety (3 credit hours)
NURS 6727 Data to Information 1 (3 credit hours)

SPRING II

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

SUMMER II

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

Total: 36 credit hours

Archived 2019/2020
 School of Nursing Catalog

Pediatric Nurse Practitioner

Primary Care

SPECIALTY DIRECTOR, PRIMARY CARE Brittany H. Nelson
 PROFESSORS Mary Jo Gilmer, Sharon Karp
 ASSISTANT PROFESSORS Brittany H. Nelson, Terry Witherington,
 INSTRUCTORS Carl Anderson, Margaret S. Anderson, Susan Beaird,
 Anna Brown, Sharon Fleming, Lani Liehr, Natalie Owen, Jennifer
 Ridgway

THE Pediatric Nurse Practitioner (PNP) specialty is designed to prepare advanced practice nurses to provide care for children from birth to twenty-one years of age and, in special

situations, to individuals older than the age of twenty-one in a variety of pediatric settings.

The Pediatric Nurse Practitioner–Primary Care specialty provides a broad theoretical and research foundation in advanced concepts of parent, child, and adolescent nursing. Clinical experiences occur across a variety of settings and focus on providing primary care to children of all ages. This specialty is available for students with or without a nursing background. Graduates are eligible to take the Pediatric Nurse Practitioner Primary Care Certification exam offered by the Pediatric Nurse Practitioner Certification Board.

Pediatric Nurse Practitioner–Primary Care

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7011 {311}	Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)
NURS 7012 {312A}	Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)
NURS 7013 {305D}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 7015 {305E}	Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner (1 credit hour)

SPRING II

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7021 {312B}	Advanced Practice Nursing in Pediatric Primary Care, part II (3 credit hours)
NURS 7023 {307E}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 7035 {314A}	Practicum in Primary Health Care of Children (4 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7032 {313}	Current Issues in the Delivery of Advanced Pediatric Care (3 credit hours)
NURS 7085 {314B}	Advanced Pediatric Primary Care Preceptorship (5 credit hours)

Total: 40 credit hours

Pediatric Nurse Practitioner

Acute Care

SPECIALTY DIRECTOR, ACUTE CARE Sheree Allen

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

Misty Evans, Christin Huff, Marshay James, Lani Liehr, Brittany H.

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

Kim K. Steanson, Terry Witherington

LECTURERS Jennifer Nelson, Suzanne Williams

THE Pediatric Nurse Practitioner–Acute Care (PNP-AC) specialty is designed to prepare pediatric nurse practitioners to provide care for acutely, critically, and chronically ill pediatric

patients and their families. This specialty is available for R.N.'s who have a minimum of two years of acute care experience with children or one year of experience in a pediatric critical care area. Clinical experiences are arranged across a variety of inpatient hospital settings and include pediatric intensive care units, emergency departments, and sub-specialty clinics. Graduates are eligible to take the Pediatric Nurse Practitioner Acute Care Certification exam offered by the Pediatric Nurse Practitioner Certification Board (PNPCB). Primary Care Pediatric Nurse Practitioners working in an acute care setting who are interested in meeting the qualifications for the PNP-AC Certification exam are encouraged to apply for the post-master's certificate program in this specialty, which can be completed in two semesters of part-time study.

Pediatric Nurse Practitioner–Acute Care

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7011 {311}	Health Promotion of Behavior Development: Birth through Adolescence (3 credit hours)
NURS 7012 {312A}	Advanced Practice Nursing in Pediatric Primary Care, part I (3 credit hours)
NURS 7013 {305D}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 7025 {305G}	Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner (1 credit hour)

SPRING II

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7022 {312C}	Advanced Practice Nursing in Pediatric Acute Care I (3 credit hours)
NURS 7024	Advanced Pharmacotherapeutics (3 credit hours)
NURS 7045 {314C}	Advanced Practice Nursing in Pediatric Acute Care Practicum I (4 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7031 {312D}	Advanced Practice Nursing in Pediatric Acute Care II (3 credit hours)
NURS 7095 {314D}	Advanced Practice Nursing in Pediatric Acute Care Practicum II (5 credit hours)

Total: 40 credit hours

Archive 2019-2020
 School of Nursing Catalog

Psychiatric-Mental Health Nurse Practitioner (Lifespan)

SPECIALTY DIRECTOR Dawn M. Vanderhoef
 PROFESSORS Susan M. Adams, Vaughn G. Sinclair
 ASSOCIATE PROFESSOR Dawn M. Vanderhoef
 ASSISTANT PROFESSORS Jennifer Scroggie, Megan Simmons, Marci Zsomboky
 INSTRUCTORS Chance Allen, Alice Bernet, Edith E. Cloyd, Virginia Gardner, Brandee Madden, Michele A. Martens, Melissa Ott, Matt Schroer, LeTizia Smith, Rose Vick, Jessica Walker

THIS specialty focuses on the mental health care needs of individuals across the life-span within the context of their environment. Course content and a clinical practicum prepare

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

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

Psychiatric-Mental Health Nurse Practitioner (Lifespan)

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

FALL I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7212 {350}	Models and Theories of Psychiatric Mental Health Nursing (2 credit hours)
NURS 7215 {351}	Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan (3 credit hours)

SPRING II

NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7205 {305B}	Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner (1 credit hour)
NURS 7221 {352}	Neuroscience for Mental Health Practitioners (3 credit hours)
NURS 7222 {353}	Psychopharmacology (2 credit hours)
NURS 7225 {356}	Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups, and Families (4 credit hours)

SUMMER III

NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 7231 {357}	Population-based Mental Health Care Across the Lifespan (2 credit hours)
NURS 7232	Advanced Psychopharmacology (2 credit hours)
NURS 7295 {358A}	Psychiatric-Mental Health Nurse Practitioner Preceptorship (4 credit hours)

Total: 41 credit hours

Women's Health Nurse Practitioner

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

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

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

Women's Health Nurse Practitioner

FALL I

NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034 {310A}	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 7305 {305B}	Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
NURS 7310 {327A}	Women's Health for Advanced Practice Nursing I (3 credit hours)

SPRING II

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 7315 {328}	Practicum in Women's Health (4 credit hours)
NURS 7320 {327B}	Women's Health for Advanced Practice Nursing II (3 credit hours)

SUMMER III

NURS 6031 {309C}	Advanced Practice Nursing in Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 7330 {326}	Women's Health Issues (1 credit hour)
NURS 7395 {329}	Preceptorship in Women's Health (5 credit hours)

Total: 40 credit hours

Archived 2019/2020
 School of Nursing Catalog

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

SPECIALTY DIRECTORS Ginny Moore and Leslie W. Hopkins

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

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

This specialty addresses a range of women's health issues, including well-woman health care, prenatal and postpartum management, and menopause. In addition, it provides a broad foundation in adult primary care with a significant emphasis on disease prevention and health promotion. Students gain an understanding of health care delivery systems in this country. They gain the knowledge and skills necessary to assess, diagnose and manage common acute and chronic health problems of adults, including the unique aspects related to women's health. In addition, they will be prepared to educate and counsel patients on health maintenance and disease prevention.

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

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

FALL I

NURS 6011 {305A}	Advanced Health Assessment and Clinical Reasoning (2 credit hours)
NURS 6011L	Advanced Health Assessment and Clinical Reasoning Lab (1 credit hour)
NURS 6020 {307}	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6034 {310A}	Adult-Gerontology Primary Care I (3 credit hours)
NURS 6045	Professional Formation I: Roles and Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6205 {305B}	Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner (1 credit hour)
NURS 7305 {305B}	Advanced Health Assessment Applications for the Women's Health Nurse Practitioner (1 credit hour)
NURS 7310 {327A}	Women's Health for Advanced Practice Nursing I (3 credit hours)

SPRING I

NURS 6010 {308}	Advanced Pathophysiology (3 credit hours)
NURS 6055	Professional Formation II: Evidence-Based Change in Health Care Environments (3 credit hours)
NURS 6215 {365A}	Adult-Gerontology Primary Care Nurse Practitioner Clinical I (4 credit hours)
NURS 6234 {310B}	Adult-Gerontology Primary Care II (3 credit hours)
NURS 7320	Women's Health for Advanced Practice Nursing II (3 credit hours)

SUMMER I

NURS 6031	Advanced Practice Nursing in the Primary Care of the Adolescent (1 credit hour)
NURS 6065	Professional Formation III: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations (4 credit hours)
NURS 6075	Professional Formation IV: Transition to Advanced Nursing Practice (1 credit hour)
NURS 6231 {368}	Essential Procedures for the Primary Care Provider (2 credit hours)
NURS 6236 {310C}	Advanced Concepts in the Care of the Elderly (2 credit hours)
NURS 7315 {328}	Practicum in Women's Health (4 credit hours)
NURS 7330 {326}	Women's Health Issues (1 credit hour)

FALL II

NURS 6295 {365B}	Adult-Gerontology Primary Care Nurse Practitioner Clinical II (4 credit hours)
NURS 7395 {329}	Preceptorship in Women's Health (5 credit hours)

Total: 56 credit hours

Dual Degree Programs

Dual degree programs attract outstanding students to both schools and will encourage interdisciplinary work and intra-school collaboration. Students apply to 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: VUSN Specialty Year (fall, spring, summer)
 Year Three: VDS (fall, spring)
 Year Four: VDS (fall, spring)

Academic Regulations

New Student Requirements

Special Students, who are enrolled for only one course and are not seeking a degree from the School of Nursing, are not required to complete a background check or the new student requirements unless they apply and are admitted to VUSN.

Background Check Requirement:

Upon acceptance, all full- and part-time M.S.N., post-master's certificate, and D.N.P. students must complete a background check through Castle Branch using the code provided below. Enrollment is contingent upon satisfactory evaluation of the results of the background check.

Disclosure of Offenses Post-background-check Completion:

Current full- and part-time M.S.N., post-master's certificate, and D.N.P. students are required to immediately report to their faculty adviser and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes but is not limited to allegations, investigations, and/or disciplinary action from any licensing board or 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.

Immunization and Certification Requirements:

The State of Tennessee requires certain immunizations for all students (including distance graduate and professional students). In addition, VUSN has requirements to meet prior to class registration. All full- and part-time M.S.N., post-master's certificate, and D.N.P. students are required to submit documentation of the new student requirements (immunizations/titers, TB testing, certifications and licensure) through the Student Health Portal and the Castle Branch Medical Document Manager using the process indicated on the VUSN Admitted Student webpage (<https://nursing.vanderbilt.edu/students/admitted/index.php>) under New Student Requirements. Registration will be held for those not in compliance with state-mandated or VUSN student requirements.

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

How to Meet VUSN Student Requirements

Place an order at *CastleBranch.com* or the background check and medical document manager package using the package code and entry type classification specified on the VUSN Admitted Student webpage (<https://nursing.vanderbilt.edu/students/admitted/index.php>) under New Student Requirements to register for classes.

Placing this order creates your "myCB" account, which is an online document manager for the immunizations/titers, TB testing, certifications, and licensure required as a VUSN student. Submit documentation of the following to each requirement in your myCB account's To-Do-List prior to July 1, for fall, and December 1, for spring. These requirements must be completed to register, unless otherwise specified by the requirement's description in myCB. Documentation is submitted by file

upload, fax (print each requirement's cover sheet), or mail. The student must click-on each requirement in their To-Do-List in order to download required forms, view approval guidelines, and view instructions for document submission. The documentation submitted must be in *black & white* with clear, readable dates and information.

1. **Physical exam** within six months of acceptance to the program, authenticated by a physician, an A.P.R.N., a P.A., or a D.O. documenting evidence of the student's physical and mental capability to carry out assignments in a nursing school program. Use the VUSN Health Questionnaire form. (Downloadable forms available in your *myCB.CastleBranch.com* account, To-Do-List.)
2. **Measles, Mumps, Rubella:** Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for measles (rubeola), mumps, and rubella. At least one of two MMR vaccinations is required following a negative titer result.
3. **Varicella:** Two varicella vaccines given at least 28 days apart OR lab evidence of varicella immunity (positive titer)
4. **Hepatitis B:** A complete Hepatitis B vaccine series OR lab evidence of immunity (positive anti-HBs or HBsAb surface antibody). The Hepatitis B vaccination series must be completed following the guidelines for dosing intervals published by the Centers for Disease Control and Prevention (CDC). D.N.P. students with no patient contact can choose to sign the Hepatitis B Waiver form.
5. **Tetanus–Diphtheria–Pertussis (Tdap):** Documentation of vaccination within last ten years (DTP/DTaP and Td/TD vaccines do not meet this requirement.)
6. **Initial two-step tuberculin skin test** (Results of two TB skin tests, each read 48–72 hours after injection and placed as early as one week apart but no more than three weeks apart) or a TB blood test (IGRA=QFT-Plus, QFT-GIT and T-Spot). Documentation of previously completed two-step testing *plus* a one-step TB completed within the year is also acceptable.
 - If both readings are negative, repeat one-step TB skin test or blood test annually.
 - If positive, medical evaluation and documentation of a clear chest x-ray given on or after May 1, 2019 (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 post-chest x-ray, provide the Annual Past-Positive TB Questionnaire, completed and signed by health care provider.
7. **Influenza:** Annual flu vaccination is required or student must obtain an approved exemption through the Vanderbilt University Student Health Center. Exemptions are allowed for sincerely held religious beliefs and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (*Note:* Minor side effects, such as low-grade fever, cold symptoms, or muscle aches, are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season, by October 1. Beliefs may change over time, medical conditions change, and new types of vaccine become available. To apply for an exemption, contact

Student Health at (615) 322-2427 and notify the VUSN Compliance Office by email at lisa.boyer@vanderbilt.edu or call (615) 343-3294.

8. Current **health insurance** coverage either through the university's student health insurance plan or by another policy (monthly issued insurance is not acceptable). Students covered by another policy must submit proof by July 1 for fall entry and December 1 for spring entry. Students covered by the university's plan must submit proof prior to orientation (proof available the first week of August at <https://www.gallagherstudent.com/students/>). For more information on student health insurance, visit <https://www.vumc.org/student-health/requirements>. Health insurance is required of all students by Vanderbilt University. Clinical sites require students to have health insurance to cover any illness or injury that they may incur during the clinical training experience.
9. Current American Heart Association (AHA) Basic Life Support (BLS) **CPR certification** is required by all entry levels and specialties. BLS provided by the AHA is the only BLS card accepted. In addition to the AHA BLS, additional CPR certifications are required by the following specialties: Pediatric Advanced Life Support (PALS) is required by PNP-AC and ENP. Advanced Cardiac Life Support (ACLS) is required by AGACNP and ENP. NNP specialty requires the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.
10. Copy of an **unencumbered Registered Nurse's license** in the state(s) where you reside/work and will be doing clinical training (if applicable). In addition, a D.N.P. student who is an NP, a CNM, or a CRNA is required to submit an unencumbered Advance Practice Registered Nurse (APRN) designation in their state of residence and states of clinical practice and hold national board certification in their area of specialty as appropriate.
11. **HIPAA and OSHA safety training** is required annually by academic year through BrightSpace (VUNetID required). Instructions to complete the online training are sent to your Vanderbilt email account prior to July 1. Additional training may be required for particular clinical sites.
12. **Honor Code and Plagiarism Tutorial**. Complete the latest version of the tutorial developed by Indiana University Bloomington and found at <https://www.indiana.edu/~academy/firstPrinciples/>.

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

Due to certain restrictions, VUSN is **not able to accommodate clinical placements in all locations**.

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 State-mandated Immunization Requirements

Submit documentation of the state-mandated immunization requirements (MMR and varicella) through the Student Health Portal (VUNetID required).

- Wait a minimum of twenty-four hours after claiming your VUNetID (***Note page & section of VUNetID instructions here**) to create a Student Health Portal account at vanderbilt.studenthealthportal.com/Account/Logon?ReturnUrl=%2f.
- Click to register, enter information, and a unique password will be emailed to you in minutes.
 - Log back into the portal once password is received. Go to FORMS, and enter your state-mandated immunization vaccination dates.
 - Scan and upload immunization records to the DOCUMENT UPLOAD tab. (*Be sure to save your hard copies.*)
 - Allow Student Health seven business days to review documents and verify compliance. Student Health will send a confirmation message (via the portal) when records have been reviewed and accepted for compliance.
 - Once you are compliant, the Office of the University Registrar will then remove your class registration hold in the YES system.

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), the VUSN Health Questionnaire or Student Health's Immunization History form signed by a health care provider. Documentation of the following will meet student (including distance graduate and professional student) immunization requirements set by the State of Tennessee.

1. Measles, Mumps, Rubella: Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for measles (rubeola), mumps, and rubella
2. Varicella: Two varicella vaccines given at least 28 days apart, lab evidence of varicella immunity (positive titer), OR history of disease (health care provider verification required). *Note: VUSN cannot accept history of a varicella infection.*

Current Student Requirements

Disclosure of Offenses Post-background-check Completion:

Current full- and part-time M.S.N., post-master's certificate, and D.N.P. students are required to immediately report to their academic director and the senior associate dean for academics any arrest, criminal charge, or conviction occurring after his or her background check has been completed. Required disclosure also includes but is not limited to allegations, investigations, and/or disciplinary action from any licensing board or agency included under the Nationwide Health Care Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

Maintaining Health Insurance, Immunization, and Certification Requirements:

Continuing full- and part-time M.S.N., post-master's certificate, and D.N.P. students must maintain current documentation within mycb.castlebranch.com throughout enrollment. (There is an annual fee of \$20 for students who must maintain the Magnus Immunization Tracker.)

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

Students are required to update the following date-dependent documentation in their myCB account (<https://mycb.castlebranch.com/>), To-Do-List by the requirement's Renewal Date. (Renewal requirements are generated 21 days prior to the Renewal Date.)

1. Vanderbilt University requires all students to have current health insurance coverage either through the university's student health insurance plan or by another policy (monthly issued insurance is not acceptable). Clinical sites require the student to have health insurance to cover any illness or injury that he or she may incur during the clinical training experience. For more information on the university's student health insurance, visit <https://www.vumc.org/student-health/student-health-insurance>. The student health plan's proof of coverage for the academic year is available the first week of August at <https://www.gallagherstudent.com/students/>. Students who change providers should contact lisa.boyer@vanderbilt.edu or call (615) 343-3294.
2. **Annual one-step tuberculin skin test or blood test.** For each consecutive year of enrollment post-chest x-ray, provide the Annual Past-Positive TB Questionnaire (form available at nursing.vanderbilt.edu/clinicalplacement/pdf/tbscreening_questionnaire.pdf), confirming the absence of symptoms and signed by a health care provider.
If test is positive, medical evaluation and documentation of a clear chest x-ray (lab report OR physician verification of results required). If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must notify their program director and follow up with a medical evaluation and, if needed, treatment.
3. Current American Heart Association (AHA) Basic Life Support (BLS) CPR certification is required by all entry levels and specialties. BLS provided by the AHA is the only BLS card accepted. In addition to the AHA BLS, additional CPR certifications are required by the following specialties: Pediatric Advanced Life Support (PALS) is required by PNP-AC and ENP. Advanced Cardiac Life Support (ACLS) is required by AGACNP and ENP. NNP specialty requires the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.
4. **HIPAA and OSHA safety training** is required annually by academic year through BrightSpace (VUNetID required). Instructions to complete the online training are sent to your Vanderbilt email account prior to July 1. Additional training may be required for particular clinical sites.
5. Copy of an **unencumbered Registered Nurse's license** in the state(s) where you reside/work and will be doing clinical training (if applicable). In addition, a D.N.P. student who is an NP, a CNM, or a CRNA is required to submit an unencumbered Advance Practice Registered Nurse

(APRN) designation in their state of residence and states of clinical practice and hold national board certification in their area of specialty as appropriate.

6. **Influenza:** Annual flu vaccination is required or an approved exemption through Vanderbilt University's Student Health Center. Exemptions are allowed for sincerely held religious and personal beliefs, and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (*Note:* Minor side effects, such as low grade fever, cold symptoms, or muscle aches are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season, by October 1. Beliefs may change over time, medical conditions change, and new types of vaccine become available. To apply for an exemption contact Student Health at (615) 322-2427 and notify the VUSN Compliance Office at lisa.boyer@vanderbilt.edu or call (615) 343-3294.

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

Due to certain restrictions, VUSN is not able to accommodate clinical placements in all locations.

Accidents/Injury/Illnesses

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

Pass/Fail Courses

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

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

Credit Hours

The unit of measure of the student's work load is the semester hour. Credit hours are semester hours; e.g., a three-hour course carries credit of three semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements which exceed this definition. Certain courses (e.g., dissertation research, ensemble, performance instruction, and independent study) are designated

as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credit hours allowable per semester will be included in the course description.

Course Load

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

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

Full time: Registered for 12 or more hours

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

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

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

Ratio of Credit Hours to Clock Hours

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

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

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

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

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

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

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

Preceptorship. A separate clinical course which provides an opportunity for the student to assume the advanced practice role in a relatively independent experience, which can occur anywhere in the world. The regular faculty is responsible for establishing a learning contract with the student and the preceptor to define specific course objectives and learning activities. The preceptor will confer with the student once a week to evaluate progress. The

preceptor will assist the student in implementing the specific objectives and learning experiences and will review the student's progress with the faculty member responsible for evaluation in the course. The faculty member will assign a final grade based upon achievement of the objectives specified in the learning contract, input from preceptor, and student self-evaluation (one hour credit for five hours' activity per week—1:5).

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

Grade Reports

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

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

Clinical Placement, Practica, and Preceptorships

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. Some specialty clinical courses offer clinical placement sites outside of a 150-mile radius of the School of Nursing. These sites are referred to as located outside of Middle Tennessee area (or OMTA) and require that students indicate their preferred state. At the time of application, prospective students indicate whether they are requesting an OMTA or MTA (Middle Tennessee area) clinical placement. Please discuss your preferences with your specialty faculty to be sure you understand all possible options.

Pre-Specialty Year Rotations

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

Placements Within the Greater Middle Tennessee Area—Specialty Year

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

Given the large number of health profession students in the area and the competition for sites, agencies and providers have asked that all greater Middle Tennessee area VUSN placements

be coordinated by a school representative. Students are not to reach out to local sites to arrange their own placements. If you identify a possible local placement, please contact your specialty director or course coordinator first; they will work with the Clinical Placement Office staff to see if a placement is possible.

Placements Outside the Greater Middle Tennessee Area—Specialty Year

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

The Clinical Placement Office will research the area and share information on agencies and practices either where VUSN 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 may be able to assist.

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

Once the faculty has vetted the preceptor, the Clinical Placement Office is responsible for ensuring all appropriate agreements are in place and all agency requirements met, before a student may begin his or her 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 fewer 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 R.N. license, valid for the state in which the student is doing the rotation, is required. Depending on the clinical placement location, students may be required to obtain additional state licenses. Due to regulatory requirements or a lack of available preceptors, VUSN cannot accommodate clinical placements in all areas of the country.

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

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

Tennessee Board of Nursing Eligibility Requirements for Licensure

The Tennessee Board of Nursing is concerned about the number of individuals with criminal conviction histories who apply for licensure as registered nurses. The Board will presume that an applicant is not entitled to licensure and will therefore deny any application for initial licensure, temporary permit, or renewal following the provisions of the Administrative Procedures Act to a person who has been convicted, and on which conviction the time for appeal has expired, as an adult of any of the following crimes within five (5) years preceding said application of renewal.

Rules of the Tennessee Board of Nursing Chapter 1000-01
Rules and Regulations of Registered Nurses

Rule 1000-01-.13 (2):

- a. Aggravated Assault, as in T.C.A. 39-13-102;
- b. First degree Murder, as in T.C.A. 39-13-202;
- c. Second degree Murder, as in T.C.A. 39-13-207;
- d. Voluntary Manslaughter, as in T.C.A. 39-13-211;
- e. False Imprisonment, as in T.C.A. 39-13-302;
- f. Kidnapping, as in T.C.A. 39-1-303;
- g. Aggravated Kidnapping, as in T.C.A. 39-13-304;
- h. Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- i. Robbery, as in T.C.A. 39-13-401;
- j. Aggravated Robbery, as in T.C.A. 39-13-402;
- k. Especially Aggravated Robbery, as in T.C.A. 39-13-403;
- l. Aggravated Rape, as in T.C.A. 39-13-502;
- m. Rape, as in T.C.A. 39-13-504;
- n. Aggravated Sexual Battery, as in T.C.A. 39-13-504;
- o. Sexual Battery, as in T.C.A. 39-13-505;
- p. Statutory Rape, as in T.C.A. 39-15-506;
- q. Theft of Property, as in T.C.A. 39-14-103 or of services, as in T.C.A. 39-14-104, except as to be a Class A misdemeanor, as in T.C.A. 39-14 105(1);
- r. Forgery, as in T.C.A. 39-14-114;
- s. Falsifying of Educational and Academic records, as in T.C.A. 39-14-136;
- t. Arson, as in T.C.A. 39-14-301;
- u. Aggravated arson, as in T.C.A. 39-14-302;
- v. Burglary, as in T.C.A. 39-14-402;
- w. Aggravated Burglary, as in T.C.A. 39-14-404;
- x. Especially Aggravated Burglary, as in T.C.A. 39-14-404;
- y. Incest, as in T.C.A. 39-15-302;
- z. Aggravated Child Abuse, as in T.C.A. 39-15-402;
- aa. Sexual Exploitation of a Minor, a in T.C.A. 39-17-1003;
- bb. Aggravated Sexual Exploitation of a Minor as in T.C.A. 39-17 1004;

- cc. Especially Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-100;
 dd. Assisted Suicide, as in T.C.A. 39-13-216;
 ee. Rape of a child, as in T.C.A. 39-13-522.

Rule 1000-01-.13 (3)

The Tennessee Board of Nursing will also deny an application for initial licensure, temporary permit, or renewal, following the provisions of the Administrative Procedures Act, to persons who were convicted as a juvenile of the following crimes within five (5) years preceding said application or renewal:

- First Degree Murder, as in T.C.A. 39-13-202;
- Second Degree Murder, as in T.C.A. 39-13-207;
- Kidnapping, as in T.C.A. 39-13-207;
- Aggravated Kidnapping, as in T.C.A. 29-13-304;
- Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- Aggravated Robbery, as in T.C.A. 39-13-402;
- Especially Aggravated Robbery, as in T.C.A. 39-13-403;
- Aggravated Rape, as in T.C.A. 39-13-502;
- Rape, as in T.C.A. 39-13-503.

Any individual who applies for initial licensure, temporary permit, or licensure renewal and supplies false or incomplete information regarding the individual's criminal record to the Board on an application for licensure will be denied said initial licensure, temporary permit, or renewal.

The Board considers any criminal conviction, whether or not listed in Rule 1000-01-.13(2) above, to be a violation of T.C.A. 63-7-115(a)(1)(B). If an applicant or a registered nurse already licensed by the Board is convicted of any crime, it is grounds for denial of licensure or disciplinary action by the Board.

Student Dress Code

Student dress code requirements are listed in the *School of Nursing Student Handbook*.

Academic Standards

Good Academic Standing

Good academic standing for M.S.N. and post-master's certificate students is defined as both a semester GPA of 3.0 or higher and a cumulative GPA of 3.0 or higher, and no grade below B- in any course. Academic standing may also be altered by failure to maintain up-to-date documentation of student enrollment requirements or by unlawful conduct during enrollment.

Completion of Program

Students admitted to the M.S.N. program through the pre-specialty 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

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 has been authorized to receive an extension and stands until the work has been completed. An incomplete grade in a course that is prerequisite to a course in the next semester may result in a change of progression. At least two weeks prior to the last day of classes for the semester the student must (a) explain to the course coordinator the unforeseen circumstances that have prevented him/her from completing course work on time; (b) demonstrate that a substantial portion of the course has been completed and is of passing quality; (c) confer with the course coordinator to determine an agreed-upon date to complete all course work; (d) download and sign the Contract for Incomplete Grade (nursing.vanderbilt.edu/current/incomgradecontract.pdf); and (e) email the contract to the course coordinator to sign.

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

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

I. *Incomplete in clinical course*. Students receiving a grade of I in a clinical course must register for zero hours of NURS 5999 {3000}—Clinical Continuation. Tuition is charged at a rate of \$200.00.

Late work. Course assignments must be turned in on the date specified by the syllabus or the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least one day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the M.S.N. program or post-master's certificate program are required to earn a grade of B- or higher in all required courses. If a grade less than B- is earned, the course must be repeated. Students are not able to repeat a course already successfully completed.

- A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
- Nursing courses may be repeated only once.
- A student may only register for the same course twice. If the course is not successfully completed after the second

registration, a third registration is not permitted. Course withdrawals count in the number of times a student may register for a course.

4. Courses taken for a letter grade may not be repeated on a pass/fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade.
5. Only the latest grade counts in calculation of the grade point average.
6. Due to the sequential nature of nursing courses, repeating a course is likely to necessitate dropping to a part-time program of study.

Academic Probation/Dismissal

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

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

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 will give the student a 3.0 grade point average.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the M.S.N. or P.M.C. program is determined by the M.S.N. Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, 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. The committee will determine if the student should be required to repeat course and/or clinical work or complete additional efforts satisfactorily in order to remedy deficiencies. A student who is not making satisfactory progress toward a degree will be dismissed if improvement is judged unlikely.

Readmission

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

A student on an approved leave of absence (LOA) who does not register at the conclusion of the stated leave period

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

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

Progression

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

1. *Clinical:* A student's clinical performance must be at the passing level regardless of other course assignments. If the student's clinical grade on performance is evaluated as failing, the student will fail the course regardless of other course assignment grades. Students must earn a B- in any course with a clinical component. If a student earns less than a B-, they must repeat the course and will not be able to progress in the clinical sequence until a B- or higher grade is earned. Students who have not satisfactorily completed a clinical for more than two semesters must take a 1 credit hour clinical independent study to ensure clinical competence. This does not apply to students enrolled in the health care leadership or informatics specialty.
2. *Change in level:* To progress from the generalist component to the specialist nursing component, students who entered with a degree in a field other than nursing must (a) complete 43 hours of the generalist component with no grade less than B- and (b) 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 (a) complete 26 semester hours with no grade below B- and (b) earn at least a 3.0 cumulative grade point average.

Students must hold an active Tennessee nursing license or an unencumbered Registered Nurse's license in the state where the student is completing specialty-year clinical training.

Eligibility for Registered Nurse (R.N.) Licensure

Students who entered with a degree other than nursing are eligible to apply to the National Council on Licensure Examination to become a registered nurse (NCLEX-RN) upon meeting

the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the dean. To be recommended, students must meet the following requirements: (a) completion of the 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.

Archived 2019/2020
School of Nursing Catalog

The Post-Master's Certificate Program

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

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

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

Program Goals/Outcomes

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

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

Admission

All applicants apply online at apply.vanderbilt.edu/apply.

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 Financial Information on page 82.

Academic Standards and Regulations

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

Advanced Practice Roles Offered

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

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.

School of Nursing Catalog
2019/2020

Emergency Nurse Practitioner Post-Master's Certificate

PROGRAM DIRECTOR Jennifer Wilbeck

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

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

Eligibility for Admission to the ENP Post-Master's Certificate Nursing Program

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

1. A master's degree in nursing (M.S.N.) or a doctor of nursing practice (D.N.P.) from an accredited program
2. Completed application and official transcript documenting conferral of master's degree in nursing or the doctor of nursing practice

3. Unencumbered registered nurse license in the state where the student will obtain clinical training
4. National certification as a family nurse practitioner

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

Certificate Requirements—12 credit hours total

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

Sample Curriculum

FALL

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

SPRING

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

Total: 12 credit hours

The D.N.P. Degree

PROGRAM DIRECTOR Terri Allison

PROFESSORS Susan Adams, Thomas Christenbery, Sarah Fogel, Mark Frisse, Mary Jo Gilmer, Jeffry Gordon, Betsy Kennedy, Ruth Kleinpell, Linda Norman, Mavis Schorn, Elizabeth Weiner

ASSOCIATE PROFESSORS Terri Allison, Leena Choi, Karen Hande, Pam Jones, Stephen Krau, Mary Lambert, Jana Lauderdale, Melanie Lutenbacher, Betty Moore, Ginny Moore, Patricia Sengstack, Heidi Silver, Richard Watters, Jennifer Wilbeck

ASSISTANT PROFESSORS Melanie Allison, Angel Anthamatten, Michelle Ardisson, Sharon Bryant, Carol Callaway-Lane, Rameela Chandrasekhar, Laurie Connors, Courtney Cook, Terry Crutcher, Melissa Glassford, Michael Gooch, Queen Henry-Okafor, Kathryn Hislip, Leslie Hopkins, Sharon Karp, Becky Keck, Jennifer Kim, Aaron Kipp, Susie Leming-Lee, Natasha McClure, Brittany Nelson, Abby Parish, Julia Phillippi, Courtney Pitts, Geri Reeves, Patricia Scott, Clare Thomson, Dawn Vanderhoef, Brian Widmar, Christopher Ty Williams, Terry Witherington, Carol Ziegler

INSTRUCTORS Sheree Allen, Alice Bernet, Melissa Davis, Misty Evans, Sharon Fleming, Diane Folk, Sarah Gast, Christian Ketel, Kanah Lewallen, Mary Lauren Pfeiffer, Anna Richmond, Michelle Ruslavage, Megan Shifrin, Melissa Smith, Pamela Waynick-Rogers, Stefani Yudasz

DEGREE OFFERED: Doctor of Nursing Practice

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

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

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

VUSN has a long history of educating advanced practice nurses at the master's level in both direct and indirect patient care, e.g., nurse practitioners, certified nurse-midwives, clinical nurse specialists, nursing informatics specialists, and health care leaders. Nurses prepared in practice doctorate programs have a blend of clinical, organizational, economic, and leadership skills to enable them to use nursing and other scientific findings to design sustainable programs of care delivery that are innovative, economically feasible and have significant impact on health care outcomes.

D.N.P. Executive Leadership Track

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

Three entry options:

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

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

- American Organization for Nursing Leadership (A.O.N.L.) Certified in Executive Nursing Practice (C.E.N.P.)
www.aonl.org/initiatives/CENP
- 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

B.S.N. to D.N.P.: AGACNP

The integrated B.S.N. to D.N.P. AGACNP program focuses on preparing students to provide an advanced level of evidence-based care in acute and critical care settings. The program also 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 patients. The program advances students' preparation to serve as leaders of multidisciplinary teams in acute and critical care settings. Students have the option of focusing their studies as hospitalists or intensivists.

The program gives registered nurses with bachelor of nursing science degrees the ability to earn doctor of nursing practice degrees in eight semesters and without first obtaining a master's-level nursing degree. The B.S.N. to D.N.P. program requires a minimum of 65 credit hours. The program is structured so that students complete AGACNP and core D.N.P. course work first, and then transition into D.N.P.-specific practice courses. Students will be eligible to take the AGACNP certification exam upon completion of specialty-specific course work and will be doctoral level nurse practitioners upon graduation.

Degree Requirements

Courses are delivered using a combination of formats with one on-site intensive experience each semester, three to four days each, with the remainder of the course work completed using distance learning technologies.

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

Requirements for the degree include successful completion of 36 credit hours of course work to include a minimum of 500 hours of practice integration and the successful completion of a D.N.P. project. All degree requirements must be completed within five years of enrollment. The D.N.P. project, a written document and oral presentation, embraces the synthesis of both course work and practice application and is reviewed and evaluated by the student's D.N.P. project committee. The nature of the D.N.P. projects varies; projects are related to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual. Projects most often evolve from practice and may be completed in partnership with another entity, e.g., clinical agency, health department, government, community group. Types of D.N.P. projects may include quality improvement initiatives, translating evidence into practice, program development and evaluation, health care policy, or clinical or practice-based inquiry.

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

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

Admission

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

- M.S.N. from an A.C.E.N.- or C.C.N.E.-accredited program with current national certification as either a nurse practitioner, nurse-midwife, clinical nurse specialist, or nurse anesthetist. Applicants from unaccredited nursing programs will be considered on an individual basis.

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

- M.S.N. in nursing administration, health care leadership or nursing informatics from an A.C.E.N.- or C.C.N.E.-accredited program. National certification is preferred but not required. Applicants from unaccredited nursing programs will be considered on an individual basis.
- B.S.N. and master's degree in a non-nursing business- or health-related field (e.g. master of business administration, master of public health, master of hospital administration, master of management in health care, or master of health informatics). Applicants must be certified or eligible for certification in one of the following:
 - American Organization for Nursing Leadership (A.O.N.L.) Certified in Executive Nursing Practice (C.E.N.P.)
www.aonl.org/initiatives/CENP
 - 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
 - Healthcare Information and Management Systems Society (HIMSS) Certified Professional in Health Information & Management Systems (CPHIMS)
www.himss.org/health-it-certification/eligibility*
 - American Nurses Credentialing Center (A.N.C.C.) Informatics Nursing Certification (R.N.-BC) and have three years of informatics experience, with two of those years in a health care setting. nursingworld.org/our-certifications/informatics-nurse
- B.S.N. degree from an A.C.E.N. or C.C.N.E. accredited program with career interest in Adult-Gerontology Acute Care Nurse Practitioner are eligible for the B.S.N. to D.N.P.: AGACNP program.
- M.S.N. or M.N. in majors such as nursing education or clinical nurse leader from an A.C.E.N.- or C.C.N.E.-accredited program. These applicants must complete a post-master's certificate as part of their D.N.P. program which lengthens the program of studies. After completing the post-master's certificate portion, the student is eligible to take the national certification exam in the selected specialty and continue in D.N.P. courses.
- VUSN students enrolled in either the M.S.N. or post-master's certificate program can seamlessly progress into the D.N.P. program after completing either the M.S.N. or the certificate.

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

Admission is based on the following factors:

1. *Grade Point Average.* Applicants must have completed a master's degree from a nationally accredited institution, and a 3.5 cumulative GPA for graduate work is preferred. Strong applicants with a GPA lower than 3.5 will be considered on an individual basis.

2. *Statement of Purpose.* A goal statement that includes written essays responding to select professional questions and identification of a potential practice inquiry within selected populations to frame the applicant's program of study is required. Applicants pursuing a post-master's certificate in a new advanced practice specialty must also address their career goals in the new specialty.
3. *Curriculum Vitae or Resume.* A curriculum vitae or resume is required.
4. *Letters of Recommendation.* The applicant must provide three strong professional references from doctorally prepared individuals addressing academic skills, including oral and written communication, as well as professional practice competence. Applicants are strongly encouraged to select a doctorally prepared nurse and/or a faculty member who is familiar with the applicant's academic ability. Applicants to the D.N.P. plus post-master's certificate program in the neonatal nurse practitioner specialty must provide recommendations from an NNP and a neonatologist who have worked with the applicant in a clinical setting.
5. *Official Transcripts.* Applicants must submit one transcript from each United States post-secondary institution attended to Vanderbilt's Center for Data Management. International student applicants who have completed college or university course work at an institution in a country other than the United States must obtain a complete course-by-course evaluation of the native transcripts, degrees, and other relevant documents. In all instances, the evaluating agency will require original, official documentation. Please note that the evaluating agency must send Vanderbilt both the course-by-course report and copies of the native documents. If the agency does not provide copies of the documentation used to do the course-by-course evaluation, the student must submit their official documentation to Vanderbilt. Official transcripts and course-by-course evaluation reports should be sent to the following address: Office of the University Registrar, Vanderbilt University, ATTN: International Curriculum and Credentials Analyst, PMB 407701, Nashville, Tennessee 37240-7701 For further questions regarding prior degrees, please visit: registrar.vanderbilt.edu/academic-records/international-degrees.php
6. *R.N. License.* An unencumbered Registered Nurse's license must be presented.
7. *National Certification.* CNM, CNS, CRNA and NP applicants must have national board certification in their areas of specialty and must provide documentation of current certification status prior to enrolling. National certification for nursing administration, health care leadership or nursing informatics applicants is desirable but not required. Applicant to the D.N.P. Executive Leadership track with a degree other than a master of science in nursing (M.S.N.) must be certified or eligible to be certified by one of the organizations listed in the D.N.P. Executive Leadership section. Applicants without national certification will be evaluated individually and may be required to pursue a post-master's certificate in an advanced practice specialty. Vanderbilt M.S.N. or post-master's NP or CNM graduates who are seamlessly progressing to D.N.P. courses must obtain national certification before enrolling in NURS 8015.

8. *Advanced Practice Registered Nurse (APRN) designation.* Applicants who are an NP, CNM, or CRNA must have APRN designation in state of residence and state or states of clinical practice. APRN designation is optional for CNSs.
9. *Interview.* After a preliminary review of the application, prospective students may be contacted to schedule a telephone interview.

VUSN M.S.N. and P.M.C. students qualify to seamlessly transition to the D.N.P. program as long as their gap in enrollment between completion of the M.S.N. or certificate requirements and enrolling in D.N.P. courses does not exceed three semesters.

Admission to the B.S.N.-D.N.P.: AGACNP program

Admission is based on the same factors as those listed in the Admission to the Post-Master's D.N.P. program, except that national certification and APRN licensure are not required.

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 December 1. Applications received after December 1 are reviewed on a rolling basis until information provided on the website and contact the Admission Office at (615) 322-3800 if they have questions about the program. All application materials must be received before the application can be sent for faculty review. A \$200 nonrefundable matriculation fee is required upon acceptance. All information submitted in the application process must be the applicant's own work, factually true and honestly presented. Applicants providing false information may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades and degree.

Applications are considered current for one year; accepted applicants who do not enroll during that time must reapply for admission. Students may apply for one deferral of admission, not to exceed one year, which must be approved by the D.N.P. Student Admissions and Academic Affairs Committee (SAAA) based on extenuating circumstances. After one year, the student must reapply for admission.

Required Courses Prior to 2018

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

Total: 35 credit hours

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

Required Courses Beginning Fall 2018

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

Total: 36 credit hours

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

Required Courses Executive Leadership Track Beginning Fall 2018

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

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

Total: 36 credit hours

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

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

NURS 6045	Professional Formation I: Roles & Contexts for Advanced Nursing Practice (2 credit hours)
NURS 6075	Professional Formation 4: Transitions to Advanced Nursing Practice (1 credit hour)
NURS 6099	Clinical Elective (2 credit hours)
NURS 6101	Advanced Health Assessment and Clinical Reasoning (3 credit hours)
NURS 6105	Advanced Health Assessment Applications for the AGACNP (1 credit hour)
NURS 6102	Advanced Physiology and Pathophysiology (4 credit hours)
NURS 6103	Advanced Pharmacotherapeutics (3 credit hours)
NURS 6114	Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology I (2 credit hours)
NURS 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 (4 credit hours)
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)
NURS 8010	Evidence-Based Practice I: The Nature of Evidence (2 credit hours)
NURS 8012	Informatics for Scholarly Practice (2 credit hours)
NURS 8014	Statistics in Health Sciences (3 credit hours)
NURS 8015	Integrative Application of Evidence-Based Practice I (4 credit hours)
NURS 8022	Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 8024	Epidemiology (3 credit hours)
NURS 8032	Health Care Economics and Finance (3 credit hours)
NURS 8042	Quality Improvement and Patient Safety (3 credit hours)
NURS 8044	Management of Organizations and Systems (3 credit hours)
NURS 8052	Health Policy (2 credit hours)
NURS 8054	Legal and Ethical Environment (3 credit hours)
NURS 8064	Scholarly Writing (1 credit hour)
	Elective: Specialty required (2–3 credit hours)

D.N.P. requires a minimum of 1000-practice hours post-B.S.N. (or 500 post-M.S.N.). (D.N.P. practice hours based upon a 1:9 ratio)

Total: 67 credit hours

Archived 2019/2020
School of Nursing Catalog

The Academic Program

D.N.P. Program Objectives

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

1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes;
2. Apply clinical scholarship and available evidence to make clinical and system decisions incorporating professional values and ethical principles;
3. Support and improve patient care and health care systems through the use of clinical practice models, health policy, informatics, and organizational leadership skills;
4. Advocate for clinical prevention, population health initiatives, and evidence-based health policy through interprofessional and stakeholder collaboration.

Student Classification

The following classifications apply to all D.N.P. students.

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

Special Student. Enrolled in one or more non-clinical courses but not working toward the D.N.P. degree in the School of Nursing. A limit of 3 credit hours is permitted in this non-degree status. Successful completion of courses taken as a special student does not guarantee admission to the D.N.P. program. To be considered as a special student, an applicant must submit an online application form with transcripts and the non-refundable application fee at least two weeks before registration. Acceptance into a course is dependent upon availability of space and facilities after full-time and part-time students have been registered. Registration as a special student requires approval by the D.N.P. program director, Terri Allison. All university and School of Nursing regulations, including the Honor System, apply to special students. Special students who desire to change to regular student status should make application for admission following prescribed procedures.

Credit Hours

The unit of measure of the student's work load is the semester hour. Credit hours are semester hours; e.g., a three-hour course carries credit of three semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Some Vanderbilt courses may have requirements which exceed this definition. Credit hours are determined based on course delivery methods, measurement of student work, and expectations of student achievement at the doctoral level. Credit hours taken per semester are used as a basis for awarding financial aid. Academic work includes, but is not necessarily limited to, lectures, homework, research, class readings, discussion boards, independent study, and practica. Certain courses (e.g., independent study) are designated as repeatable as they contain evolving or iteratively new content.

These courses may be taken multiple times for credit. If a course can be repeated, the number of credit hours allowable per semester will be included in the course description.

Course Load

The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours. The normal full-time schedule is 6 hours per semester. Students admitted in fall 2018 or later are required to follow a five- or six-semester program of study as outlined in the Vanderbilt University School of Nursing *Student Handbook*. The student's status is defined as follows:

Full time: Registered for 6 or more hours

Three-quarter time: Enrolled in 4-5 credit hours

Half time: Enrolled in 2-3 credit hours

Less-than-half time: Registered for 1 credit hour

Ratio of Credit Hours to Clock Hours

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

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

Practicum. Practica are designed to demonstrate synthesis of expanded knowledge acquired within the D.N.P. curriculum. One credit hour for nine hours of activity per week-1:9. Practicum hours are not substantiated by the students' expertise in the health care system demonstrated prior to the D.N.P. program nor by time spent working on classroom assignments. The practicum hours signify the capability of the student to meet the AACN *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) [the *Essentials*]. www.aacn.nche.edu/dnp/Essentials.pdf. A minimum of 1,000 hours post B.S.N. or 500 hours post M.S.N. are required. The hours can be demonstrated through a variety of methods including:

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

Practica

Most students complete practice hours at their site of employment as an advanced practice nurse, health care leader, or nurse informaticist. Students are required to submit a signed "Letter of Understanding" between VUSN and their employer or practice site. The letter, though not a formal contract, is a signed memorandum of understanding that the student's employer is aware of the student's enrollment in the D.N.P. program at

VUSN and will be able to work on the identified project topic within this professional practice setting under the supervision of the student's identified project committee and in association with the agency facilitator. The D.N.P. program director reviews the practice site for appropriateness and signs the letter of understanding. For students not employed in a setting appropriate to their area of study in the D.N.P. program, VUSN will execute affiliation agreements with a specified agency and preceptor for the student's practica course work. D.N.P. students will be asked to complete the immunization/certification requirements as required by the school. Practice mentors and/or agencies may require a drug screening or additional criminal background check. Costs associated with these processes are the responsibility of the student.

Academic Regulations

Project Committee Chairs

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

Program of Studies

During the first semester of study, all students will meet with their project committee chair to discuss the program of studies. When an absence from the school for one or more semesters is anticipated, the student must submit a Request for Leave of Absence form to the D.N.P. Program Director who will forward it to the School of Nursing Registrar's office for official processing. Students who wish to alter the required program of studies may petition the D.N.P. program director. Students must provide justification for the request and proposing an alternative program of study, which must be approved by the project committee chair, program director, and senior associate dean for academics. Forms for this purpose are online at the VUSN website. Students who are on academic probation and wish to alter their program of study must have the proposed program approved by the D.N.P. program director, Terri Allison.

Electives

Post-master's certificate and D.N.P. students have the option to enroll in VUSN Specialty (M.S.N.) nursing courses to fulfill the elective requirements. The elective course must provide content applicable to the student's current or potential practice or the D.N.P. project. The student is responsible for contacting the course coordinator and obtaining and reviewing a copy of the course syllabus. The student must submit a written request for elective approval to the student's project committee chair and, if approved, a written request is to be submitted to the course coordinator.

No-Credit Courses

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

count in computation of the student's academic load and in the computation of tuition.

Waiver of Doctor of Nursing Practice Course(s)

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

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

Academic Standards

Academic Standing

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

Completion of Program

All D.N.P. students, including those completing a post-master's certificate as part of their program of studies, must complete all requirements within five years. Leaves of absence are counted in this time frame.

Grading System

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

I: Incomplete. An incomplete grade is a temporary grade given to a student who has been authorized to receive an extension and stands until the work has been completed. An incomplete grade in a course that is prerequisite to a course in the next semester may result in a change of progression. At least two weeks prior to the last day of classes, the student must (a) explain to the course coordinator the unforeseen circumstances that have prevented him/her from completing course work on time; (b) demonstrate that a substantial portion of the course has been completed and is of passing quality; (c) confer with the course coordinator (and project committee chair, if applicable,) to determine an agreed-upon date to complete all course work; (d) download and sign the Contract for Incomplete Grade (nursing.vanderbilt.edu/current/incomgradecontract.pdf); and (e) email the contract to the course coordinator to sign.

Students are expected to have ongoing and timely communication with the course coordinator. All incomplete grade requests will be subject to an internal review by the D.N.P. program director who will make a determination if the student receives an Incomplete or an F for the course. Copies of the Incomplete Grade Contract are given to the student, the instructor, and the VUSN registrar. The grade I must be removed in the next semester or the grade will automatically be converted to an F.

If a student takes an approved Leave of Absence in the following semester, the grade of I must be removed in the next enrolled semester.

I. Incomplete in clinical course. Students receiving a grade of I in a clinical course must register for zero hours of NURS 5999—Clinical Continuation. Tuition is charged at a rate of \$200.00. This charge does not apply to NURS 8105.

Late work. Course assignments must be turned in by the date specified by the syllabus or the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least one day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

D.N.P. students who do not earn at least a B– in any required or elective course will be placed on probation and must repeat the course.

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

Academic Probation/Dismissal

Students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed at the end of each semester. Students who have not maintained a 3.0 grade point average or have earned a grade less than a B–, regardless of GPA, are placed on academic probation. A student who is not making satisfactory progress toward the degree will be dismissed if improvement is judged to be unlikely. A student may be placed on probation only once during the entire program of study. A student making a grade less than a B– in two courses will be dismissed.

A student who is not making satisfactory progress toward the degree may be dismissed from the School of Nursing or may be advised to go on leave of absence or withdraw. When a student is placed on or removed from probation, letters are sent to the student, the student's project committee chair, and the program director. If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will

be continued on probation if satisfactory completion of the course will give the student at least a 3.0 grade point average.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the D.N.P. Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, program director, and/or, project committee chair 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. The committee will determine if the student should be required to repeat course and/or clinical work or complete additional efforts satisfactorily in order to remedy deficiencies. A student who is not making satisfactory progress toward a degree will be dismissed if improvement is judged unlikely.

Readmission

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

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

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

Progression

The D.N.P. Student Admission and Academic Affairs (SAAA) Committee reviews D.N.P. student performance at the end of each semester. Progression in the D.N.P. program requires that students complete advanced practice registered nurse (APRN) requirements in a clinical or systems area. As a general rule, a student admitted to the D.N.P. plus post-master's certificate program, must successfully complete the certificate requirements before progressing to D.N.P. courses. Due to limitations such as practica placements, a student may occasionally be permitted to start D.N.P. courses and begin

post-master's certificate courses when resources become available. This alternate program of studies will be designed with input from the post-master's certificate faculty and D.N.P. program director. Most required D.N.P. courses are sequential, and a student who fails to pass such a course cannot progress until the course has been successfully completed.

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

Archived 2019/2020
School of Nursing Catalog

The Ph.D. in Nursing Science

PROGRAM DIRECTOR Mariann Piano

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

RESEARCH PROFESSORS Mary S. Dietrich, Nancy L. Wells

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

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

Further information about the Ph.D. program can be obtained by writing the Ph.D. Program, Office of Admissions, 604 Godchaux Hall, 461 21st Avenue South, Nashville, Tennessee 37240, calling (615) 322-7410 or (855) 868-7410, or visiting the website at nursing.vanderbilt.edu/phd.

DEGREE OFFERED: Doctor of Philosophy

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

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

The program requires 72 credit hours of study, of which 15 may be transferred from master's course work, pending review and approval by the graduate faculty. The core curriculum of the program includes 32 credit hours of required course work for all Ph.D. students, 15 credit hours of required course work specific to the selected track of study, and 10 credit hours of course work that supports the student's focus of research (4 research practica and 6 dissertation research credits).

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

Financial Information

Tuition for 2019/2020 is \$1,642 per credit hour for the M.S.N., Post-Master's Certificate, and D.N.P. programs. For information concerning tuition for the Ph.D. in nursing science, see the *Graduate School Catalog*.

Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

The master of science in nursing may be completed in a minimum of three semesters of full-time study for students who enter with a B.S.N.; students admitted through the 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.S.N. students attend fall, spring, and summer sessions. D.N.P. students admitted prior to fall 2018 may complete the degree requirements in either four consecutive semesters of full-time study or six semesters of part-time study. D.N.P. students admitted in fall 2018 or later complete the program in five or six semesters and complete a minimum of 36 credit hours.

The course fee for students registered for zero hours of Clinical Continuation (NURS 5999 {3000}) or Thesis (NURS 7999 {379}) is \$200. Registration and payment of course fee retain student status.

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

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

Other Fees

Application	\$50
Matriculation (nonrefundable)	\$500
Student service fees	
Fall and spring (per semester)	\$250
Summer	\$85
Zero hours	\$200
Student health insurance (per year)	\$3,650
(\$1,825, fall; \$1,825, spring)	
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 non-refundable. The refund schedules may be viewed at vanderbilt.edu/stuaccts.

Tuition Payment Plan (The Vandy Plan)

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

Late Payment of Fees

All charges not paid by the specified due dates will be assessed a late payment fee of \$1.50 on each \$100 owed (minimum late fee of \$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). Once the FAFSA is completed, the student is then considered for all federal loans available based on your financial eligibility.

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

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

Applying for Financial Aid

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

Student Loans

Student loans constitute the majority of a financial aid package. The Federal Unsubsidized Loan and the Federal Direct Grad PLUS loans are borrowed from the Federal Direct Loan Program. The Federal Direct unsubsidized loan is non need based and also has a six-month grace period prior to repayment. The maximum available is \$20,500 per academic year. With an unsubsidized loan, the student is responsible for payment of the accruing interest and may request that payment be deferred until the grace period expires, at which time the interest is capitalized. All Federal Stafford loans must be repaid within 120 months, and the fixed interest rate on a federal loan is 6.08 percent (for the 2019/2020 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 7.08 percent (for the 2019/2020 academic year). Your eligibility for this loan is based on your credit history, and, in some cases, a co-borrower is required. The borrower generally begins repayment of a PLUS loan within 60 days after the final loan disbursement. There is no grace period for these loans, so interest begins to accumulate at the time the first disbursement is made.

Internal Scholarships

All internal scholarships for M.S.N. students are merit based and are awarded based on a combination of the student's incoming grade point average and GRE or other standardized test score. Scholarships for D.N.P. students are partial scholarships and are set at the same amount depending on the school's scholarship budget for that year. Full-time enrollment (12 hours per semester for M.S.N. students) is required to be considered for a scholarship award. In order for students to be considered for scholarships, they must be accepted to the School of Nursing. All awards are made through the School of Nursing according to the requirements of the funding source. The School of Nursing maintains an extensive list of scholarships available for women, minorities, and graduate students. Students who are pursuing a post-master's certificate are not eligible for scholarships or federal student loans but may apply for private loans.

Full-tuition Scholarships

Three full-tuition, one-year scholarships are offered to incoming students. One is awarded to an outstanding first-year 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 and GRE test scores, and the recipients are determined by the scholarship committee. There are also three merit-based, one-year, full scholarships awarded to 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.

Courses of Study

Explanation of Symbols

NURS 5000-level: Generalist nursing courses

NURS 6000–7000-level: Specialist nursing courses

NURS 8000-level: D.N.P. courses

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

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

Generalist Nursing Courses and Electives

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

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

NURS 5103. Human Experience of Health and Illness Across the Lifespan I. [Formerly NURS 235] Nursing 5103 is the first of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence. The framework incorporates the following concepts and their influence on health and response to illness: growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving the sensory, hematological, endocrine, renal/urinary, cardiovascular, and respiratory systems will be presented; the epidemiology, pathophysiology, medical management (select pharmacologic, non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Corequisite: 5101, 5105, 5106, 5115. [4]

NURS 5105. Enhancement of Community and Population Health I. [Formerly NURS 225] This course is the first in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community-based health care principles that impact the client. Healthy People 2020 will be used as a framework to determine the health status of the community. Notably, the course will provide the student knowledge on how the social determinants of health impact the health of the community. In addition, resources will be discussed in relation to the availability, barriers, and access in the community. The community clinical experience is designed to provide the student the opportunity to work within a community organization or agency to assess and identify specific challenges to maximizing the health of persons in communities and populations. Corequisite: 5101, 5103, 5106, 5115. [3]

NURS 5106. Pharmacology for Nursing Care I. [Formerly NURS 255A] This course presents an introduction to pharmacologic knowledge, the clinical indications for drug use as a treatment modality, and

the role of the nurse in drug therapy. The course will present content on the prototype drug from major drug classifications that serves as a framework for continued self-study of new drug information. Emphasis will be placed on major drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy. Corequisite: 5101, 5103, 5105, 5115. [2]

NURS 5115. Fundamentals of Clinical Practice. [Formerly NURS 245] This course is the first in a sequence of three clinical practice courses. The course is designed to provide the student with the opportunity to acquire the knowledge, skills, and attitudes required to apply the nursing process (assessment, analysis, planning, intervention, and evaluation) in the delivery of client-centered nursing care. Students will learn and practice assessment and intervention skills in a didactic classroom setting and in a simulated laboratory setting and progress to full application of the nursing process in an adult medical/surgical clinical setting with maximum faculty guidance. Corequisite: 5101, 5103, 5105, 5106. [5]

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

NURS 5203. Human Experience of Health and Illness Across the Lifespan II. [Formerly NURS 236] Nursing 5203 is the second of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence, including the childbearing cycle. The framework incorporates the following concepts and their influence on health and response to illness: growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving mental health disorders with appropriate treatment modalities and settings, gastrointestinal, reproductive (including maternity focus) systems, and care of the client with cancer will be presented. The epidemiology, pathophysiology, medical management (non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Prerequisite: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5215, 5206. [5]

NURS 5205. Enhancement of Community and Population Health II. [Formerly NURS 226] This course is the second in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community based health care principles that impact the client. This course will provide the student with an opportunity to use evidence-based practice to enhance the knowledge base regarding factors that impact the client's health status within the community and population. This course will focus on how evidence-based practice may be used to increase healthy lifespans, decrease discrepancies in health status and improve health outcomes. The course explores population-based care models and environments in which health care is delivered: community agencies, clinics, neighborhoods/communities,

schools, the family, and the workplace. Prerequisite: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5203, 5215, 5206. [3]

NURS 5206. Pharmacology for Nursing Care II. [Formerly NURS 255B] This course extends and builds upon pharmacological knowledge from earlier pharmacology courses and the Health and Illness Across the Lifespan series. The focus of the course is drug therapy most commonly seen in specific clinical settings and specific patient situations. The course presents a context for safe drug administration and for continued self-study of new drug information. Emphasis is placed on pharmacological interventions to achieve safe and optimal patient outcomes. Prerequisite: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5203, 5215. [2]

NURS 5215. Integration of Theoretical and Clinical Aspects of Nursing I. [Formerly NURS 246] This course is the second of a sequence of three clinical practice courses. It is designed to provide the student with the opportunity to integrate theory, practice, and evidence in the application of the nursing process in a clinical setting for diverse client aggregate populations across the lifespan (child-bearing families/newborn health, pediatric and adolescent health, adult and older adult health, and psychiatric/mental health). Students will analyze and integrate aggregate specific concepts in the provision of client-centered care in a variety of health care settings with moderate faculty guidance. Prerequisite: 5101, 5102, 5105, 5103, 5115, 5106. Corequisite: 5201, 5205, 5203, 5206. [3]

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

NURS 5303. Human Experience of Health and Illness Across the Lifespan III. [Formerly NURS 237] This is the third of three didactic courses examining the human experience of health and illness across the lifespan—from infancy through senescence—with an emphasis on increasing complex acute and chronic issues. The course provides the student with the theoretical basis to apply principles of chronic illness, including assessment and intervention skills, to at-risk populations. The impact of multi-system factors on individuals, families, and aggregates or populations/communities will be explored. The epidemiology, pathophysiology, medical management (pharmacologic, non-pharmacologic, and surgical), and nursing management for selected health problems will be addressed. Health promotion, anticipatory guidance, and patient education will be discussed. Prerequisite: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5315, 5325, 5306. [Prerequisite and corequisite courses apply to non-R.N. students only.] [4]

NURS 5305. Enhancement of Community and Population Health III. [Formerly NURS 227] This course is the third in a sequence of three clinical practice courses designed to provide the student with an opportunity to explore population and community-based health care principles that impact the client. This course addresses health care systems related issues that impact the client's ability to maintain and maximize health. Students will have the opportunity to build on their knowledge of clients within communities and populations, collaborate to synthesize and evaluate data, identify appropriate programs, and disseminate findings. Prerequisite: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5303, 5315, 5325, 5306. [2]

NURS 5306. Pharmacology for Nursing Care III. [Formerly NURS 256] This course presents pharmacologic knowledge, the clinical indications for medication use as a treatment modality, and the role of

the nurse in medication therapy. Emphasis is placed on the variations of pharmacologic therapy in critical and complex situations with the goal of achieving safe and optimal client outcomes in specific situations. Major medication classifications and commonly encountered prototype(s) within specialty areas will serve as a framework for continued learning of new pharmacologic information. Additionally, this course engages students in group activities which require collaboration, negotiation, and rationalizations of decisions essential for client centered care.. Prerequisite: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5315, 5325. [1]

NURS 5315. Integration of Theoretical and Clinical Aspects of Nursing II. [Formerly NURS 247A] This course is the final rotation of the second in the sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to integrate theory, practice, and evidence in the application of the nursing process in a clinical setting for diverse client aggregate populations across the life span (child-bearing families/newborn health, pediatric and adolescent health, adult and older adult health, and psychiatric/mental health). Students will analyze and integrate aggregate specific concepts in the provision of client-centered care in variety of health care settings with moderate faculty guidance. Prerequisite: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5325, 5306. [1]

NURS 5325. Capstone Clinical Practicum. [Formerly NURS 247B] This course is the third in a sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to synthesize theory, practice, and evidence in the application of the nursing process for multiple complex adult medical-surgical clients. Students will synthesize acquired knowledge, skills, and attitudes to prevent illness and promote health, prioritize and delegate nursing care, and engage as leaders within the inter-professional health care team to meet the needs of clients on the continuum of health. Prerequisite: 5101, 5201, 5102, 5105, 5205, 5103, 5203, 5115, 5215, 5106, 5206. Corequisite: 5301, 5305, 5303, 5315, 5306. [2]

NURS 5401. Critical Thinking, Supporting Evidence and Communication Part 1. [Formerly NURS 218A] This course focuses on identification of the unique strengths/perceptions of each RN student and a development of an individualized plan for learning. The course assists RN students in identifying and developing strategies to foster critical thinking, lifelong learning, and nursing practice role development. Theory development and research are introduced as processes essential to the organization and development of nursing knowledge. Limited to RN students. [3]

NURS 5402. Epidemiology and Population-Based Nursing. [Formerly NURS 228] This course provides the student with an opportunity to explore population-based health care principles of prevention, health maintenance and health promotion within the context of Healthy People 2020. Notably, the course will focus on how these principles are used to increase healthy lifespan, decrease discrepancies in health status and health outcomes for different populations and assure access to preventive services for all. It emphasizes epidemiologic principles and population-based holistic health promotion/disease prevention as an integral part of populations at risk for illness, disability, or premature death. Further, the course explores population-based care models and environments in which health care is delivered: community agencies, neighborhoods/communities, schools, the family, and the workplace. Legislation and policy implications for primary, secondary, and tertiary care will be discussed. [3]

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

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

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

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

NURS 5505. Health Assessment for the Registered Nurse. [Formerly NURS 248] This course is designed to provide the RN student the opportunity to learn and practice the skills of assessment in a classroom, laboratory setting, and then in a clinical area for a variety of client populations across the life span. The student's specialty population will be considered in the choice of health care setting utilized for practice. Prerequisite: 5303, 5402. Corequisite: 5506. [3]

NURS 5506. Pharmacology for the Registered Nurse. [Formerly NURS 259] This course extends and builds upon pharmacological knowledge from foundational pharmacology courses and pathophysiology courses. The focus of the course is the variations of drug therapy in complex situations. The course presents cases of complex drug regimens for analysis and evaluation by the student. Emphasis will be placed on pharmacological interventions to achieve safe and optimal patient outcomes in specific situations. [3]

NURS 5515. Providing Care at the Community Level. [Formerly NURS 249] This course is an introduction to the scope and practice of family and community health nursing. It emphasizes, through didactic and community practice, the promotion and maintenance of the health of diverse populations across the lifespan. The epidemiological process and the nursing process serve as the organizing framework for didactic content and clinical interventions to support family and community health. Social, cultural, economic, environmental, and ethical issues related to specific populations will be explored. Limited to RN students. Prerequisite: 5402; or with permission of instructor. [3]

NURS 5598. Independent Study—Non Clinical. [Formerly NURS 251] [1-6]

NURS 5999. [Clinical Continuation]. [Formerly NURS 3000] 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]

Specialist Nursing Courses and Electives

NURS 6010. Advanced Pathophysiology. [Formerly NURS 308] This is a graduate level, advanced pathophysiology course designed to meet the educational needs of those pursuing certification as advanced practice nurses. The course builds on pre-acquired knowledge of normal human anatomy and physiology. Classic and current research findings form the basis for analysis of pathophysiologic processes and their effect on individual and multiple body systems. Students analyze the effect and progression of selected disease entities in diverse populations across the lifespan. The course provides a foundation for clinical assessment, diagnosis and management of clients experiencing

alterations or risks of alterations in their health status. Pre/corequisite: Courses in normal human anatomy and physiology. [3]

NURS 6011. Advanced Health Assessment and Clinical Reasoning. [Formerly NURS 305A] This course is the foundational didactic course for advanced nursing practice. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse individuals. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. [2]

NURS 6011L. Advanced Health Assessment Lab. This course is the foundational physical exam and health assessment lab companion course for Advanced Health Assessment, N6011 for advanced nursing practice. Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse individuals. Students interpret data and problem-solve utilizing case studies and standardized patients. Prerequisite: Admission to specialty and graduate level standing. [1]

NURS 6020. Advanced Pharmacotherapeutics. [Formerly NURS 307] This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents for the management of common acute and chronic health problems of diverse populations. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. [3]

NURS 6025. Applied Quality Improvement and Patient Safety. [Formerly NURS 383A] 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. Prerequisite: 6065. [2-3]

NURS 6030. Advanced Practice Nursing in Primary Care of the Adult. [Formerly NURS 309A] This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive; health promoting). Pre/corequisite: 6101 or 6011. [3]

NURS 6031. Advanced Practice Nursing in Primary Care of the Adolescent. [Formerly NURS 309C] This didactic course presents knowledge that is necessary for the practice of primary health care nursing of adolescents. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse adolescent populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adolescent is explored. Students are introduced to the dynamics of the managed care environment. Pre/corequisite: 6011 or 6101. [1]

NURS 6032. Advanced Practice Nursing in the Primary Care of the Woman. [Formerly NURS 309E] This didactic course presents the knowledge that is necessary for the practice of primary care of the female patient by advanced practice nurses. Course content includes the principles of health promotion, disease prevention and assessment, and the management of common primary health care problems in the female population. Emphasis is placed on management of women's health issues in a general, primary care setting. Pre/corequisite: 6011. [1]

NURS 6034. Adult Gerontology Primary Care I. [Formerly NURS 310A] This course is designed to provide students with knowledge needed to assess and manage common acute and chronic health problems in the adult population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive, health promoting). Pre/corequisite: 6011. [3]

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

NURS 6041. Principles of Health Care Finance. [Formerly NURS 385A] In this course, students learn to apply accounting and economic principles, and financial management strategies to effectively manage health care resources in health care organizations. Students acquire the knowledge and skills to utilize computer software for conducting efficient financial analysis. [3]

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

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

NURS 6060. Conceptualization and Integration of Evidence for Advanced Nursing Practice. [Formerly NURS 399B] This course provides the student with the opportunity to explore a relevant problem in advanced nursing practice. Concepts related to the selected problem are identified and critically appraised. Methodologies to generate evidence will be presented to examine knowledge related to the selected problem and make practice recommendations. This course builds upon prerequisite knowledge. Prerequisite: 6050. [3]

NURS 6065. PF 3: Leading Collaborative Change: Improving Delivery of Health Care to Patients and Populations. This course is the third in a series building Professional Formation in an advanced nursing practice role. Students will develop leadership skills for participation in interprofessional teams to address practice problems and improve care delivery. Students will plan evidence-based solutions that meet the six aims for health care quality from the Institute for Healthcare Improvement. Students will be prepared to advocate for policy change at the institutional, state, and federal level to improve the health of populations. Prerequisite: 6055. [4]

NURS 6070. APN Role Within the U.S. Health Care Delivery System. [Formerly NURS 395] This course provides students with an understanding of how the U.S. health care system works, including major components of both service delivery and financing of care. Students analyze and evaluate the health care delivery system, focusing on the role of the Advanced Practice Nurse within the system. The relationships between and among the various stakeholders, including consumers, providers, payers, regulatory agencies, and policy makers, are explored as well as their impact on health care delivery. The focus is on economic implications of health planning, organization of personnel and resources, design of payment systems, and cost effectiveness of health care delivery. [3]

NURS 6075. Professional Formation 4: Transition to Advanced Nursing Practice. This course facilitates professional formation

through transition to the advanced nursing practice role. Students will evaluate practice settings appropriate for their scope and navigate the employment search and hiring process. Students will also explore the credentialing/privileging process and will discuss strategies for continued professional development. [1]

NURS 6080. Local Applications of Global Health. This is a 1 credit hour elective course designed for graduate students interested in the local context of global health applications. This course will consist of weekly discussions led by interdisciplinary experts in global health, within and outside of VU. Topics will focus on interdisciplinary innovations that alleviate health disparities in diverse settings locally and abroad. Students will engage in learning through readings, attendance and participation in discussion and debates at weekly seminars and assignments. This course is designed for students interested in reciprocity in global health and caring for underserved populations locally and abroad, and builds on a diverse base of prerequisite knowledge in interdisciplinary fields pertaining to health, social justice, sustainable development, and working in interdisciplinary teams. [1]

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

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

NURS 6090. Joint Studies Med School. [Formerly NURS 372]

NURS 6091. LGBTI Health in Inter-professional Practice. Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Health in Inter-professional Practice is a course focusing on specific health care needs (from the perspective of many health-related professions) of people who identify as a sexual or gender minority. Guidance for self-exploration of biases, discomforts, strengths and talents that may impede or restore the provision of equitable health care delivery for LGBTI people will be provided. Language, sexual development, disease prevention, health risks and legal and ethical issues related to gender identity and sexual orientation will be defined and explored within the context of different health care environments. Additionally, specific health care concerns for patients with disorders of sexual development (DSD) or intersex will be explored. Students will interact with inter-professional and -disciplinary team members while developing knowledge and skills to provide expert and equitable care for LGBTI people. Students will engage in learning through readings, synchronous and asynchronous discussions, written assignments and a discipline-specific project. Pre/corequisite: Admission to any graduate or professional degree program across the Vanderbilt campus. [2]

NURS 6098. Independent Study, Non-Clinical. [Formerly NURS 370] Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

NURS 6099. Independent Study: Clinical. [Formerly NURS 371] A program of independent study in a selected area of nursing practice under the direction of a faculty sponsor. A contract is made between

the student and the faculty sponsor, with copies for the student, the sponsor, the program director, and the student's record. [Variable credit 1-6]

NURS 6101. Advanced Health Assessment and Clinical Reasoning. [Formerly NURS 305F] Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to formulate diagnoses for culturally diverse adults and older adults. Students interpret data and problem solve utilizing case studies and surrogate patients. Health promotion and disease prevention strategies are discussed. Prerequisite: Admission to specialty and graduate level standing. [3]

NURS 6102. Advanced Physiology and Pathophysiology. [Formerly NURS 306A] This course provides in-depth discussion of complex physiologic and pathophysiologic concepts across the lifespan essential for advanced practice nursing of adult and geriatric patient populations in acute care settings. Physiology of each organ system is discussed from the cellular level to the function of organ systems. Emphasis is placed on integrating physiologic concepts to predict, evaluate, and manage pathologic processes. Prerequisite: Courses in undergraduate level human anatomy and physiology. [4]

NURS 6103. Advanced Pharmacotherapeutics. [Formerly NURS 307C] This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for clinical judgments in the pharmacologic management and evaluation of adults and older adults as related to the role of Adult-Gerontology Acute Care Nurse Practitioners. Drug interactions, incompatibilities, side effects, and contraindications are discussed. Appropriate patient education is integrated. Pre/corequisite: 6102. [3]

NURS 6105. Advanced Health Assessment Applications for the Adult-Gerontology Acute Care Nurse Practitioner. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the acute care practice setting. Advanced health assessment skills include obtaining appropriate health histories and performing physical examinations on adult patients with complex problems in a variety of acute and chronic health care settings, as well as participating in direct patient care. In addition, the course emphasizes proper documentation of data obtained from the history and physical exams and the development of appropriate differential diagnoses, problem lists, and therapeutic plans of care. Pre/corequisite: 6101, graduate-level standing, admission to the specialty. [1]

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

NURS 6115. Adult-Gerontology Acute Care Nurse Practitioner Practicum. [Formerly NURS 342A] This course is designed to provide clinical experience in development and application of the roles of the acute care nurse practitioner. The students apply and evaluate nursing theory and pathophysiologic and psychosocial concepts in planning and delivery of care in clinical settings. The student practices in clinical settings for a total of 280 hours. Clinical conferences are held weekly and focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 6101, 6102, 6103, 6105, 6114; corequisite: 6124. [4]

NURS 6123. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP II. [Formerly NURS 340B] This course explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including oncology and renal and fluid and electrolyte disorders. Each student demonstrates his/her ability to analyze, integrate,

and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Pre/corequisite: 6050. Pre-requisite: 6102, 6103, 6113. [3]

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

NURS 6125. Adult-Gerontology Acute Care Nurse Practitioner Practicum. [Formerly NURS 342B] This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner. The clinical setting will be used for application and evaluation of nursing theory and pathophysiologic and psychosocial concepts in planning and developing care for culturally diverse adults and older adults in the clinical setting. The student will practice in clinical settings for a total of 140 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Pre/corequisite: 6011 or 6101, 6102, 6103, 6114, 6305. [2]

NURS 6133. Pathophysiology and Collaborative Management in Acute Care for the Adult-Gerontology ACNP III. [Formerly NURS 340C] This course is third in a sequence of courses that explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care, including hematologic, hepatic, endocrine, and gastrointestinal disorders as well as psychosocial needs. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. The course goals are met through didactic content and case study analyses. Prerequisite: 6050, 6102, 6103, 6113 and 6123. Corequisite: 6060 and 6070. [3]

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

NURS 6135. Adult-Gerontology Acute Care Nurse Practitioner Practicum in Intensive Care. [Formerly NURS 342C] This course is designed to provide clinical experience in development and application of the roles of the acute care adult nurse practitioner with an intensivist focus. The clinical setting will be used for application and evaluation of pathophysiologic and psychosocial concepts in planning and developing care in the clinical setting. Student will be assigned to multidisciplinary critical care teams and will rotate through these teams during the course. The student will practice in clinical settings for a total of 210 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in critical care in the adult population. Prerequisite: 6101, 6102, 6103, 6105, 6114; Pre/corequisite: 6124. [4]

NURS 6140. Introduction to Transplantation. [Formerly NURS 345] This elective course consists of didactic content related to the care of adults undergoing transplantation with emphasis on immunology,

immunosuppression, and criteria for transplantation, as well as complications related to transplantation and immunosuppression. An overview of transplantation of the heart, lung, liver, kidney, pancreas, and bone marrow is presented. Ethical, psychosocial, and donor selection/management issues are discussed. [2]

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

NURS 6142. Concepts in Advanced Trauma Nursing. [Formerly NURS 396G] This course explores, at an advanced practice level, pathophysiology, assessment and diagnosis and collaborative management of adults who have experienced a severe trauma. Each student will demonstrate in writing his or her ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for the collaborative management of trauma patients. Pre/corequisite: 6101, 6105 and 6114. [2]

NURS 6143. Fundamentals of Point of Care Ultrasound for the Advanced Practice Provider. This course introduces advanced practice students to the utilization of point of care ultrasound (POCUS) in clinical practice. Course concepts include basic ultrasound physics and mechanics, anatomical landmarks in the context of pathophysiology, ultrasound exam types, and ultrasound methods for diagnostic, procedural and therapeutic applications of the technology in patient care. Students will participate in module-based didactics and apply course concepts during hands on simulation experiences. Pre/corequisite: 6102. [2]

NURS 6147. Advanced Concepts in Cardiovascular Nursing. [Formerly NURS 347] This course is designed to provide a conceptual basis for the diagnosis and treatment of human response to actual and/or potential cardiovascular health problems. The concomitant influence of physical, psychological, social, cultural, and environmental variables will also be explored. Emphasis is placed on acute and/or critically ill adult and older-adult patients with alterations in cardiovascular health states, as well as on the selection and application of concepts and theories relevant to advanced cardiovascular nursing. N347 is an elective support course for students within the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program who wish to develop a foundation for advanced practice in the management of cardiovascular disease. Learning experiences focus on management of cardiovascular disease in acute and critically ill adult and older-adult patient populations. Prerequisite: 6102, 6103 or with permission of course coordinator. [3]

NURS 6148. Concepts of Diagnostics and Care for the Hospitalist Acute Care Nurse Practitioner. [Formerly NURS 348] The course introduces basic concepts of hospital practice used by adult-gerontology acute care nurse practitioners. The Hospitalist manages care from admission of the adult and older adult patient from admission to discharge, in a variety of hospital settings and situations. A variety of hospital topics will be covered in this course to include infectious disease, dermatology, wound care and hospital specific pulmonary and cardiac situations. Lab and diagnostic testing during all phases of the hospitalization process, consultation practice, working with ancillary services, including physical occupation and speech therapists and case management issues are also included in the course content. Concurrent enrollment in 6165 is strongly recommended but not required for enrollment in the course. Pre/corequisite: 6102. [2]

NURS 6149. Advanced Critical Care Concepts for the ACNP Intensivist. [Formerly NURS 396D] This course assists students in developing the competence to evaluate, diagnose and treat patients with a variety of complex critical illnesses. Students will be educated on a variety of advanced intensive care topics. The primary focus is on evidence-based practice diagnostics and treatment of the critically ill patient. This course builds on previous course work, including the Acute Care Nurse Practitioner core courses. Prerequisite: 6102, and

Fundamental Critical Care Support Provider Certification through the Society of Critical Care Medicine's Course. [3]

NURS 6155. Adult Gerontology Acute Care Nurse Practitioner Intensivist Practicum. This course is designed to provide clinical experience in and application and integration of the roles of the adult gerontology acute care nurse practitioner as an intensivist. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The student will practice in clinical settings for a total of 280 hours and will focus on working with complex patients in a variety of intensive care units. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to critical care and acute care problems for the adult population in an intensive care setting or step down unit. Prerequisite: 6101, 6102, 6103, 6105, 6114, 6124, 6135, 6149. Pre/corequisite: 6134. [4]

NURS 6165. Advanced Clinical Skills for the AG-ACNP Hospitalist. The course engages the Hospitalist student in simulation geared toward diagnostic techniques and patient management strategies utilized by the adult-gerontology acute care nurse practitioner for hospitalized patients. Additional diagnostic skills and documentation techniques such as assessment note dictation will be introduced in this course. Procedures include I&D of an abscess and skin biopsy. Prerequisite: 6102. Completion or current enrollment in 6148 is required for enrollment in the course. No exceptions will be made. [1]

NURS 6170. Advanced Critical Care Simulation. [Formerly NURS 396E] This course is designed to provide advanced cognitive and procedural experience in the critical care simulator at the Center for Experimental Learning and Assessment at the Vanderbilt School of Medicine. Simulations are designed to provide clinical content surrounding the management of complex patients in the ICU setting. These class sessions provide an opportunity for students to integrate complex diagnostics and therapeutics with communication and team management skills. Sessions focus on clinical situations that student NPs are unlikely to directly manage during their clinical rotation where more experienced providers are available. Prerequisite: 6101, 6105, 6102, 6103, 6114, 6135, 6149. Pre/corequisite: 6134. [1]

NURS 6185. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship. [Formerly NURS 343B] N6185 is the final acute care nurse practitioner clinical preceptorship, and is designed to provide clinical experience, application and integration of the roles of the acute care nurse practitioner for students in the dual AG-ACNP/FNP—Emergency Care program. The emergency clinical setting will be used for application, synthesis, and evaluation of nursing theory, pathophysiologic and psychosocial concepts in planning and developing care for culturally diverse adults and older adults. The student will practice in clinical settings for a total of 280 hours, and will focus on working with complex patients. Clinical conference will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in adult acute/critical care. Prerequisite: 6101, 6102, 6103, 6114, 6124, 6125, 6301, 6305 Pre/corequisite: 6134, 6385. [4]

NURS 6195. Adult-Gerontology Acute Care Nurse Practitioner Preceptorship. [Formerly NURS 343] This course is the final clinical preceptorship, and it is designed to provide clinical experience in and application and integration of the roles of the acute care nurse practitioner. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiologic and psychosocial concepts. The students practice in clinical settings for a total of 280 hours, and will focus on working with complex adult and older adult patients. Clinical conference will be held every week and will focus on pathophysiology, diagnoses, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite: 6101, 6102, 6103, 6105, 6114, 6115, 6124, RN licensure; Pre/corequisite: 6134. [4]

NURS 6205. Advanced Health Assessment Applications for the Adult-Gerontology Primary Care Nurse Practitioner. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the adult practice setting. Advanced

health assessment techniques are emphasized. Diverse approaches are used in expanding proficiency in conducting histories and physical examinations in clinical laboratory settings with adult clients. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

NURS 6215. Adult Gerontology Primary Care Nurse Practitioner Clinical I. [Formerly NURS 365A] This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. Pre/corequisite: 6011/6105, 6020, 6010, 6034. [4]

NURS 6231. Essential Procedures for the Primary Care Provider. [Formerly NURS 368] This course builds on knowledge of advanced health assessment and primary care of the adult with a focus on procedures commonly performed in the adult practice setting. Using principles of universal precautions and infection control as a foundation, students will learn invasive procedures related to different body systems. Pre/corequisite: 6011. [2]

NURS 6234. Adult Gerontology Primary Care II. [Formerly NURS 310B] This course is designed to provide students with knowledge needed to assess and manage less common acute and chronic diseases and health problems in the adult and geriatric population. Multidimensional interventions are discussed (e.g., culturally and environmentally sensitive care, health promotion, symptom palliation). Prerequisite: 6011, 6034; Pre/corequisite: 6010. [3]

NURS 6236. Advanced Concepts in the Care of the Elderly. [Formerly NURS 310C] This didactic course presents the advanced concepts in the care of the elderly patient. Students examine selected age-related changes, disease processes and comorbidities. Pathophysiology, clinical presentations, interventions, and outcomes are identified. This course integrates the principles of health promotion, disease prevention and rehabilitation. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. [2]

NURS 6237. Concepts of Mental Health for Adults. [Formerly NURS 310D] This didactic course presents common mental health disorders seen in primary care settings within the scope of practice of the AGNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders in adult and geriatric patients. Importance is placed on early screening, diagnosis, treatment and referrals. The reciprocal relationship of mental and physical health is emphasized. Pre/corequisite: 6010, 6020, 6034. [1]

NURS 6295. Adult Gerontology Primary Care Nurse Practitioner Clinical II. [Formerly NURS 365B] In this clinical course, the student implements the role of the Adult-Gerontology Primary Care Nurse Practitioner working with patients in the primary care setting. The focus is on the synthesis of theory, knowledge and skills from previous courses for the Adult Nurse Practitioner scope of practice. Pre/corequisite: 6010, 6011, 6020, 6031, 6034, 6045, 6055, 6065, 6205, 6215, 6234, 6236. [4]

NURS 6301. Concepts of Advanced Emergency Nursing. [Formerly NURS 396F] This course provides students with the knowledge base and skills necessary to render emergency and trauma care. This will provide a foundation for future ACNP role development. The essential evaluation, stabilization and critical time management techniques will be discussed. It is essential that the ACNP functioning in the ER be experienced in the assessment of non-urgent, urgent and emergent conditions. In this course, the ACNP student will learn the techniques, physiology, and clinical skills necessary to care for adult patients in an emergency setting. Prerequisite: 6011 or 6101. [3]

NURS 6305. Advanced Health Assessment Applications for the Dual Adult-Gerontology Acute Care NP/Family NP. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Students are introduced to the dynamics of the managed health care environment. Experienced nurse practitioners serve as role models in clinical practice. Pre/corequisite: 6101, graduate-level standing, admission to the specialty. [1]

NURS 6361. Pathophysiology & Collaborative Management in Emergent & Critical Care. This didactic course is designed to provide ENP postmasters students an exploration of the pathophysiology, assessment, diagnosis, and collaborative management of selected urgent and emergent health problems across the lifespan. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of commonly encountered conditions within emergency care settings. Prerequisite: Enrollment in ENP Specialty Program. Corequisite: NURS 6365. [3]

NURS 6365. Trauma, Emergency & Critical Care Clinical I. N6365 is the first in a 2-part clinical sequence designed to provide the FNP with clinical experience in development and application of the roles of the emergency nurse practitioner. Emergency Department settings allow the student to apply management skills, nursing theory, pathophysiologic and psychosocial concepts in planning care for patients across the lifespan. The student will practice in clinical settings for a total of 210 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and collaborative therapeutic management related to emergency care. Prerequisite: Enrollment in ENP Specialty Program. Corequisite: NURS 6361. [3]

NURS 6375. Trauma, Emergency & Critical Care Clinical II. N6375 is the second in a 2-part clinical sequence designed to provide the FNP with clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings allow the student to apply management skills, nursing theory, pathophysiologic and psychosocial concepts in planning care for patients across the lifespan. The student will practice in clinical settings for a total of 210 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and collaborative and therapeutic management related to emergency care. Prerequisite: Enrollment in ENP Specialty Program, 6361, 6365. Corequisite: 6301. [3]

NURS 6385. Practicum in Emergency Care I. [Formerly NURS 397A] This course is designed to provide clinical experience in development and application of the roles of the acute care emergency nurse practitioner. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning care for adult patients. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care of adults. Prerequisite: 6102, 6103, 6305, 6114. Corequisite: 6124, 6125, 6301. [1]

NURS 6395. Practicum in Emergency Care II. [Formerly NURS 397B] This course is designed to provide a capstone clinical experience in development and application of the roles of the dual Acute Care and Family NP for ED practice. Emergency Department settings will allow the student to apply management skills and evaluate nursing theory, pathophysiologic and psychosocial concepts in planning. The student will practice in clinical settings for a total of 70 hours. Clinical conferences will be held weekly and will focus on pathophysiology, diagnoses, and therapeutic management related to emergency care across the lifespan. Pre/corequisite: 6030, 6032, 6036, 6102, 6103, 6114, 6124, 6125, 6134, 6301, 6305, 6385, 6532, 6525. [1]

NURS 6404. Directed Reading. [Formerly NURS 384] This directed reading course introduces students to contemporary issues that influence society and health care. Students explore the socio-political and ethical environments in which advanced practice nurse leadership takes place. Students demonstrate critical thinking and analysis in the course assignments and discussions. [2]

NURS 6408. Strategic Planning. [Formerly NURS 388] This course focuses on short- and long-term strategic issues that affect the financing, organization, and delivery of health care services. Market driven organizations and services are the core of the course, with emphasis placed on designing and operationalizing strategy as an individual or a member of teams at the middle and executive management levels. Students develop competency in strategic planning and apply these skills to complex health care organizations. [2]

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

NURS 6414. Organizational Behavior in Complex Health Care Systems. The current health care environment challenges leaders to think and lead in new ways. Nurse leaders are at the forefront of change, patient safety, and population outcomes. Complexity science influences leadership behavioral models that drive reform, efficiencies, and outcomes. Fundamental to these new ways of leading change is the emphasis on the quality of relationships, the ability to lead teams, and the ability to inspire others. This course offers students a paradigm shift in thinking from a focus on linear or hierarchical traditional models to a transformational, collaborative, and relationship-based leadership approach. [3]

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

NURS 6485. Practicum I. [Formerly NURS 386] 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. All specialty courses (except 6404) are pre- or corequisite for the practicum courses. [3]

NURS 6495. Practicum II. [Formerly NURS 387] This course provides students with an opportunity to work closely with a leader in a formal mentorship arrangement in a health care setting. Students observe and practice management and leadership skills in a health care organization. The role of a leader is explored in the context of the changing health care environment. This practicum builds on skills and experiences obtained in Practicum I. In this second practicum, students are mentored by a senior leader with increased complexity of course deliverables. In addition to the agency designated practicum project, students will complete a population health project related to the agency's population, needs, and priorities. All specialty courses (except 6404 & 6495) are pre- or corequisite for the practicum courses. [4]

NURS 6505. Advanced Health Assessment Applications for the Family Nurse Practitioner. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the family practice setting. Advanced health assessment techniques are emphasized. Diverse types of approaches are

used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

NURS 6521. The Context of Primary Care: Family Nurse Practitioner Domains and Core Competencies for Practice. [Formerly NURS 361A] This course is designed to provide Family Nurse Practitioner (FNP) students with the knowledge of the context of primary care and related domains and core competencies of family nurse practitioner practice identified by the National Organization of Nurse Practitioner Faculties (NONPF). Specific content of the course covers the hallmarks of primary care and the seven domains and focuses on operationalizing competencies into practice. Competencies needed to promote and protect health and prevent disease are emphasized. Prerequisite knowledge: This course builds on previous course work involving the assessment, diagnosis, and management of common and chronic conditions seen in the primary care setting. Graduate status and FNP specialty student required. [2]

NURS 6525. Practicum in Primary Health Care of the Child and Adolescent. [Formerly NURS 362] This course is a clinical practicum focusing on child and adolescent health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and adolescent and formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with children and their families. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Relevant resources and research related to the child and adolescent are explored with the application of findings to the care of clients. Pre/corequisite: 6305 or 6505, 6010, 6011, 6020, 6036. [2]

NURS 6531. Advanced Practice Nursing in Primary Care of the Child. [Formerly NURS 309B] This course presents knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse pediatric populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 6011. [2]

NURS 6532. Advanced Practice Nursing in the Primary Care of the Elderly. [Formerly NURS 309D] In this didactic course, knowledge is presented that is necessary for the practice of primary health care nursing of the elderly. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse elderly populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the elderly is explored. Students are introduced to the dynamics of the managed care environment. Prerequisite: 6011. [1]

NURS 6535. Practicum in Primary Health Care of the Adult for Dual Specialty. [Formerly NURS 363A] This course is a clinical practicum focusing on adult health care with an emphasis on health promotion, management of common acute and chronic health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply

findings to client situations. This course is for Adult-Gerontology/Family Nurse Practitioner: Emergency Care Focus students. Prerequisite: 6305. Corequisite: 6010, 6020, 6030, 6101. [3]

NURS 6545. Practicum in Primary Health Care of the Adult. [Formerly NURS 363C] This course is a clinical practicum focusing on adult health care with emphasis on health promotion, management of common acute and chronic health problems, and client education. Students participate in a clinical rotation in adult health care settings which provide the opportunity for health assessment of the adult and the development of a comprehensive plan of care. Clinical conferences highlight pathophysiological processes and psychological needs of the adults and their families. The role of the nurse practitioner as a primary health care provider in a variety of adult settings will be examined. Students explore relevant resources related to adult health care and apply findings to client situations. This course is for NMW and NMW/FNP students. Prerequisite: 6011, 6805, 6810; Pre/corequisite: 6020, 6821. [2]

NURS 6555. Practicum in Primary Health Care of the Family. [Formerly NURS 360A] This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. 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. Prerequisite for FNP: 6011, 6505; Corequisite for FNP: 6010, 6020, 6030, 6036. Prerequisite for NMW/FNP: 6045; Corequisite for NMW/FNP: 6010, 6020, 6030, 6036, 6585. [Variable credit: 4 for FNP; 2 for NMW/FNP]

NURS 6565. Practicum in Primary Health Care of the Family. [Formerly NURS 360B] This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Prerequisite: 6010, 6011, 6020, 6030, 6036, 6505, 6532, 6555. [1]

NURS 6575. Clinical Decision Making for the Family Nurse Practitioner. [Formerly NURS 360C] This clinical course builds on knowledge and skills developed in previous didactic courses and implemented in the first practicum. Emphasis is on utilization of evidence-based practice and the integration of technology into primary care. This course focuses on management of the patient with complex acute or chronic illness. The purpose of the course is to enable the student to enter practice with the ability to independently manage patients across the lifespan. Prerequisite: 6010, 6011, 6020, 6030, 6032, 6036, 6505, 6521, 6532, 6555. Corequisite: 6565, 6585. [1]

NURS 6585. Family Nurse Practitioner Preceptorship. [Formerly NURS 364] In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Pre/corequisite for

FNP students: 6555, 6565; pre/corequisite for NMW/FNP students: 6545, 6555. [4]

NURS 6595. Family Nurse Practitioner Preceptorship for AG-ACNP/FNP Dual Specialty. [Formerly NURS 364A] In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice for students who are pursuing dual preparation. Pre- or corequisite: 6030, 6032, 6036, 6525, 6532, 6535, all core courses. [3]

NURS 6602. Developmental/Neonatal Physiology. [Formerly NURS 306C] This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns are addressed. The structural and functional development of fetal systems, during critical periods, is emphasized. Abnormalities and alterations in fetal development are explored. Environmental factors that influence the structural and functional development of fetal systems are discussed. Long-term clinical implications of alterations in structure and physiologic functioning are also addressed. [2] FALL.

NURS 6605. Advanced Neonatal Health Assessment. [Formerly NURS 305C] This core course provides opportunities for NNP students to develop the knowledge and skills needed to perform a comprehensive health and gestational age assessment. Data to collect when eliciting a health history, principles of performing a physical and gestational age assessment, diagnostic study interpretations, and examination techniques are stressed in the didactic portion of the course. Critical thinking is emphasized as the basis for synthesis of knowledge regarding the performance of health histories, physical assessments and identification of potential diagnostic tests for alterations in clinical findings. Emphasis is placed on the recognition of assessment findings that deviate from normal. 56 hours of supervised clinical experience in the regular newborn nursery and/or Level II Neonatal Intensive Care Unit provides students with opportunities to perform health histories, health assessments and gestational age assessments with both normal and late preterm infants. [3]

NURS 6610. Neonatal Nursing Birth Through 2 Years of Age. [Formerly NURS 316] This course focuses on the health status and care of the neonates and infants through 2 years of age. Emphasis is placed on theories of attachment, growth and development through 2 years of age. This course is designed to help students in the use of critical thinking to foster health promotion, primary prevention of illness and management of common older infant medical conditions. Physical, social, cognitive and emotional growth will be addressed as well as issues associated with the development of sleep/wake cycles, infant behavior, newborn laboratory screening, feeding, infant and childhood immunizations, safety, and common parental concerns. Normal variations and minor disruptions in aspects of newborn and infant health are emphasized. Knowledge synthesized from this course provides an essential working foundation for future neonatal/infant course work. Clinical practice in the role of the NNP related to infant outcomes and ethical dilemmas are discussed. Corequisite: 6602. [2]

NURS 6614. Neonatal Pathophysiology and Management I. [Formerly NURS 317A] This is the first of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course emphasizes the role of the advanced practice nurse in the care of high-risk neonates/infants. Perinatal risk factors associated with variations in neonatal health and functioning are also examined. Issues, trends and legal issues of the NNP role are addressed. Corequisite: 6602, 6605, 6610. [3]

NURS 6615. Neonatal Practicum. [Formerly NURS 318] Clinical practicum and seminars provide opportunities for developing advanced skills in the nursing care of level II neonates and infants through 2 years of age. Experiences in facilitating and evaluating continuity of care across

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

NURS 6620. Introduction to Advanced Procedures for Neonatal Nurse Practitioners. [Formerly NURS 315] This course provides students with an introduction to the advanced practice skills commonly performed by neonatal nurse practitioners. A step-by-step practical approach is taken to describe the procedures. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Students have the opportunity to practice the skills presented in the course under the supervision of experienced Advanced Practice Neonatal Nurses. The differentiation between normal and abnormal lab values are also emphasized. Prerequisite: 6602, 6605, 6610, 6614. Corequisite: 6621, 6624. [3]

NURS 6621. Advanced Neonatal Pharmacotherapeutics. [Formerly NURS 307D] This course provides students preparing for roles within the Neonatal Nurse Practitioner specialty with knowledge of the pharmacotherapeutics for common classifications of drugs used to care for neonates and infants. The physiologic action of selected prescription drugs, unexpected client responses and major untoward effects encountered in diseases of the neonates are discussed. Pharmacokinetic and pharmacodynamic principles, their clinical application and the use of pharmacologic agents in the prevention of illness and the restoration and maintenance of health are emphasized. Emphasis is placed on indications for correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included. Discussions of clinical judgments in the management and evaluation of pharmacologic therapeutic agents for neonatal use are emphasized. Prerequisite: Graduate level standing and admission to the NNP specialty. Can be taken as a special student with permission of the instructor. [3]

NURS 6624. Neonatal Pathophysiology and Management II. [Formerly NURS 317B] This is the second of two sequential courses in which students examine the pathophysiology and management of ill neonates/infants and their families. Theory and research form the basis for discussions of clinical assessment and restorative care. This course continues to emphasize the role of the advanced practice nurse in the care of high-risk neonates/infants. Integration of previous knowledge of embryology, physiology, pathophysiology, interpretation of lab data, radiologic findings and collaboration with other health professionals are emphasized. Prerequisite: 6602, 6605, 6610, 6614; Corequisite: 6620, 6621. [3]

NURS 6695. Neonatal Preceptorship. [Formerly NURS 319] Students synthesize theory, knowledge, and skills from previous courses within the neonatal nurse practitioner scope of practice. Clinical preceptorships provide students with opportunities to further develop expertise relevant to the assessment and management of groups of neonates and infants through 2 years of age. Prerequisite: 6602, 6605, 6610, 6614, 6615, 6620, 6624; all core courses. [6]

NURS 6710. Fundamentals of Nursing Informatics-NI Professional Formation 1. This course provides an overview of informatics and the role it plays in the delivery of evidence based care. With a focus on health care information technology's contribution to data acquisition, this course will enhance the learner's understanding of the transformation of data into information and knowledge. A practical approach is taken to ensure learners understand essential elements of informatics practice

such as the system development lifecycle, the electronic health record, national health policy, patient quality, and the safe use of technology. This course prepares the learner to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation. [3]

NURS 6715. Nursing Informatic Practicum I. [Formerly NURS 392B] In this course, the learner implements the role of the informatics nurse specialist in a health care setting. The focus is on the integration and application of theory, knowledge, and skills from previous courses within the various roles open to an informatics nurse specialist. Learners are provided an opportunity to work closely with a preceptor to observe and participate in real world informatics activities. Under the guidance of the preceptor, learners will have the opportunity to use current informatics evidence and research from the literature, collect and analyze data, demonstrate critical thinking skills, identify researchable clinical informatics problems, and identify and evaluate various informatics roles. Prerequisite: 6723 [3]

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

NURS 6723. Informatics of Clinical Practice. [Formerly NURS 392A] This course focuses on a structured approach to methods, techniques, and tools for information system development and implementation used by informatics nurse specialists. The information system life cycle approach incorporates the following phases: planning, analysis, design, implementation, and evaluation. Planning and management of disaster recovery, business continuity, and methods of evaluating effectiveness and return on investment are included. Prerequisite: 6710, 6720, 6732. [3]

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

NURS 6727. Data to Information I. Given the explosion of data generation and availability in recent years, skills for managing large amounts of data and gaining insights from these data are essential for informatics nurse specialists. This first of two courses focuses on extracting information from data and will emphasize data collection, database design, data querying, and descriptive analysis. Learners will gain practical experience and skills in creating a database application and then retrieving and analyzing data found in their database. [3]

NURS 6728. Data to Information II. Building upon Data to Information I, this course focuses on the use of rapidly growing clinical data to support continuous learning in health care. Learners will be exposed to key concepts in Learning Health Systems, data science, machine learning, "big data," and the application of diverse methods to improve the quality of health care outside of traditional clinical trials and related approaches. The course will emphasize data science studies in biomedical literature, clinical prediction models, and collaboration with data scientists. Prerequisite: 6727. [3]

NURS 6730. Advanced Concepts of Informatics-NI Professional Formation 3. This course is the third in a series of courses facilitating professional formation in the informatics nurse specialist role. Building on content from NI Professional Formation 2, learners will acquire advanced knowledge in contemporary health informatics topics applicable to local, national, and global environments. Ranging from interoperability to knowledge representation to genetics/genomics to health policy

to health care delivery outside the clinical environment, this survey course will cover a large breadth of topics and facilitate learners' ability to acquire greater content depth in a self-directed manner. Learners will also be exposed to professional development and career planning resources. Prerequisite: 6720. [3]

NURS 6732. Designing, Planning and Managing Scalable Projects. [Formerly NURS 381W] Regardless of size or scope, all new and existing projects within a health care 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 health care settings. Learners will be exposed to tools and frameworks found in business and management environments. Practical skills that leverage software will be acquired through hands-on application. Prerequisite: 6710. [3]

NURS 6795. Nursing Informatics Practicum II. [Formerly NURS 392D] 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 health care 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 health care organization using evidence and data to address a real world problem. Prerequisite: 6715. [3]

NURS 6805. Advanced Health Assessment Applications for Nurse-Midwifery. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Techniques, including communication skills, used in assessment of the health status of women and the fetus are developed and refined in laboratory and clinical settings. Congruence of philosophical concepts among the profession, school, and the program is introduced. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards for Midwifery Practice, and Code of Ethics provide the basis for clinical actions. This course builds on knowledge of advanced health assessment with a focus on clients commonly seen in the nurse-midwifery practice setting. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

NURS 6810. Women's Health for Nurse-Midwifery. [Formerly NURS 327A] Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women. Women's health specialization includes prevention, the societal and political determinants of health, patient education, and reconceptualization of women's relationships with health care providers. Health assessment and maintenance as well as disease identification and treatment will be presented on a wellness to illness continuum. Students utilize current research in women's health and identify potential research opportunities. This course builds on knowledge of basic reproductive anatomy and physiology as well as techniques of assessment to facilitate student's ability to translate knowledge into clinical application. Students synthesize knowledge of organic processes, normal and abnormal, to learn assessment, management, diagnosis, and treatment of conditions encountered by the clinician whose scope is the care of women. Pre/corequisite: 6011. [3]

NURS 6811. Reproductive Anatomy and Physiology. [Formerly NURS 306B] Normal anatomy and physiologic processes of reproduction, including changes during the maternity cycle, are studied. Selected physiologic processes associated with healthy women across the lifespan, human genetics, development of the products of conception, the maternity cycle and the implications for client adaptations are examined. [2]

NURS 6812. Evolution of Midwifery in America. [Formerly NURS 333] This course surveys the historical and social literature of midwifery nursing and medicine in the context of the care of women and infants. Development of midwifery and the professional organization are analyzed and interpreted. Development of the midwife and nurse-midwife are examined in relation to societal, economic, and political issues involved in health care systems from the 18th century to present. Dynamics that affect the medical and midwifery models of care will be discussed to provide critical understanding of women's health care in America. Prerequisite: None. [2]

NURS 6815. Nurse-Midwifery Practicum I. [Formerly NURS 331] Students apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to nurse-midwifery care of women from premenarche through post-menopause. Students apply specific components of the American College of Nurse-Midwives (ACNM) Philosophy, Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), Standards for the Practice of Midwifery, and the Code of Ethics to women from peri-menarche through post-menopause including primary care, preconception, antepartal, and interconceptional periods. Clinical experience is under the supervision of nurse-midwifery, nurse practitioner, or physician preceptors in a variety of settings. Students have the opportunity to identify and discuss risk management and ethical issues inherent in clinical practice. This course uses content on women's health and preconception from N6810 and physiology of pregnancy from N6811. This course will address the clinical application of gynecologic care, both normal and pathology, over the lifetime, as well as maternal changes and fetal development in pregnancy building on content from these courses. Prerequisite: 6011, 6805, 6810; corequisite: 6020, 6821. [2]

NURS 6821. Antepartal Care for Nurse-Midwifery. [Formerly NURS 330] This course provides the theoretical basis of individualized family-centered management of pregnancy for women of diverse cultural and socioeconomic backgrounds. Pregnancy is viewed as a normal physiologic and developmental process that affects and is affected by a variety of factors, including psychosocial, epidemiologic, legal and ethical issues. Strategies are presented for health promotion and disease prevention, including preconception and prenatal screening, health education, empowerment of women, and collaboration with other health care providers. Selected complications of pregnancy are addressed, and appropriate applications of technology, pharmacologic, non-pharmacologic, and common complementary and alternative therapies are considered. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 6810. Pre/corequisite: 6811 [3]

NURS 6831. Skills for Nurse-Midwifery. [Formerly NURS 334] This course provides nurse-midwifery students with clinical and laboratory experiences needed to develop skills necessary during uncomplicated birth and specific complicated or emergency situations in the intrapartum and postpartum periods. Prerequisite: 6805, 6810. Pre/corequisite: 6821. [1]

NURS 6835. Practicum in Intrapartum/Postpartum/Neonatal Nurse-Midwifery Care. [Formerly NURS 335] Students will integrate principles, current literature, theory and research findings into the management of the care of women during the intrapartum and postpartum periods, and management of the newborn from birth to 28 days of life. Methods of screening for abnormalities, supporting healthy adaptation to extrauterine life, and facilitating healthy parental-newborn family relationships are applied. Students have the opportunity to apply components of the American College of Nurse-Midwives (ACNM) Philosophy, Core Competencies for Basic Midwifery Practice (including the Hallmarks of Midwifery and Midwifery Management Process), and Standards for the Practice of Midwifery, and the Code of Ethics in the

management of labor, birth, and the puerperium, as well as in management of the newborn through 28 days of life. Clinical objectives are achieved in a variety of settings under the preceptorship of experienced certified nurse-midwives and physicians. Prerequisite: 6011, 6020, 6805, 6811, 6815. Pre/Corequisite: 6831, 6836, 6838. [4]

NURS 6836. Intrapartum Care for Nurse-Midwifery. [Formerly NURS 336] This course examines the theoretical basis of intrapartum nurse-midwifery management. Multidisciplinary theories, concepts, and research are synthesized to develop safe management plans that are culturally and ethically appropriate and applicable to the physical, emotional, and educational needs of the childbearing woman and her family. Nurse-midwifery management recognizes pregnancy and birth as a normal physiologic and developmental process. Management includes non-intervention in the absence of complications as well as selected intrapartum complications and emergencies. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the course. Prerequisite: 6011, 6020, 6805, 6810, 6811, 6815, 6821. [3]

NURS 6838. Nurse-Midwifery Care of the Mother-Baby Dyad. [Formerly NURS 338] This course examines theory and research related to nurse-midwifery management of the maternal/newborn dyad during the post-partum period, and strategies for facilitating healthy physiological adaptation and parental-family-newborn relationships. Methods of screening for and collaborative management of common abnormalities are discussed. Management includes non-intervention in the absence of complications as well as selected postpartum complications and emergencies. The American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), Standards of Midwifery Practice and Code of Ethics provide the framework for the course. Prerequisite: 6010 and 6020. Corequisite: NRP. [2]

NURS 6841. Nurse-Midwifery Role Synthesis, Exploration, and Analysis. [Formerly NURS 304B] This course is designed to prepare the nurse-midwifery student for entry into professional practice. In addition, concepts related to leadership, reimbursement and quality principles to continually improve health care are applied. The course builds on information initially discussed in NURS 6812 Evolution of Midwifery in America. Prerequisite: 6812. Corequisite: 6895 or permission of instructor. [2]

NURS 6895. Advanced Clinical Integration Experience for Nurse-Midwifery. [Formerly NURS 339] The final nurse-midwifery practicum allows the student to practice full scope nurse-midwifery under the supervision of experienced Certified Nurse-Midwife preceptors, managing women's health care from perimenarche through the postmenopausal periods and newborn health care from birth through the first month of life. Full scope nurse-midwifery care includes the areas of gynecology, family planning, preconception, antepartum, intrapartum, postpartum, newborn, breast-feeding support, common health problems in the pregnant and non-pregnant woman, and the peri and postmenopausal periods. Students immerse themselves in the clinical practice to which they are assigned and reside in the community in which it is located, providing for continuity of care. Practice is in collaboration with the client and other health care providers, consulting and referring according to the nurse-midwifery management process. Academic faculty are closely involved with the selection of appropriate clinical sites and ongoing advisement and evaluation of the student during the practicum. A written comprehensive exam is taken after the practicum is completed. By the end of the course, the graduate is prepared to assume the role of the beginning professional nurse-midwife and to sit for the American Midwifery Certification Board (AMCB) certification examination. The AMCB Philosophy, Code of Ethics, and Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice provide the framework of the

course. Prerequisite: 6810, 6815, 6821, 6831, 6835, 6836, 6838. Corequisite: 6841. [5]

NURS 7011. Health Promotion of Behavior Development: Birth through Adolescence. [Formerly NURS 311] This course focuses on the theoretical basis for pediatric advanced nursing practice emphasizing the development of the child and adolescent as an individual within the context of family and society. Using a family-centered approach, this course considers factors, techniques and research which facilitate or interfere with healthy development. Emphasis is placed on developing strategies for providing appropriate anticipatory guidance, health promotion, and disease prevention interventions within the life course. Pre/corequisite: None. [3]

NURS 7012. Advanced Practice Nursing in Pediatric Primary Care Part I. [Formerly NURS 312A] This is the first course in a two-part pediatric primary care didactic course sequence. Information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content includes information related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents by pediatric nurse practitioners. Content is presented within a family-centered and developmental perspective and includes content related to advanced pathophysiology, research, psychosocial factors, and ethical considerations. Prerequisite: Graduate level standing, admission to the Pediatric Nurse Practitioner Program; Corequisite: 7011, 7013, 7015 or 7025, 6010. [3]

NURS 7013. Advanced Health Assessment and Clinical Reasoning. [Formerly NURS 305D] Students differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results and use clinical reasoning to formulate diagnoses for culturally diverse pediatric patients. Synthesizing a systematic, organized, family-centered health assessment that is sensitive to growth and development needs is emphasized. Health promotion and disease prevention strategies are discussed. Pre/corequisite: 6010, 7015 or 7025. [2]

NURS 7015. Advanced Health Assessment Applications for the Primary Care Pediatric Nurse Practitioner. [Formerly NURS 305E] This course builds on knowledge of advanced health assessment with focus on clients commonly seen in the pediatric practice setting. Techniques, including communication skills, used to assess the health status of children and adolescents are enhanced and refined. Diverse clinical experiences are used to develop proficiency in history taking and health assessment techniques with infants, children, and adolescents within the context of family-centered care. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and which will provide the most pertinent data with the least risk to the infant and child-adolescent is emphasized. Corequisite: 7013. [1]

NURS 7021. Advanced Practice Nursing in Pediatric Primary Care Part II. [Formerly NURS 312B] In this second part of the pediatric primary care didactic course sequence, information is presented that is necessary for the practice of primary health care nursing of children and adolescents. Course content builds upon the information presented in Part I related to the principles of health promotion, disease prevention, and assessment and management of common primary health care problems in children and adolescents. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010, 7011, 7012, 7013/7015; Pre/corequisite: 7023. [3]

NURS 7022. Advanced Practice Nursing in Pediatric Acute Care Part I. [Formerly NURS 312C] In this first part of the pediatric acute care didactic course sequence, information is presented that is necessary for the practice and management of acutely ill, critically ill, and chronically ill children and adolescents. Course content relates to the principles of assessment and management of common health care problems in children and adolescents. A portion of the course includes information necessary for PNPs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and

ethical considerations are explored. Prerequisite: 6010, 7011, 7013, 7012, 7025; corequisite: 7024, 7045. [3]

NURS 7023. Advanced Pharmacotherapeutics. [Formerly NURS 307E] This course is designed to provide students with the knowledge of pharmacokinetics that will enable the student to safely and appropriately select pharmacologic agents (prescription and over the counter) for the management of common acute and chronic health problems of pediatric clients. Specific content of the course covers representative drugs of a pharmacologic group, indications for use, drug selection, titration of dose, key adverse effects, and monitoring of therapy and alternative therapy. Prerequisite: Graduate level standing; admission to the Pediatric Nurse Practitioner program; Corequisite: 6010, 7011. [3]

NURS 7024. Advanced Pharmacotherapeutics. This course is designed to provide students with the knowledge of pharmacodynamics and pharmacokinetics which will enable the student to safely and appropriately select pharmacologic agents for the management of acute and chronic health problems of pediatric clients in the acute care setting. Specific content of the course covers representative drugs of pharmacologic groups, indications for use, drug selection, titration of dose, key adverse effects, drug to drug interactions and monitoring of therapy. Legal and ethical considerations in pediatric pharmacotherapy are discussed. Pre/corequisite: 6010, 7011, 7012, 7013, 7025. [3]

NURS 7025. Advanced Health Assessment Applications for the Acute Care Pediatric Nurse Practitioner. [Formerly NURS 305G] This clinical course builds on content presented in NUR 7013. Laboratory and clinical experiences are provided to develop techniques of advanced physical and developmental assessment of the well child. Oral and written communication skills necessary for effective history taking and inter-professional collaboration are refined. The clinical experience in pediatric primary care provides an opportunity for the student to apply principles of family-centered care. Pre/corequisite: 6010, 7011, 7013. [1]

NURS 7031. Advanced Practice Nursing in Pediatric Acute Care Part II. This course is the second part of the acute care content designed to provide students with the knowledge necessary for the management of acutely ill, chronically ill, and critically ill children and adolescents. Course content builds upon the illness management presented in NURS 7022, and that of NURS 7025 related to the principles of assessment and management of common health care problems and developmental issues in children and adolescents. A portion of the course includes information necessary for PNP-ACs to care for pediatric clients with special needs and their families. Using a family-centered and developmental perspective, related advanced pathophysiology, research, psychosocial factors, and ethical considerations are explored. Prerequisite: 6010, 7011, 7013, 7022, 7025, 7045. Corequisite: 7095. [3]

NURS 7032. Current Issues in the Delivery of Advanced Pediatric Care. [Formerly NURS 313] The focus of this course is on the pediatric nurse practitioner role in developing, implementing, and evaluating comprehensive care with pediatric clients. Applications of effective strategies with selected families and populations are emphasized. The course provides an opportunity for synthesis of knowledge and skills, including management and communication strategies, health policies and trends, appropriate theories, and ethical principles. Pre/corequisite: None. [3]

NURS 7035. Practicum in Primary Health Care of Children. [Formerly NURS 314A] This course is a precepted clinical practicum focusing on pediatric health care in the primary care setting with an emphasis on health promotion, management of common health problems, and client education. A developmental approach is used in assessing the child and adolescent and formulating the treatment plan. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Learners also participate in clinical conferences where various pathophysiological and psychological processes encountered with the child and his/her family will be discussed. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Learners

explore relevant resources/research related to pediatric health care and apply findings to the care of clients. Prerequisite: 6010, 7011, 7012, 7013, 7015. Pre/corequisite: 7021, 7023. [4]

NURS 7045. Advanced Practice Nursing in Pediatric Acute Care Practicum I. [Formerly NURS 314C] This course is a precepted clinical practicum focusing on inpatient management of acutely ill, chronically ill, and critically ill pediatric patients. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiologic and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 6010, 7012, 7013, 7025, 311. Corequisite: 7022 and 7024. [4]

NURS 7085. Advanced Pediatric Primary Care Preceptorship. [Formerly NURS 314E] The focus of this clinical practicum is on implementation of the pediatric nurse practitioner role in delivering primary care to pediatric clients. The preceptorship provides a broad practice experience which allows for synthesis of knowledge and skills acquired in prerequisite and corequisite course work. Emphasis is on providing comprehensive care to pediatric clients and families across a variety of practice settings in collaboration with other health professionals. At least 240 of the total clinical hours will be in primary care settings. Clinical seminars will focus on professional role issues for pediatric nurse practitioners and case presentations. Prerequisite: 6010, 7011, 7012, 7013, 7015, 7021, 7023, 7035. [5]

NURS 7095. Advanced Practice Nursing in Pediatric Acute Care Practicum II. [Formerly NURS 314D] This course is a precepted clinical practicum focusing on the management of acutely ill, chronically ill, and critically ill pediatric patients and building upon the knowledge and experience gained in N314C. A developmental approach is used to assess hospitalized pediatric patients and formulate a comprehensive plan of care. Precepted clinical rotations in acute pediatric health-care settings provide the opportunity for advanced health assessment of the child, interdisciplinary collaboration, and comprehensive patient care management. All clinical experiences must occur in the acute care setting. Integrated principles of advanced pathophysiologic and psychosocial concepts will be applied to the care of acutely ill pediatric patients and their families. Emphasis will be placed on evidence-based, family-centered, culturally-competent pediatric health care. The role of the pediatric nurse practitioner as an acute care provider in a variety of pediatric settings will be examined. Prerequisite: 6010, 7011, 7012, 7013, 7022, 7025, and 7045. Corequisite: 7031. [5]

NURS 7205. Advanced Health Assessment Applications for the Psychiatric-Mental Health Nurse Practitioner. [Formerly NURS 305B] This course builds on knowledge of advanced health assessment with a focus on co-morbid physical and psychiatric conditions commonly seen in psychiatric/mental health settings, with an emphasis on expanding proficiency in conducting histories and physical examinations. Communication techniques unique to the specialty population are emphasized. Systematic and organized health assessments related to identification of co-morbidity and interrelationship of physical and psychiatric conditions and treatments are explored. Experienced psychiatric mental health practitioners, psychiatrists and other related providers serve as role models in clinical practice. The course emphasizes the integration of health assessment strategies that are sensitive to the psychosocial needs of mental health clients. Pre/corequisite: 6010, 6011, 6011L, 6020, graduate-level standing, admission to the Psychiatric-Mental Health Nurse Practitioner program. [1]

NURS 7212. Theories of Individual and Family Psychotherapy. This course introduces a variety of conceptual models and theories related to the practice of individual psychotherapy and family therapy. Models of personality development and family dynamics provide a theoretical basis

for understanding the development of psychopathology and selection of appropriate therapeutic strategies. Students will apply selected theories to case study material and evaluate the utility of theory-based research findings for specific client populations. [2]

NURS 7215. Theoretical Foundations and Practicum for Psychiatric-Mental Health Nursing Across the Lifespan. [Formerly NURS 351] This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The *DSM5 (Diagnostic Statistical Manual of Mental Disorders)* will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health disorders. Laboratory time concentrates on case-based simulation of initial diagnostic interviews, formulation of differential diagnoses and initial treatment plans. Clinical practicum provides students the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. Pre/corequisite: 6011, 7211 or 7212. [3]

NURS 7216. Child and Adolescent Psychopathology. [Formerly NURS 355] This course builds on prerequisite knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods, pathophysiology, and clinical practicum with psychiatric patients. This two-credit hour course for post-master's Adult PMHNP or Adult PMHCNS students reviews the major childhood disorders; looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to children and adolescents, use of rating scales, as well as evidence-based child and adolescent specific treatments. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented. Pre/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds current ANCC certification as an Adult Psychiatric Mental Health Nurse Practitioner (PMHNP) or Adult Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS), has a master's degree or a post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, holds a nursing license in an eligible state, and receives approval from the PMHNP program director to be eligible to take this course. [2]

NURS 7221. Neuroscience for Mental Health Practitioners. [Formerly NURS 352] This course presents advanced concepts in neuroscience and the clinical management of targeted psychiatric symptoms, related to the treatment of various psychiatric disorders. The course reflects current scientific knowledge of neuroanatomy, neurophysiology, and neurochemistry, and its application to clinical problems seen in a variety of settings. This course complements diagnostic and psychopharmacology content from 7222 to provide the advanced practitioner with knowledge related to clinical management of psychiatric illnesses. Pre/corequisite: 6010 and 7222 or permission of faculty. [3]

NURS 7222. Psychopharmacology. [Formerly NURS 353] This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings. This course builds on diagnostic and neuroscience content from 7221 to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications. Pre/corequisite: 6010, and 7221 or permission of faculty. [2]

NURS 7225. Practicum in Psychiatric-Mental Health Nursing with Individuals, Groups and Families. [Formerly NURS 356] This course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to complex groups. The student gains skill in implementing evidence-based practice interventions, case load management, and analyzing

process dynamics with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Students will explore the PMHNP scope of practice through exposure to multiple roles and models. They will continue to refine diagnostic skills, pharmacological management, non-pharmacological management, and clinical reasoning. A focused needs assessment at clinical site will form the basis for implementation and evaluation of summer clinical project to improve some aspect of patient care or agency services. Pre-requisite: 6011, 7205 and 7215; corequisite: 7221 and 7222. [4]

NURS 7231. Population-based Mental Health Care Across the Lifespan. [Formerly NURS 357] This course focuses on systems issues affecting clients across the lifespan who require special attention from the advanced practice psychiatric nursing role. Emphasis is placed on effective management of current practice issues without compromising the special needs of these populations. These issues deal with the areas of effective evidence-based treatments, interface with families, developmental task resolution, legal/ethical decision-making, socialization, placements, co-morbidities in care and finances. This content is then conceptualized and operationalized relative to the advanced practice psychiatric nursing role and its interface with both the interdisciplinary psychiatric team of care and other health care professionals involved in the holistic treatment of the patient. Pre/corequisite: Admission to the PMHNP specialty level; successful completion of 7215, 7225 clinical course work. [2]

NURS 7232. Advanced Psychopharmacology. Explores advanced concepts related to the targeted clinical management of psychiatric symptoms and disorders across the lifespan. Applies knowledge of pharmacokinetics and pharmacodynamics and evidence-based practices to the management of complex patients with psychiatric disorders across the lifespan. Prepares the advanced practice registered nurse to evaluate available evidence to manage psychiatric disorders in persons with complex multimorbid psychiatric and physical health conditions. [2]

NURS 7275. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Child and Adolescent Focus. [Formerly N358C] 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/corequisite: Admission to the PMHNP specialty level as a post-master's student who holds one or more of the following current ANCC certification(s): Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing (Adult PMH-CNS) or Adult Psychiatric Mental Health Nurse Practitioner (Adult PMHNP); has a master's degree or post-master's certificate in psychiatric mental health nursing from an NLNAC or CCNE accredited program documented by official transcripts, hold a nursing license in an eligible state, and receives approval from the PMHNP program director to be eligible to take this course based on Gap Analysis of transcripts. Gap Analysis of transcripts documents completion of equivalent content and clinical for 6010, 6011, 6020, 6050, 6060, 6070, 7205, 7211 or 7212, 7215, 7221, 7222, 7225, 7231. N7216 Child/Adolescent Psychopathology is required co/prerequisite. [3]

NURS 7285. Psychiatric-Mental Health Nurse Practitioner Preceptorship with Adult and Geriatric Focus. [Formerly NURS 358B]

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

NURS 7295. Psychiatric-Mental Health Nurse Practitioner Preceptorship. [Formerly NURS 358A] This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. Prerequisite: 7225. [4]

NURS 7305. Advanced Health Assessment Applications for the Women's Health Nurse Practitioner. [Formerly NURS 305B] Advanced techniques used in assessment of the health status of women are taught. Students in the course have the opportunity to enhance and refine their assessment and diagnostic skills in a laboratory setting. Diverse applications are used to expand proficiency in history taking and health assessment techniques specifically directed at the health care of women. Pre/corequisite: 6011, graduate-level standing, admission to the specialty. [1]

NURS 7310. Women's Health for Advanced Practice Nursing I. [Formerly NURS 327A] Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women, focusing on obstetric and gynecologic issues. Women's health specialization includes prevention across the lifespan, societal and political determinants of health, patient education, culturally competent care, and reconceptualization of women's relationships with health care providers. This course will focus on the health assessment and maintenance of wellness including normal gynecologic issues, the childbearing family, and the low-risk pregnancy. Students utilize current research in women's health and identify potential research opportunities in obstetrics and gynecology. Corequisite: 6011. [3]

NURS 7315. Practicum in Women's Health. [Formerly NURS 328] This practicum offers opportunities for students to engage in specific components of advanced nursing practice during self-directed clinical experiences in collaboration with preceptors. Students will apply advanced knowledge of normal physiology, pathophysiology and psychosocial

concepts to nursing care of women across the lifespan. Pre/corequisite: 6011, 6020, 7305, 7310, 7320. [4]

NURS 7320. Women's Health for Advanced Practice Nursing II. [Formerly NURS 327B] Building on prior knowledge of experience with women's health emphasizing wellness, students will begin to critically examine and evaluate evidence regarding deviations from normal gynecology and low-risk pregnancy. This course focuses on advanced nursing practice through the comprehensive assessment and management of disease processes and treatment of obstetric-gynecologic abnormalities. Concepts include disease and risk identification, culturally competent care, management, treatment, risk reduction, patient education, consultations and referrals. Pre/corequisite: 6010, 7310. [3]

NURS 7330. Women's Health Issues. [Formerly NURS 326] In this course, students examine major historical, political and cultural influences on the health and health care of women in the United States. Students develop a woman-centered holistic approach to care, which is the central concept in their women's health nursing practice. Enrollment limited to WHNP and WH/AGPCNP students. [1]

NURS 7395. Preceptorship in Women's Health. [Formerly NURS 329] The Women's Health Nurse Practitioner specialty begins with the study of healthy childbearing women and gynecologic, well-woman care then continues with the study of high-risk obstetrics and deviations from normal gynecology. Emphasis is on health maintenance of women throughout the life span. This course prepares students for entry-level advanced practice as a Women's Health Nurse Practitioner. Pre/corequisite: 7315, all core courses. [5]

NURS 7999. Thesis. [Formerly NURS 379]

D.N.P. Courses and Electives

NURS 8010. Evidence-Based Practice I: The Nature of Evidence. [Formerly NURS 410] This course explores the philosophical underpinnings for nursing knowledge relevant to advanced nursing practice at the doctoral level. Methods by which nursing knowledge is generated, levels of evidence, nursing theories and theories from other disciplines informing nursing practice will be investigated. Students will identify and analyze concepts relevant to their topic of interest. Admission to the DNP Program or permission of instructors required. [2]

NURS 8012. Informatics for Scholarly Practice. [Formerly NURS 412] This course provides an overview of informatics and the role it plays in the delivery of evidence based care. With a focus on health care 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 health care reform policies. This course prepares the student to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation. [2]

NURS 8014. Statistics in Health Sciences. [Formerly NURS 414] This course provides the foundation for the critical evaluation and synthesis of published health sciences evidence including an overview of the appropriate use and interpretation of commonly used statistical techniques for generating that evidence. Students will analyze the research methods and reported statistical results in published literature with an emphasis on implications for advanced nursing practice decisions. Students will develop plans for analysis of data collected with consideration of the alignment of project purpose with methods. Students will develop skills necessary to translate the statistical findings for stakeholders. Prerequisite: Admission to the D.N.P. program or permission of instructors. [3]

NURS 8015. Integrative Application of Evidence-Based Practice I. [Formerly NURS 420] NURS 8015 is the first of the three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to initiate the development of the D.N.P. scholarly project proposal and apply clinical scholarship to improve patient and population health outcomes. The student is expected to accrue a minimum of 125 hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student will integrate the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8010 (or seamless transition student). Corequisite: 8014 and 8042. [1]

NURS 8022. Evidence-Based Practice II: Evaluating and Applying Evidence. [Formerly NURS 422] This course will build on Evidence-Based Practice I by preparing DNP students to evaluate evidence designed to improve clinical outcomes related to their identified topic of interest, and to translate the evidence into practice environments. Prerequisite: 8010 (or seamless transition student). [3]

NURS 8024. Epidemiology. [Formerly NURS 424] Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course introduces concepts of population, incidence, bias, and disease causality. Implications for program evaluation will be discussed. Upon completion, the student will be able to apply epidemiologic concepts and methods to examine patterns of system, population, and/or individual health outcomes or indicators and to evaluate published studies of these outcomes. Pre/corequisite: 8014. [3]

NURS 8025. Integrative Application of Evidence-Based Practice II. [Formerly NURS 430] NURS 8025 is the second of the three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to complete the DNP scholarly project proposal and apply clinical scholarship to improve patient and population health outcomes. The student is expected to accrue a minimum of 250 practice hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student will integrate the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8015; pre/corequisite: 8032 or 8034. [1]

NURS 8032. Health Care Economics and Finance. [Formerly NURS 432] This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost-benefit analysis and health care entrepreneurship. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment. Students take either 8032 or 8034. [3]

NURS 8034. Advanced Health Care Economics and Finance. [Formerly NURS 434] This course addresses advanced application of economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed at preparing the student to assume an executive-level DNP role in large and complex health care organizations. [3]

NURS 8042. Quality Improvement and Patient Safety. [Formerly NURS 442] This course introduces students to improvement science and prepares them to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within their own organizations. [3]

NURS 8044. Management of Organizations and Systems. [Formerly NURS 444] This course synthesizes leadership theory and organizational models within the context of the health care industry. Models

of human resource management, change management, strategic planning, program development and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations. [3]

NURS 8045. Evidence Based Leadership in Health Care Organizations: Creating Sustainable Value in Health Care. [Formerly NURS 445] This course is specifically designed for D.N.P. 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. Prerequisite: 8010, 8032 or 8034. Corequisite: 8012 or permission of instructor. [3]

NURS 8052. Health Policy. [Formerly NURS 452] This course addresses health policy from the perspectives of evidence development, analysis and economic impact within a socio-political context. There is a secondary focus on the role of regulation within the U.S. health care system. The DNP contribution to health policy development is explored. [2]

NURS 8054. Legal and Ethical Environment. [Formerly NURS 454] This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact DNP practice. [3]

NURS 8060. Obesity and Weight Control Part 1: Biology, Physiology and Epidemiology. [Formerly NURS 460A] Nationwide and worldwide the obesity epidemic is growing, and this has led to a significant number of adults and children with obesity-related comorbidities such as hypertension, dyslipidemia, type 2 diabetes, and cardiovascular disease. Awareness of this trend necessitates greater understanding of the link between adiposity and metabolic disease. This course will review the biological and physiological control of food intake and energy balance. The course will evaluate the metabolic pathways in which food and macronutrient intakes are utilized to provide energy and mechanisms by which body weight and health are influenced. Public health issues associated with obesity, energy, and macronutrient intakes will be discussed as well as the adequacy of intakes in meeting recommended requirements at various life stages. Critical evaluation of peer-reviewed literature will be used to study prevention and risk factors of overweight and obesity, consequences with regard to metabolic syndrome and other chronic disease states, and public health issues. This course builds on undergraduate/graduate preparation in anatomy, physiology, and biochemistry. [2]

NURS 8062. Management of Psychiatric Issues for the Non-Psychiatric-Mental Health Advanced Practice Nurse. [Formerly NURS 462] Expand clinical competencies of Non-Psychiatric Mental Health Advanced Practice Nurses in assessing, evaluating, diagnosing, and treating mental health problems. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, biochemistry within a cultural context. Prerequisite: Specialization in a non-Psychiatric-Mental Health Advanced Practice Nurse role. [2]

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

NURS 8066. Curriculum Strategies for Health Professionals Education. [Formerly NURS 466] (Required course for students who have received a Nurse Faculty Loan) This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create course units for effective learning and use a course management system. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Prerequisite: Graduate-level standing. [3]

NURS 8067. Educational Evaluation for Learning in the Health Professions. [Formerly NURS 467] (Required course for students who have received a Nurse Faculty Loan) This course provides an introduction to theoretical foundations and evidence-based strategies for assessment, measurement, and evaluation in nursing education. Course participants explore assessment of clinical and didactic learning across cognitive, psychomotor, and affective domains for diverse learners, and are introduced to strategies for curriculum and program evaluation. Emphasis is placed on development of test items, interpretation of test results, evaluation of written assignments, and assessment of clinical skill performance. Discussion of legal, ethical, and social issues related to evaluation is included. Prerequisite: None, although completion of 8066 is strongly recommended. [3]

NURS 8068. Online Methodologies for Nursing Education. [Formerly NURS 468] 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. Prerequisite: None, although completion of N8066 and N8067 is recommended. [3]

NURS 8069. Lean Methodology in Health Care. [Formerly NURS 469] This course focuses on the analysis and application of Lean principles to improve a process or system. This course builds on basic quality improvement principles. Topics include a history of the Toyota production system including how to identify the eight wastes in health care, how to implement 5S, A3 concepts, data collection, and value stream mapping of current state and future state processes. [2]

NURS 8070. Obesity and Weight Control Part 2: Management and Practice. [Formerly NURS 460B] Weight management and treatment of overweight, obesity, metabolic syndrome and other obesity related comorbidities requires multidisciplinary efforts. This course will build on the knowledge obtained in 8060 to provide the student with a comprehensive understanding of national and organizational guidelines as well as current evidence based standards of care. The course will review the role of various health care providers in screening and assessment of body weight and energy balance. Patient management issues specific to age groups across the life cycle will be discussed as well as differences in practice and management by health care setting. The course content will include use of the scientific evidence to evaluate current dietary, pharmaceutical and surgical treatment models, strategies to optimize outcomes as well as identification and management of adverse outcomes. [2]

NURS 8071. Leadership in Interprofessional Practice: Critical Issues for Promoting a Culture of Safety. [Formerly NURS 471] This course is designed to enhance students' understanding of the management of unprofessional behavior, difficult interpersonal interactions, disclosure of medical errors and the role of each in building a culture of safety in the clinical practice environment. Using a case-based format, students will explore critical incidents, gain expertise in recognizing impediments to patient safety, and develop skills to rectify situations resulting in poor clinical outcomes. Students participate in faculty-guided, case-based group exercises emphasizing inter-professional team dynamics and emerge prepared to serve in leadership roles to create safer practice environments. The course builds on undergraduate and graduate preparation by engaging the student to gain new perspectives on how to expertly handle inter-professional discord, disclosure of medical errors, and improve communication in the health

care team. Prerequisite: Graduate level standing. M.S.N. students may enroll in the course with permission of the instructors. [2]

NURS 8072. Fundamentals of Global Health: Addressing Global Health Disparities. [Formerly NURS 470] This is a 3 credit hour elective course designed for graduate students interested in global health and will consist of seven units: Introduction to Global Health, Health Disparities, Health Care Delivery Systems, Evidence-based Practice, Non-communicable and Communicable illnesses, Trauma and Violence and Effective, Ethical Models for Global Health Engagement. The course will focus on best practices for allocating scarce resources and engaging in interdisciplinary global health work with diverse communities from a cultural, ethical and clinical perspective. Students will engage in learning through readings, synchronous and asynchronous discussions, case studies and written assignments. This course is designed for students interested in caring for and empowering underserved populations locally and abroad. [3]

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

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

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

NURS 8080. Independent Study. [Formerly NURS 464] Individualized study with content related to the student's practice and scholarly project. A contract is made between the student and faculty adviser with copies for the student, faculty adviser, program director, and student's academic record. With the adviser's guidance, the student is responsible for identifying study objectives and DNP competencies that are addressed within the course, and for specifying the primary DNP competency related to this study and learning activities and evaluation method. In addition, the student must complete the independent study agreement form that is available on the School of Nursing website. Prerequisite: Consent of faculty adviser. [Variable credit 1-4]

NURS 8090. Palliative Care for Adults: Advanced Pain and Symptom Management. [Formerly NURS 465A] This course provides a foundation for graduate level nurses to deliver effective pain and symptom management for adults living with a complex serious illness and/or terminal disease. The paradigm shift from traditional models of health care to models of palliative and hospice care, and the resultant impact on care in this population and their families are explored. The complexity of serious illnesses and terminal diseases and challenges and barriers to effective pain and symptom management are examined. Evidence-based pain and symptom management by the advanced practice nurse

are emphasized. Prerequisite: Admission to graduate program or permission by faculty. Must be APRN or APRN student and completed Pathophysiology, Pharmacology, and Assessment courses. [2]

NURS 8091. Palliative Care for Adults: Psychosocial, Spiritual and Cultural Aspects. [Formerly NURS 465B] This course provides a foundation for understanding the relationships among individual and family psychosocial, spiritual and cultural dimensions, ethical issues and client-family-provider communication when providing palliative and end-of-life care to adults and their families. Selected theory and practice components of loss, grief, death, and bereavement for patients, families, and professional caregivers are examined. Prerequisite: Admission to graduate program or permission by faculty. [2]

NURS 8092. Palliative Care III: Palliative Care in Specialized Populations. [Formerly NURS 465C] This is one of three didactic palliative care courses. This course is designed to provide graduate level nurses with the knowledge and skills important to provide clinical care for clients of all ages living with advanced complex illness and their families. In particular, this course presents selected theory and practice components of palliative care in specialized populations, such as children, homeless, home bound, veterans, and older adults. The course is designed to continue to develop the knowledge and skills necessary for therapeutic and compassionate interactions with specific populations facing advanced illness and death. In addition, this course focuses on development of the APRN in leadership and education. Specifically, topics discussed are aspects of starting a palliative care service, measuring quality indicators, educating staff in caring for patients receiving palliative care and developing leadership qualities to guide the health care system to improve care to patients and families with advanced illness. Prerequisite: admission to post-master's or D.N.P. program or permission of faculty. [2]

NURS 8095. Integrative Application of Evidence-Based Practice III. [Formerly NURS 440] NURS 8095 is the third of three integrative application courses that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to implement their D.N.P. scholarly project and disseminate the findings to improve patient and population health outcomes. The student is expected to accrue a minimum of 500 practice hours in an area related to their practice inquiry to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. The student integrates the academic achievements and evidence in a portfolio to reflect the application of advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and systems level experiences. Prerequisite: 8025. [2]

NURS 8105. DNP Integrative Application of Evidence-Based Practice. NURS 8105 is an integrative application course that provides a progressive sequence to advance and develop the student into a practice scholar. This course offers the student mentored opportunities to develop and implement the DNP project and apply scholarship to improve health care system, patient, and/or population health outcomes. The student is expected to accrue a minimum of 500 practice hours to achieve the Essentials of Doctoral Education for Advanced Nursing Practice competencies. Prerequisite: 8010 and 8042. Corequisite: 8022. This course is designed to be repeated for at least four terms. Students will earn zero credit hours in all but the final term of enrollment for the series, at which time students will be awarded four credit hours upon successful completion of the sequence. For the purposes of billing, academic load determination, and financial aid, this course will count for one credit hour in all terms of enrollment. [4]

Ph.D. Nursing Courses

NRSC 8302. Advanced Doctoral Seminar I. [Formerly NRSC 302] This course consists of a series of seminars focusing on issues related to qualifying examinations, the dissertation, and continued development of a program of research. The topics are selected by course faculty and the students who plan to take the comprehensive examinations within the next 9-12 months. Topics and experiences may include proposal development, grant applications, mock proposal reviews, qualifying

examination situations, and dissemination of research findings. The seminar is required for two consecutive semesters. Prerequisite: Core Ph.D. course completion consistent with ability to complete the qualifying examination within 9-12 months after registration. [1] SPRING.

NRSC 8303. Advanced Doctoral Seminar II. [Formerly NRSC 303] This is the second seminar course in this series. Prerequisite: Completion of NRSC 8302: Advanced Doctoral Seminar I. [1] SUMMER.

NRSC 8304. Ethical and Legal Issues in Research. [Formerly NRSC 304] This course provides an overview of issues related to the responsible conduct of research, including data management, vulnerable populations, authorship and publication, conflicts of interest and collaboration. Federal and institutional guidelines are included. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] SPRING.

NRSC 8305. Informatics and Scholarly Inquiry. [Formerly NRSC 305] This course provides an overview of informatics, a specialty that joins nursing science with information and analytical sciences throughout the data, information, knowledge, wisdom continuum. To take advantage of the current data-rich health care environment, scholars need to understand core informatics principles in order to use data for knowledge generation. In addition, this course familiarizes the student with technology tools to organize, interpret, and present data. [2]. FALL.

NRSC 8306. Research Design and Statistics I. [Formerly NRSC 306] This course focuses on understanding and applying the basic concepts of descriptive and relational research design and statistics. Students will be introduced to the full range of designs available to address research aims, moving from descriptive to experimental and quasi-experimental. After examining the relationship of research aims to research design, the nature of measurement, and causal inference, relevant statistical methods for visualizing, describing, and making inferences from data will be introduced. The focus will be on univariate and bivariate descriptive methods. Statistical computing packages will be used. Published research will be used to develop the student's ability to evaluate the design and statistical methods used to describe health care phenomena as well as relationships among them. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] FALL.

NRSC 8307. Research Design and Statistics II. [Formerly NRSC 307] The course expands the concepts and applications of RD&S I including an introduction to longitudinal and randomized control design issues. Topics related to internal validity, experimental designs, and issues in comparing individuals and groups cross-sectionally and longitudinally will be detailed. Students will be introduced to issues in external validity and the relationships between internal and external validities. Parametric and non-parametric univariate comparative statistical methods used to analyze data resulting from cross-sectional and randomized controlled designs will be included. Students will be expected to generate and interpret results from statistical software and present relevant information in figures, tables, and text. Concepts will be studied within the context of evaluating published research. Prerequisite: Completion of Research Design and Statistics I or consent of faculty. [3] SPRING.

NRSC 8308. Research Design and Statistics III. [Formerly NRSC 308] This course is focused on advanced designs and multivariate statistical techniques. Design topics include advanced issues in external validity, field experimentation versus laboratory experiments, quasi-experimental and blended designs as well as special considerations for nested and complex longitudinal designs. Related statistical topics include advanced multiple linear regression methods (e.g., path and structural equation modeling), log-linear models and advanced techniques in survival and longitudinal data analysis. These methods and concepts will be discussed and evaluated through educational resources and published research using them. Students will have the opportunity to develop advanced skills in statistical applications most commonly used in their respective areas of interest. Prerequisite: Completion of Research Design and Statistics II or consent of faculty. [3] SUMMER.

NRSC 8309. Special Topics in Quantitative Methods. [Formerly NRSC 309] This course provides an overview of varied and timely topics in the field of quantitative methods. Exemplar topics may include issues in data collection methods such as using online or other

resources, an examination of how quantitative data collection methods influence data management and analytic approaches, collection methods for physiological or psycho-social outcomes, and the benefits and drawbacks of using public data sets, conventional and new analytic techniques, as well as broader issues in the evolution of quantitative methods. Prerequisite: NRSC 8308, NRSC 8313; NRSC 8352 or NRSC 8382; or with permission from instructor(s). [2] FALL.

NRSC 8310. Health, Health Care, Research, and Public Policy. [Formerly NRSC 310] This course explores and critically analyzes theoretical and empirical approaches to understanding dynamic synergies between research, nursing practice, health care organization, and public policy and their impact on health. Strategies for dissemination, translation, and evaluation of evidence-based research findings to support health care practices and public policies to measurably improve health outcomes for selected populations and the student's phenomenon of interest will be discussed. Local, national, and global implications will be explored. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] SPRING.

NRSC 8311. Role of Scientist in Academe, Community, and World. [Formerly NRSC 311] This seminar course assists the student to develop a personal framework for behavior within academe, the scientific community, and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated citizen scientist in an interdependent world. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [1] SPRING.

NRSC 8312. Programs of Research and Grantsmanship. [Formerly NRSC 312] This course provides the foundational information necessary for developing a program of research. Focus is placed on acquiring practical skills necessary to develop a program of research, narrowing the focus of student's area of research, and for basic grantsmanship. Focus is placed upon developing the knowledge and practical skills necessary to investigate an area of research interest and draft a research proposal appropriate to current level of career development needs and/or phenomenon of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] FALL.

NRSC 8313. Theories of Science. [Formerly NRSC 313] This course provides students with an introduction to the central theoretical and philosophical issues concerning the nature of science, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims, and philosophy of science. The course will enable students to become knowledgeable about the forces affecting the development of knowledge and critical analyses of theories commonly used in nursing research. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2] FALL.

NRSC 8350. Conceptual Foundations for Clinical Research. [Formerly NRSC 350] Critical analysis of theories, concepts, and research related to the promotion, protection, and restoration of health across the lifespan at individual, family, and community levels. Emphasis will be on the individual level. Students conduct a critical analysis of existing and emerging scientific knowledge in a chosen field of study. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

NRSC 8352. Measurement in Clinical Research. [Formerly NRSC 352] This course examines the principles of measurement, sources of measurement error, and procedures used for critical evaluation of the psychometric properties of clinical measures including techniques for assessing validity and reliability. Selected measures, commonly used in clinical research and specific to student research interests, will be evaluated for psychometric properties and fit with a proposed focus of study. Prerequisite: Enrollment in the Ph.D. program and completion of NRSC 8307 and NRSC 8350; or consent of faculty. [3] SUMMER.

NRSC 8353. Designing and Testing Clinical Interventions. [Formerly NRSC 353] Analysis of methodological, ethical, and practical issues related to the design and implementation of theory-based intervention studies. Students conduct a critical analysis of existing and emerging

interventions related to their chosen field of study. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

NRSC 8366. Curriculum Strategies for Health Professional Education. [Formerly NRSC 366] This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning is emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics, and sequencing of courses are discussed. Students will design a learning program that integrates learning styles, technology use, and a course management system. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

NRSC 8368. Contextual Nature of Health and Health Behaviors. [Formerly NRSC 368] This course explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting health by examining contextual factors that impact health and health behaviors of various system levels. Examines disparity (e.g., social and economic) as a determinant of health among individuals and sub-populations. Critique selected models of health, health behavior, community organization, and health care delivery and their usefulness to understand and impact selected health phenomena and various ethno-cultural populations and communities. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [2]

NRSC 8377. Special Topics in Nursing Science. Students will discuss research and current developments of special interest to faculty and students (may be repeated for credit). Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

NRSC 8380. Knowledge Synthesis in Nursing Science. [Formerly NRSC 380] This course provides a critical appraisal of the theoretical and empirical basis of nursing science. Theories and research generated to study phenomena related to nursing are evaluated and synthesized. Strategies for synthesizing extant knowledge in nursing are discussed. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

NRSC 8381. Current Topics in Health Services Research. [Formerly NRSC 381] This course assists the student's development of expertise in knowing and applying resources (scholarly, organization, theoretical and methodological) to her/his health services research (HSR) foci as well as the position of her/his research interest within the current HSR environment. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3] SPRING.

NRSC 8382. Measuring Outcomes: Issues in Health Service Research Designs. [Formerly NRSC 382] In this course, the student will develop expertise in the design, measurement, and analysis of studies employing the five generic outcomes of greatest interest in outcomes studies: satisfaction, cost-effectiveness, mortality, health-related quality of life, and morbidity. The student will also be expected to develop an overview including measurement and analysis plans for a condition-specific outcome. The impact of the researcher's decisions regarding conceptual models, treatment definition, risk adjustment strategies, and the application of statistical techniques will be explored. At least one controversy attendant to each of the five generic outcomes will be debated in class. Prerequisite: Completion of Research Design and Statistics I and II. [3]

NRSC 8383. Issues in Health Services Research Intervention Studies. [Formerly NRSC 383] The student will develop expertise in the design and execution of intervention studies in health services research. Emphasis will be placed on the selection of interventions and the valid and reliable execution of the interventions through examination of issues such as treatment fidelity, intervention duration, location and interventionist expertise. The intervention categories studied include: labor, capital and processes (e.g., working conditions and work design.) Strategies of attending to the execution and analysis of multilevel, multi-organizational studies will be addressed. [3] FALL.

NRSC 8390. Independent Study in Nursing Science. [Formerly NRSC 390] Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: Consent of instructor. [Variable credit: 1-3]

NRSC 8394. Qualitative Research Methods. [Formerly NRSC 394] This course introduces and explores qualitative research methods, including their theoretical and methodological foundations, and practical applications. Course participants will explore and pilot test one method in the context of their topic of interest. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [3]

NRSC 8395. Research Practicum. [Formerly NRSC 395] This course provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined according to best fit with available faculty research programs. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 1-3]

NRSC 8999. Non-Candidate Research. [Formerly NRSC 379] Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. Prerequisite: Enrollment in the Ph.D. program or consent of faculty. [Variable credit: 0-6]

NRSC 9999. Ph.D. Dissertation Research. [Formerly NRSC 399] Prerequisite: Enrollment in the Ph.D. program and consent of faculty. [Variable credit: 0-6]

Archived 2019/2020
School of Nursing Catalog

Faculty

- SUSAN M. ADAMS, Professor of Nursing; Professor of Psychiatry and Behavioral Sciences
B.S. (Valparaiso 1972); M.S.N. (California, San Francisco 1977); Ph.D. (Kentucky, Lexington 2007) [1995]
- TERRAH L. AKARD, Associate Professor of Nursing; Associate Professor of Pediatrics
B.S. (Jacksonville State 1999); M.S.N., Ph.D. (Vanderbilt 2001, 2008) [2005]
- KELLY MALAPANES ALDRICH, Lecturer in Nursing
A.S., A.A. (NA 1989, 1999); B.S.N., M.S.N., D.N.P. (South Florida 2004, 2004, 2010) [2011]
- ELIZABETH H. ALEXANDER, Instructor in Nursing
B.B.A. (Abilene Christian 1982); M.S.N. (Vanderbilt 1988) [2011]
- LORI ALEXANDER, Lecturer in Nursing
A.S.N., B.S.N., M.S.N., D.N.P. (Western Kentucky 1999, 2001, 2009, 2016) [2018]
- ROBERT C. ALLEN, Instructor in Nursing
B.S. (Middle Tennessee State 2009); M.S.N. (Vanderbilt 2012) [2014]
- SHEREE H. ALLEN, Instructor in Nursing
A.D.N. (Tennessee 1977); M.S.N. (Vanderbilt 2003); D.N.P. (Samford 2013) [2006]
- MELANIE M. ALLISON, Instructor in Nursing
B.S.N. (Belmont 1995); M.S.N. (Vanderbilt 2003); D.N.P. (Johns Hopkins 2014) [2005]
- TERRI L. ALLISON, Associate Professor of Nursing
B.S.N. (Auburn 1985); M.N. (Emory 1989); D.N.P. (UT Health Science Center [Tennessee] 2007) [1994]
- LOUISA C. ALTMAN, Instructor in Nursing
B.A. (Hollins 1998); M.S.N. (San Diego 2006); Post-Master's in Nursing (Vanderbilt 2008) [2015]
- PAUL AMBREFFE, Lecturer in Nursing
M.S.N. (Middle Tennessee State 2013) [2016]
- CARL A. ANDERSON, Assistant in Pediatrics; Instructor in Nursing
B.S.N. (Tennessee Technological 1997); M.S.N. (Vanderbilt 2001) [2005]
- MARGARET S. ANDERSON, Assistant in Pediatrics; Instructor in Nursing
B.S. (Tennessee, Chattanooga 1986); M.S.N. (Vanderbilt 1994); D.N.P. (Alabama, Huntsville 2017) [2002]
- SUSAN P. ANDREWS, Instructor in Nursing
B.S.N. (North Carolina 1987); M.S.N. (Tampa 2003); D.N.P. (Samford 2018) [2010]
- ANGELINA M. ANTHAMATTEN, Assistant Professor of Nursing
B.S. (Union [Tennessee] 1999); M.S.N. (Vanderbilt 2000); D.N.P. (UT Health Science Center [Tennessee] 2010) [2010]
- KRISTEN L. ANTON, Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2003, 2004) [2007]
- KAREN MICHELLE ARDISSON, Assistant Professor of Nursing
B.A. (Kentucky, Lexington 1993); M.S.N., D.N.P. (Vanderbilt 2004, 2012) [2004]
- AMY E. ARMSTRONG, Instructor in Nursing
B.S.N. (Purdue 2010); M.S.N. (Vanderbilt 2011) [2012]
- DEBBIE A. ARNOW, Associate Professor of Nursing
B.S.N. (Texas Woman's 1989); M.S.N., D.N.P. (Vanderbilt 1996, 2011) [2005]
- AMANDA E. BAILEY, Instructor in Clinical Nursing
B.E., M.S.N. (Vanderbilt 1998, 2000) [2001]
- BROOKE BAILEY, Instructor in Nursing
B.A. (Southern Adventist 2008); B.S.N. (Loma Linda 2012); M.S.N. (California, Los Angeles 2014) [2014]
- LINDSEY BAKSH, Instructor in Nursing
B.A. (California State, Long Beach 2005); M.S.N. (Vanderbilt 2007) [2019]
- CAROLINE TUCKER BANES, Assistant in Surgery; Lecturer in Nursing
B.A. (Lipscomb 2006); M.S.N. (Vanderbilt 2007) [2011]
- CAROLE H. BARTOO, Instructor in Nursing
B.J. (Missouri 1987); B.S.N. (Mount Carmel College of Nursing 1996); M.S.N. (Vanderbilt 2012) [2013]
- REGINA M. BARUKH, Instructor in Nursing
M.S.N. (Emory 2016) [2018]
- ALEXANDRA L. BATEMAN, Instructor in Nursing
B.A., M.S.N., D.N.P. (Vanderbilt 2012, 2014, 2016) [2014]
- SUSAN E. BEAIRD, Assistant in Pediatrics; Instructor in Nursing
B.S.N. (Middle Tennessee State 2006); M.S.N. (Vanderbilt 2007); D.N.P. (Samford 2011) [2009]
- ALESHIA L. BEENE, Instructor in Nursing
M.N. (East Tennessee State 2016) [2018]
- LINDA M. BEUSCHER, Assistant Professor of Nursing
B.S.N. (Bowling Green State 1991); M.S.N. (Vanderbilt 1996); Ph.D. (Arkansas, Little Rock 2007) [2007]
- JESSICA BIRDWELL, Instructor in Nursing
B.S.N. (Belmont 2011) [2018]
- LEANNE MARIE BOEHM, Assistant Professor of Nursing
B.S.N. (Pennsylvania State 2003); M.S.N., Ph.D. (Vanderbilt 2009, 2016) [2017]
- JENNA BOREN, Instructor in Nursing
B.S. (Trevecca Nazarene 2005); M.S.N. (Vanderbilt 2007) [2014]
- LEAH G. BOWEN, Instructor in Nursing
M.S.N. (Vanderbilt 1999) [2005]
- CAROL N. BOWLING, Instructor in Nursing
M.S.N. (Tennessee State 2009) [2018]
- ELIZABETH K. BOWMAN, Assistant Professor of Nursing
B.S. (Kentucky Wesleyan 1995); M.S.N. (Vanderbilt 2001); D.N.P. (Colorado, Colorado Springs 2010) [2005]
- MAUREEN BRADLEY, Instructor in Nursing
B.A. (Governors State 1991); M.S. (Illinois, Chicago 1997) [2012]
- KAMERON BRAINARD, Instructor in Nursing
B.A. (College of the Ozarks - [Missouri] 2003); M.S.N. (Vanderbilt 2012) [2016]
- LEAH BRANAM, Assistant in Nursing
A.B. (Calvin 2007); M.S.N. (Tennessee, Nashville 2010) [2017]
- ANNA M. BROWN, Instructor in Nursing
B.S.N. (Samford 2004); M.S.N. (Vanderbilt 2008) [2012]
- LAUREN ALEXANDRA BRUNHOEBER, Instructor in Nursing
B.H.S. (Miami 2007); B.S. (Georgia State 2009); M.S.N., D.N.P. (Vanderbilt 2015, 2017) [2015]
- SHARON E. BRYANT, Assistant Professor of Nursing
B.S. (Tennessee Technological 1995); M.S.N. (Vanderbilt 1999); D.N.P. (Georgia Health Sciences University 2011) [2002]
- PETER I. BUERHAUS, Visiting Professor of Nursing
B.S.N. (Mankato State 1976); M.P.P. (Michigan 1981); Ph.D. (Wayne State 1990); Hon. Doctor, Hon. Doctor (hon., Loyola 2012, 2012) [2000]
- MOLLY E. BUTLER, Assistant in Psychiatry and Behavioral Sciences; Lecturer in Nursing
B.S., M.S.N. (Vanderbilt 2005, 2006) [2009]
- MARGARET H. BUXTON, Instructor in Nursing
B.S.N. (Tennessee, Chattanooga 1997); M.S.N. (Vanderbilt 1998); D.N.P. (Alabama, Birmingham 2014) [2003]
- LORI A. CABBAGE, Instructor in Nursing
B.A., M.S.N. (Tennessee 1987, 1991); Certificate (San Jose State 1997) [1997]
- CAROL L. CALLAWAY-LANE, Assistant Professor of Nursing
B.S. (Maryville 1992); M.S.N., D.N.P. (Vanderbilt 1993, 2011) [2011]
- SARA CAMP, Lecturer in Nursing
B.S.N. (Harding 1985); M.S.N. (Rush 1994) [2013]
- JILL CYNTHIA CASH, Instructor in Nursing
M.S.N. (Vanderbilt 1991); Post-Master's in Nursing (Missouri 1996) [2016]

- RAMEELA CHANDRASEKHAR, Assistant Professor of Biostatistics; Assistant Professor of Nursing; Assistant Professor of Psychiatry and Behavioral Sciences
B.S. (Calicut, Thrissur [India] 2001); M.S. (Madurai Kamaraj [India] 2004); M.A., Ph.D. (SUNY, Buffalo 2008, 2011) [2011]
- RODNEY D. CHENAULT, Instructor in Nursing
B.S. (Tennessee 1994); B.S. (Lipscomb 1999); M.S.N. (Vanderbilt 2000) [2004]
- LEENA CHOI, Associate Professor of Biostatistics; Associate Professor of Nursing
B.S., M.S. (Seoul National [Korea] 1988, 1995); Ph.D. (Johns Hopkins 2005) [2005]
- THOMAS L. CHRISTENBERY, Professor of Nursing
B.S.N. (Murray State 1976); M.S.N., Ph.D. (Vanderbilt 1987, 2004) [2001]
- CATHERYNE GRAYCE CLOUSE, Assistant Professor of Nursing; Assistant Professor of Medicine
B.S. (North Carolina 1998); M.P.H. (California, Berkeley 2005); Ph.D. (North Carolina 2012) [2014]
- EDITH E. CLOYD, Assistant in Psychiatry and Behavioral Sciences; Instructor in Nursing
B.S. (East Tennessee State 1981); J.D. (Tennessee 1985); M.S.N. (Vanderbilt 2005) [2006]
- ROBIN L. COBB, Instructor in Nursing
B.S. (Stonehill 2001); Ph.D., M.S.N. (Vanderbilt 2006, 2010) [2014]
- SHANNON E. COLE, Instructor in Nursing
B.S. (Tennessee 1990); M.S.N. (Vanderbilt 1994); D.N.P. (Georgia Health Sciences University 2013) [1997]
- SHANITA COLEMAN-DOCKERY, Instructor in Nursing
M.S.N. (Vanderbilt 2005) [1997]
- NINA S. COLLINS, Assistant in Surgery; Instructor in Nursing
B.S. (Vanderbilt 1999); B.S.N. (Tennessee Wesleyan 2003); M.S.N. (Vanderbilt 2005) [2011]
- SARAH B. CONNOR, Instructor in Nursing
B.S.N. (Murray State 2002); M.S.N. (South Alabama 2011) [2015]
- LAURIE M. CONNORS, Assistant Professor of Nursing
B.S.N., M.S.N., D.N.P. (Buffalo 1996, 1997, 2012) [2016]
- COURTNEY J. COOK, Assistant Professor of Nursing
B.S.N. (Clemson 2008); M.S.N. (Yale 2010); D.N.P. (Vanderbilt 2013) [2013]
- LORI E. CREWS, Instructor in Nursing
M.S.N. (Vanderbilt 1994) [2002]
- AMANDA C. CRIPE, Instructor in Nursing
B.S.N. (College of Mount Saint Joseph 2003); M.S.N. (Georgetown 2006) [2015]
- LACEY CROSS, Instructor in Nursing
M.S.N. (Vanderbilt 2015) [2017]
- TERRI D. CRUTCHER, Assistant Dean for Clinical and Community Partnerships; Assistant Professor of Clinical Nursing
A.D., B.S. (Western Kentucky 1976, 1976); M.S.N. (Vanderbilt 1994); D.N.P. (Georgia Health Sciences University 2013) [2000]
- KAREN C. D'APOLITO, Professor of Nursing
A.D. (Middlesex County 1971); B.S.N. (Trenton State 1979); M.S.N. (Case Western Reserve 1981); Ph.D. (University of Washington 1994) [1998]
- KATHLEEN DANHAUSEN, Instructor in Nursing
B.A. (Loyola 2002); M.P.H. (Columbia 2006); M.S.N. (Vanderbilt 2013) [2016]
- HEATHER A. DAVIDSON, Associate Professor of Medical Education ; Administration (VUMC); Assistant Professor of Nursing
B.A., M.S., Ph.D. (Vanderbilt 1996, 2001, 2005) [2010]
- MELISSA G. DAVIS, Instructor in Nursing
B.S. (Tennessee 2000); M.S.N. (Vanderbilt 2003); D.N.P. (Samford 2016) [2006]
- STEFANI E. DAVIS, Instructor in Nursing
M.S.N., D.N.P. (Vanderbilt 2014, 2016) [2016]
- CRISTY DEGREGORY, Assistant Professor of Nursing
B.S.N. (Pittsburgh 2002); M.S.N. (Drexel 2006); Ph.D. (South Carolina 2014) [2017]
- JANELLE DELLE, Assistant in Nursing
B.S.N. (Austin Peay State 2003); M.S. (Saint Louis 2011); D.N.P. (Vanderbilt 2016) [2011]
- NICOLE DELLISE, Instructor in Nursing
M.S.N. (Belmont 2012) [2018]
- HANNAH L. DIAZ, Instructor in Nursing
M.S.N. (Vanderbilt 2009) [2017]
- MARY S. DIETRICH, Professor of Nursing (Statistics ; Measurements); Professor of Biostatistics; Professor of Psychiatry and Behavioral Sciences
B.S. (Bethel College [Kansas] 1979); M.S. (Fort Hays State 1986); Ph.D. (Vanderbilt 1996) [2006]
- ROBERT S. DITTUS, Senior Associate Dean for Population Health Sciences; Albert and Bernard Werthan Chair in Medicine; Professor of Medicine; Associate Professor of Nursing; Director of the Institute for Medicine and Public Health
B.S.I.E. (Purdue 1973); M.D. (Indiana, Bloomington 1978); M.P.H. (North Carolina 1984) [1997]
- PENNY DODSON, Instructor in Nursing
B.S.N. (SUNY, Albany 1993); M.S.N. (Arkansas 2000); D.N.P. (Vanderbilt 2018) [2019]
- KATHERINE DOWDALL, Instructor in Nursing
M.S.N. (East Tennessee State 2017) [2018]
- DIANA DOWDY, Instructor in Nursing
B.S.N. (Tulsa 1978); M.S.N. (Emory 1980); D.N.P. (Alabama, Huntsville 2010) [2012]
- CHRISTINA C. DOZIER, Instructor in Nursing
M.S.N. (Vanderbilt 1999) [2018]
- JOHN TRAVIS DUNLAP, Assistant Professor of Nursing
M.S.N. (Vanderbilt 2002) [2005]
- BRENT DUNWORTH, Assistant Professor of Nursing; Assistant Professor of Clinical Anesthesiology
B.S.N., M.S.N. (Pittsburgh 1996, 1999); M.B.A. (Waynesburg 2014); D.N.P. (Pittsburgh 2016) [2015]
- MARY DYE, Instructor in Nursing
B.S. (Western Kentucky 1996); M.S.N. (Vanderbilt 1998) [2014]
- SHANNON MARIE ELLRICH, Assistant in Anesthesiology; Lecturer in Nursing
B.S.N. (Belmont 2009); M.S.N. (Vanderbilt 2017) [2017]
- CATHERINE N. EVANS, Instructor in Nursing
B.S. (Tennessee 2009); M.S.N. (Vanderbilt 2011) [2013]
- MISTY DAWN EVANS, Instructor in Nursing
B.S., B.S.N. (Middle Tennessee State 1998, 2000); M.S.N. (Tennessee State 2011); D.N.P. (Vanderbilt 2015) [2016]
- SHAINA FARFEL, Instructor in Nursing
M.S.N. (Johns Hopkins 2014) [2017]
- JENNIFER M. FITZSIMMONS, Instructor in Nursing
B.E., M.S.N. (Vanderbilt 2007, 2010) [2013]
- SHARON Y. FLEMING, Instructor in Nursing
Diploma (Huron School of Nursing 1981); B.S.N. (Kennesaw State 1996); M.S.N. (Georgia State 1998); D.N.P. (Alabama, Huntsville 2011) [2006]
- HEATHER A. FLYNN, Instructor in Nursing
B.S. (Freed-Hardeman 1994); M.S.N. (Vanderbilt 1997) [2000]
- SARAH FOGEL, Professor of Nursing
B.M. (Boston University 1978); M.M. (Wayne State 1982); M.S.N., Ph.D. (Vanderbilt 1994, 2001) [1994]
- DIANE MARIE FOLK, Instructor in Nursing
B.S.N. (Jacksonville 2008); M.S. (SUNY, Brooklyn 2010); D.N.P. (Chatham U. 2012) [2017]
- AMY E. FORTNER, Instructor in Nursing
M.S.N. (Vanderbilt 1999) [2016]
- JESSICA FRILEY, Lecturer in Nursing
B.S.N. (Belmont 2010); M.S.N. (Alabama, Birmingham 2016) [2017]
- VIRGINIA S. GARDNER, Instructor in Nursing
B.A. (Duke 2001); M.S.N. (Vanderbilt 2005) [2006]
- SARAH ANN GAST, Assistant Professor of Nursing
B.S.N., M.S.N. (Kansas 2006, 2011); Post-Master's Certificate, D.N.P. (Vanderbilt 2013, 2015) [2013]

- MARY JO STRAUSS GILMER, Professor of Nursing; Professor of Pediatrics
B.S.N. (Michigan State 1971); M.S.N. (Illinois, Champaign 1978);
M.B.A. (Queens University, Charlotte [North Carolina] 1989); Ph.D.
(North Carolina 1997) [1998]
- BARBARA A. GIVEN, Martha Rivers Ingram Chair in Nursing; Adjunct
Professor of Nursing
B.S.N., M.S.N. (Ohio State 1964, 1965); Ph.D. (Michigan State 1976)
[2008]
- MELISSA A. GLASSFORD, Assistant Professor of Nursing
B.S., B.S.N. (Belmont 2006, 2006); M.S.N. (Vanderbilt 2010); D.N.P.
(UT Health Science Center [Tennessee] 2014) [2010]
- LAURIE C. GOERZEN, Instructor in Clinical Nursing
B.S.N. (Belmont 2001); M.S.N. (Alabama, Huntsville 2003) [2010]
- MICHAEL D. GOOCH, Assistant Professor of Nursing
A.A.S. (Columbia State Community 1997); B.S.N. (Middle Tennessee
State 2001); M.S.N., Post-Master's in Nursing (Vanderbilt 2005,
2008); D.N.P. (Loyola 2016) [2011]
- VALLAREE N. GOODWIN, Instructor in Nursing
M.S.N. (Western Kentucky 2011) [2018]
- JEFFRY S. GORDON, Professor of Educational Technology and
Informatics; Professor of Biomedical Informatics
B.S. (Emory 1970); M.Ed., Ph.D. (Illinois, Champaign 1972, 1976)
[2002]
- CALEB HANCOCK, Instructor in Clinical Nursing
M.S.N. (Tennessee 2013) [2016]
- KAREN A. HANDE, Associate Professor of Nursing
B.S.N. (Connecticut 1999); M.S.N. (Boston College 2003); D.N.P.
(Vanderbilt 2013) [2013]
- KATHRYN HANSEN, Instructor in Clinical Nursing; Instructor in Physical
Medicine and Rehabilitation
M.S.N. (Vanderbilt 2010) [2010]
- SHELTON HARRELL, Assistant in Medicine; Instructor in Clinical Nursing
B.S. (Centre 2007); M.S.N. (Vanderbilt 2010) [2010]
- JILL W. HARRIS, Instructor in Nursing
B.S.N. (Tennessee State 1998); M.S.N. (WGU 2013) [2014]
- BRITTANY J. HASKELL, Lecturer in Nursing; Instructor in Nursing
B.A. (North Dakota State University 2009); M.A. (Trevecca Nazarene
2011); M.S.N. (Vanderbilt 2014); D.N.P. (Tennessee, Chattanooga
2018) [2015]
- QUEEN O. HENRY-OKAFOR, Assistant Professor of Nursing
A.A.S. (NA 1998); B.S.N., M.S.N. (Tennessee State 2000, 2003);
Ph.D. (UT Health Science Center [Tennessee] 2009) [2014]
- JENNIFER A. HICKS, Instructor in Nursing
B.S.N. (Harding 1981); M.S.N. (Vanderbilt 2004) [2005]
- LILLIAN HOFER SCOTT, Instructor in Clinical Nursing
B.S.N., M.S.N. (New York 2008, 2013) [2017]
- RHONDA R. HOLLINS-DORTCH, Instructor in Nursing
B.S.N. (Tennessee, Chattanooga 1999); M.S.N. (UT Health Science
Center [Tennessee] 2003) [2012]
- JO ELLEN HOLT, Assistant Professor of Nursing
M.S.N. (Duke 2010); D.N.P. (Arkansas 2018) [2018]
- ANDREA K. HONEYCUTT, Instructor in Nursing
B.S. (Middle Tennessee State 1990); M.S.N. (Vanderbilt 1994) [2001]
- SIERRA HOOKER, Instructor in Nursing
M.S.N. (Vanderbilt 2017) [2018]
- LESLIE W. HOPKINS, Assistant Professor of Nursing
B.S. (Lipscomb 1992); M.S.N. (Vanderbilt 1993); D.N.P. (Duke 2013)
[1994]
- TAMIKA HUDSON, Instructor in Nursing
B.S.N. (Tennessee State 2002); M.S.N. (Vanderbilt 2012) [2016]
- CHRISTIN HUFF, Instructor in Nursing
B.S. (Lee 2008); B.S.N. (Kentucky, Lexington 2010); M.N. (Vanderbilt
2013) [2018]
- ELIZABETH L. HUGGINS, Instructor in Clinical Nursing
B.S. (Davidson 2005); B.S. (Virginia Commonwealth 2009); M.S.N.
(Vanderbilt 2014) [2014]
- LINDA F. HUGHLETT, Instructor in Nursing
B.S.N. (Baptist College of Health Sciences 2000); M.S.N., D.N.P.
(Vanderbilt 2004, 2013) [2005]
- LILA D. HUMBERT, Instructor in Nursing
M.S.N. (Vanderbilt 2014) [2019]
- JENNIFER D. HUNT, Instructor in Nursing
B.S.N. (Austin Peay State 1997); M.S.N. (Middle Tennessee State
2012); D.N.P. (Samford 2019) [2012]
- KIMBERLY F. ISEBERG, Instructor in Clinical Nursing
B.S. (Lipscomb 1996); M.S.N. (Vanderbilt 1998) [2001]
- MARSHAY JAMES, Instructor in Nursing
B.S.N. (Tennessee 2007); M.S. (Memphis 2012); Post-Master's in
Nursing, D.N.P. (Vanderbilt 2015, 2017) [2018]
- LAURA JAROSEMICH, Instructor in Nursing
B.S.N. (Mississippi 1999); M.S.N. (Belmont 2008) [2019]
- JANELL NICOLE JAYAMOHAN, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2012) [2015]
- JASON R. JEAN, Instructor in Nursing
B.S.N. (Tennessee 1996); M.S.N., D.N.P. (Vanderbilt 2000, 2016)
[2004]
- ALVIN JEFFERY, Assistant Professor of Nursing; Lecturer in Nursing
Ph.D. (Vanderbilt 0) [2017]
- MARY A. JESSEE, Assistant Professor of Nursing
B.S. (Middle Tennessee State 1993); M.S.N. (Vanderbilt 1995); Ph.D.
(Oregon Health and Science 2016) [2003]
- SARAH ANGELA JIMENEZ, Assistant in Anesthesiology; Lecturer in Nursing
B.S.N. (Southern Illinois University Edwardsville 2010); M.S.N.
(Vanderbilt 2014) [2014]
- MELINDA K. JOHNSON, Assistant in Pediatrics; Instructor in Nursing
B.S. (Pennsylvania State 2002); A.D.N. (Lancaster General College
of Nursing and Health Sciences 2007); B.S.N. (Pennsylvania State
2013); M.S.N., D.N.P. (Vanderbilt 2016, 2018) [2016]
- ROLANDA JOHNSON, Assistant Dean for Diversity and Inclusion;
Associate Professor of Nursing
B.S.N. (Tuskegee 1985); M.S.N. (Troy 1989); Ph.D. (Vanderbilt 1998)
[1998]
- PAMELA O. JONES, Senior Associate Dean for Clinical and Community
Partnerships; Associate Professor of Nursing
B.S.N., M.S.N., D.N.P. (Vanderbilt 1981, 1992, 2013) [2002]
- SHARON C. JONES, Instructor in Nursing
B.S.N. (Point Loma Nazarene 1983); M.S., S.M. (Boston University
1988, 1988); D.N.P. (Georgia Health Sciences University 2013) [1999]
- LANI A. KAJIHARA-LIEHR, Assistant in Pediatrics; Instructor in Nursing
B.S. (Tennessee, Memphis 1986); M.S.N. (Vanderbilt 1998); D.N.P.
(George Washington 2013) [1998]
- APRIL N. KAPU, Professor of Clinical Nursing; Associate Professor of
Anesthesiology
B.S. (Brigham Young 1992); M.S.N., D.N.P. (Vanderbilt 2005, 2013)
[2010]
- SHARON M. KARP, Professor of Nursing
B.S.N. (Xavier [Ohio] 1998); M.S.N., Ph.D. (Vanderbilt 1999, 2008)
[2008]
- REBECCA R. KECK, Senior Associate Dean for Administration;
Operations; Chief Administrative Officer; Assistant Professor of Nursing
A.S., B.S.N. (Western Kentucky 1980, 1981); M.S.N. (Kentucky,
Lexington 1984); D.N.P. (Alabama, Birmingham 2014) [1995]
- SARAH KELSEY, Instructor in Nursing
M.S.N. (Vanderbilt 2016) [2017]
- MARGARET B. KENNEDY, Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1989, 1993); Ph.D. (Medical University of
South Carolina 2012) [1993]
- CHRISTIAN R. KETEL, Assistant Professor of Nursing
B.S.N. (Middle Tennessee State 1999); M.S.N. (Bethel College of
Nursing [Colorado] 2004); D.N.P. (Vanderbilt 2014) [2005]
- JENNIFER L. KIM, Assistant Professor of Nursing
B.A. (California, Irvine 1994); M.S.N. (Vanderbilt 1997); D.N.P. (New
York 2015) [1998]
- JILL S. KINCH, Instructor in Nursing
M.S.N. (Texas 2002) [2018]
- RUTH M. KLEINPELL, Independence Foundation Chair in Nursing
Education; Professor of Nursing
B.S.N., M.S., Ph.D. (Illinois, School of Nursing 1986, 1988, 1991)
[2012]

- NANCY L. KRAFT, Instructor in Nursing
B.S.N. (Georgetown 1972); M.S.N. (Vanderbilt 1993) [1997]
- ALEXANDRA KUCHLER, Assistant in Psychiatry and Behavioral Sciences; Instructor in Nursing
B.A. (Fairleigh Dickinson 2009); B.S.N. (Columbia 2011); M.S.N. (Rutgers, Newark 2012) [2016]
- KRISTA R. KUHNERT-GAINER, Instructor in Nursing
M.S.N. (Vanderbilt 1993) [2006]
- MARY INEAL LAMBERT, Associate Professor of Nursing
B.S.N. (Tennessee, Chattanooga 1978); M.N. (Emory 1981); D.N.P. (Vanderbilt 2011) [2011]
- JANA L. LAUDERDALE, Associate Professor of Nursing
B.S., M.P.P. (Texas Woman's 1975, 1978); Ph.D. (Utah 1992) [2004]
- KIERSTEN LEBAR, Instructor in Nursing
B.S.N. (York [U.K.] 2004); M.S.N. (Pennsylvania 2007) [2015]
- ASHLEE C. LECORPS, Instructor in Nursing
B.S.N. (Belmont 2006); M.S.N. (Union [Tennessee] 2010) [2013]
- CLAIRE L. LEEZER, Instructor in Nursing
B.S. (Slippery Rock 2006); M.S.N. (Vanderbilt 2009) [2011]
- TREASA (SUSIE) LEMING-LEE, Assistant Professor of Nursing
A.D.N. (Middle Tennessee State 1983); M.S.N., D.N.P. (Vanderbilt 1990, 2011) [2006]
- CLINTON D. LEONARD, Instructor in Nursing
B.S.N. (Alabama 2009); M.S.N. (Vanderbilt 2014) [2014]
- KANAH M. LEWALLEN, Instructor in Nursing; Instructor in Medicine
B.S.N. (Grand Canyon 2006); M.S.N. (Vanderbilt 2009); D.N.P. (Belmont 2015) [2010]
- KATHRYN B. LINDSTROM, Assistant Professor of Nursing
B.S.N. (Oregon Health and Science 1996); M.S.N., Ph.D. (Arizona State 2002, 2010) [2011]
- REBECCA S. LOFTON, Instructor in Nursing
B.S. (Tennessee 1999); Pharm.D. (Tennessee, Memphis 2006) [2010]
- MARY M. LORD, Instructor in Nursing
B.S.N. (Auburn 2002); M.S.N. (Belmont 2008) [2010]
- ALICE J. LOWE, Instructor in Clinical Nursing
B.A. (Tennessee 1979); M.S.N. (Vanderbilt 1996) [2008]
- MELANIE LUTENBACHER, Associate Professor of Nursing; Associate Professor of Pediatrics
B.S.N. (Texas 1974); M.S.N. (California State 1986); Ph.D. (Kentucky, Lexington 1994) [1993]
- BRANDEE MADDEN, Instructor in Nursing
B.S. (Alabama 2002); M.S.N. (Vanderbilt 2006); D.N.P. (Alabama, Birmingham 2018) [2016]
- ANDREA M. MANA, Instructor in Nursing
B.S.N. (Hope 2010); M.S.N. (Vanderbilt 2014) [2015]
- DANA L. MANNING, Instructor in Nursing
M.S.N. (Vanderbilt 2015) [2017]
- MICHELE A. MARTENS, Instructor in Nursing
B.S. (Tennessee Technological 1992); M.S.N. (Vanderbilt 1995); D.N.P. (Colorado, Colorado Springs 2014) [2005]
- CATHY A. MAXWELL, Assistant Professor of Nursing
B.S.N., M.S.N. (Troy 2005, 2007); Ph.D. (Vanderbilt 2012) [2012]
- MANOLA MCCAIN, Instructor in Nursing
M.S.N. (Vanderbilt 2006); B.A. (Covenant 2009) [2018]
- NATASHA MCCLURE, Assistant Professor of Nursing
B.A., M.A. (Louisville 2003, 2005); M.S.N. (Vanderbilt 2011); D.N.P. (Rush 2016) [2012]
- MARY R. MCDOWELL, Instructor in Clinical Nursing
B.S. (John Brown 1994); M.S.N. (Vanderbilt 2003) [2005]
- KATHRYN E. MCNABB, Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2010, 2012); D.N.P. (Duke 2017) [2015]
- NICOLE MERCER, Instructor in Nursing
M.S.N. (Vanderbilt 2013) [2017]
- NAKEISHA L. MICHAUX, Instructor in Clinical Nursing
B.S.N., M.S.N. (Tennessee State 2007, 2012) [2014]
- ALYSSA C. MILLER, Instructor in Nursing
M.S.N. (Vanderbilt 2016) [2016]
- MALLORY MILLER, Instructor in Nursing
B.S.N. (Lipscomb 2009); M.S.N. (Vanderbilt 2014); D.N.P. (UT Health Science Center [Tennessee] 2018) [2019]
- SALLY M. MILLER, Assistant Professor of Nursing
A.D. (Cabrillo 1982); B.S.N. (California State 1986); M.S. (California, San Francisco 1991); Ph.D. (Arizona 2015) [2006]
- ANN M. MINNICK, Senior Associate Dean for Research; Julia Chenault Professor of Nursing
B.S. (Michigan State 1970); M.S.N. (Loyola 1975); Ph.D. (Northwestern 1980) [2005]
- JENNIFER K. MITCHELL, Instructor in Nursing
B.S. (Lipscomb 2002); M.S.N. (Vanderbilt 2005) [2015]
- ALYS MOORE, Instructor in Nursing
M.S.N. (Vanderbilt 2017) [2018]
- ELIZABETH R. MOORE, Associate Professor of Nursing
B.S.N. (Rochester 1974); M.S.N. (Catholic University of America 1981); Ph.D. (Vanderbilt 2005) [2005]
- VIRGINIA A. MOORE, Associate Professor of Nursing
B.S.N. (Western Kentucky 1982); M.S.N. (Vanderbilt 1990); D.N.P. (Chatham U. 2012) [1992]
- TONIA L. MOORE-DAVIS, Instructor in Nursing
B.S.N. (Johns Hopkins 2001); M.S.N. (Pennsylvania 2002) [2005]
- AUDREY MORGAN-CLINE, Instructor in Nursing
M.S.N. (Vanderbilt 2009) [2017]
- MELANIE H. MORRIS, Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1983, 1986); Ph.D. (Tennessee 2018) [2008]
- CELIA MORSE, Instructor in Clinical Nursing
B.A. (Tennessee 1984); B.S.N. (Middle Tennessee State 2002); M.S.N. (Belmont 2006) [2012]
- BRITTANY THOMAS MULLOY, Lecturer in Nursing
A.S.N., B.S.N. (Aquinas College [Tennessee] 2008, 2010); M.S.N. (Vanderbilt 2014) [2018]
- SHELAGH A. MULVANEY, Associate Professor of Nursing (Clinical Psychology); Assistant Professor of Biomedical Informatics
B.S., M.A., Ph.D. (Arizona 1985, 1991, 2002) [2002]
- ELIZABETH G. MUNOZ, Instructor in Nursing
M.S.N. (Vanderbilt 2013) [2014]
- JEREMY L. NEAL, Assistant Professor of Nursing
B.S.N. (Bowling Green State 1995); M.S., Ph.D. (Ohio State 2005, 2008) [2014]
- BRITTANY H. NELSON, Assistant Professor of Nursing
B.S., M.S.N. (Vanderbilt 2000, 2001); D.N.P. (George Washington 2013) [2005]
- LORI A. NETTI, Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2005, 2007) [2007]
- AMANDA NOBLETT, Instructor in Nursing
B.S.N. (Tennessee 2010); M.S.N. (Vanderbilt 2011) [2015]
- LINDA D. NORMAN, Dean of the School of Nursing; Valere Potter Menefee Chair in Nursing; Professor of Nursing
B.S.N., M.S.N. (Virginia 1969, 1981); D.S.N. (Alabama, Birmingham 2001) [1988]
- MELISSA M. OTT, Instructor in Nursing
B.S.N. (Belmont 1995); M.S.N. (Vanderbilt 1998); D.N.P. (Alabama, Birmingham 2014) [2006]
- LESLEY ANN OWEN, Instructor in Nursing
B.S.N. (Samford 2002); M.S.N. (Vanderbilt 2008) [2014]
- NATALIE N. OWEN, Assistant in Pediatrics; Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2005, 2007) [2008]
- ROBINGALE A. PANEPINTO, Instructor in Nursing
A.S., B.S.N. (Aquinas College [Tennessee] 1999, 2002); M.S.N. (Vanderbilt 2006); D.N.P. (Samford 2013) [2012]
- ABIGAIL L. PARISH, Associate Professor of Nursing
B.A. (Lipscomb 2003); M.S.N. (Vanderbilt 2005); D.N.P. (UT Health Science Center [Tennessee] 2010) [2010]
- SHAUNNA PARKER, Instructor in Nursing
B.S.N. (Middle Tennessee State 2007); M.S.N. (Vanderbilt 2011) [2018]
- MADELEINE PASCALE, Instructor in Nursing
M.S.N. (New York 2016) [2017]
- KATHRYN (KATE) L. PAYNE, Associate Professor of Nursing
B.S. (Colorado State 1979); B.S.N. (Rush 1981); J.D. (Pepperdine 1989) [2000]

- PATRICIA A. PEERMAN, Assistant Dean, Enrollment Management; Assistant Professor of Nursing
B.S.N., M.S. (Virginia Commonwealth 1978, 1982) [1982]
- AMANDA P. PERRY, Instructor in Nursing
B.S.N. (Belmont 2010); M.S.N. (Vanderbilt 2014) [2015]
- JULIE A. PERRY, Assistant Professor of Nursing; Instructor in Nursing
B.S., M.S.N. (Lipscomb 2003, 2003) [2010]
- MARY LAUREN PFIEMMER, Instructor in Nursing
B.S.N. (Tennessee 2008); M.S.N. (Vanderbilt 2011); D.N.P. (Tennessee 2014) [2014]
- JULIA C. PHILLIPPI, Assistant Professor of Nursing
B.A. (Maryville 1996); M.S.N. (Vanderbilt 1999); Ph.D. (Tennessee 2011) [2005]
- MARIANN REBENSON PIANO, Senior Associate Dean for Research; Nancy and Hilliard Travis Chair in Nursing; Professor of Nursing
B.S. (Loyola 1979); M.S., Ph.D. (Illinois, Chicago 1984, 1989) [2017]
- BONITA A. PILON, Professor Emerita of Nursing; Professor of Nursing
B.S.N. (Barry [Florida] 1972); M.N. (Florida 1975); Ph.D. (Alabama, Birmingham 1988) [1999]
- COURTNEY J. PITTS, Associate Professor of Nursing
B.S. (Jackson State 2005); M.P.H. (Alabama, Birmingham 2007); M.S.N., D.N.P. (Vanderbilt 2009, 2011) [2011]
- JORDAN L. PLAXICO, Instructor in Clinical Nursing
A.B., M.S.N. (Vanderbilt 2014, 2016) [2017]
- CARRIE E. PLUMMER, Assistant Professor of Nursing
B.A. (Swarthmore 1993); M.S.N. (Vanderbilt 2005); Ph.D. (UT Health Science Center [Tennessee] 2013) [2008]
- JAMIE L. POPE, Assistant Professor of Nursing
B.S. (Middle Tennessee State 1979); M.S. (Tennessee 1982) [2000]
- S. COLE POWERS, Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1980, 1984); D.N.P. (Alabama, Birmingham 2013) [2002]
- KEQIN QIAN, Instructor in Clinical Nursing
B.S.N. (Mobile 1995); M.S.N. (Georgia State 2009) [2014]
- RICK RAMIREZ, Lecturer in Nursing
B.S.N. (Middle Tennessee State 2013); M.S.N. (Vanderbilt 2017) [2019]
- AGNES V. READ, Instructor in Nursing
B.S.N. (Indiana, Indianapolis 1977); M.S.N. (Texas, Dallas 1986) [1995]
- KATHRYN V. REESE, Instructor in Clinical Nursing
B.S. (Tennessee, Martin 1989); M.S.N. (Vanderbilt 1996) [2004]
- GERALDINE C. REEVES, Associate Professor of Nursing
B.S. (Alabama Agricultural and Mechanical 1983); M.S.N. (Vanderbilt 1993); Ph.D. (Kentucky, Lexington 2009) [1996]
- TANEESHA L. REYNOLDS, Instructor in Nursing
B.S.N. (Tennessee State 2003); M.B.A. (University of Phoenix - Nashville 2006); M.S.N. (Vanderbilt 2010) [2013]
- BETHANY A. RHOTEN, Assistant Professor of Nursing
B.S. (Tennessee, Chattanooga 2007); M.S.N., Ph.D. (Vanderbilt 2009, 2013) [2013]
- ANNA RICHMOND, Assistant Professor of Nursing
B.S.N. (Southeastern Louisiana 2006); M.S.N. (Vanderbilt 2010); D.N.P. (UT Health Science Center [Tennessee] 2014) [2010]
- JENNIFER RIDGWAY, Instructor in Nursing
B.S.N. (Valdosta State 2000); M.S.N., D.N.P. (Vanderbilt 2014, 2017) [2017]
- SHEILA H. RIDNER, Professor of Nursing
B.S.N. (Kentucky, Lexington 1978); M.S. (College of Saint Francis 1988); M.S.N., Ph.D. (Vanderbilt 2000, 2003) [2004]
- SHELZA RIVAS, Instructor in Nursing
M.S.N. (Vanderbilt 2015) [2017]
- HEATHER M. ROBBINS, Instructor in Nursing
B.S., M.B.A. (Tennessee Technological 2001, 2003); M.S.N. (Vanderbilt 2005); D.N.P. (Samford 2016) [2010]
- ERIN K. RODGERS, Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1982, 1986); D.N.P. (Tennessee 2014) [2004]
- RAYMOND ROMANO, Instructor in Nursing
M.S.N. (Vanderbilt 2015) [2016]
- SUSANNA M. RUDY, Instructor in Nursing
B.S. (York [U.K.] 1990); M.S. (National, San Diego 2004); M.S.N., D.N.P. (Vanderbilt 2014, 2016) [2014]
- MICHELLE ALEXANDRA RUSLAVAGE, Instructor in Nursing
B.S.N. (Pittsburgh 1995); M.S.N., D.N.P. (Vanderbilt 2010, 2013) [2013]
- BETHANY D. SANDERS, Instructor in Nursing
B.A. (Xavier [Ohio] 2004); M.S.N. (Vanderbilt 2006) [2013]
- CHRISTIE WEHBY SAWYER, Lecturer in Nursing
B.S. (Birmingham-Southern 2002); M.S.N. (Vanderbilt 2004) [2016]
- LORI SCHIRLE, Assistant Professor of Nursing
B.S.N. (Saginaw Valley State 1985); M.S.N. (Florida International 2004); D.N.P. (Miami 2016) [2018]
- ASHLEY E. SCHMIDT, Instructor in Nursing
M.S.N. (Austin Peay State 2016) [2019]
- MAVIS N. SCHORN, Senior Associate Dean for Academics; Professor of Nursing
B.S.N. (Texas 1981); M.S. (Texas Woman's 1987); Ph.D. (Kentucky, Lexington 2008) [2002]
- MATTHEW E. SCHROER, Instructor in Nursing
B.S. (Middle Tennessee State 2001); M.S.N. (Vanderbilt 2008); D.N.P. (Maryville University of Saint Louis 2017) [2015]
- AARON W. SCOTT, Instructor in Nursing
B.S. (Western Kentucky 2007); M.S.N. (Vanderbilt 2010); D.N.P. (Alabama, Birmingham 2016) [2012]
- PATRICIA A. SCOTT, Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1988, 1992); D.N.P. (UT Health Science Center [Tennessee] 2011) [1994]
- JENNIFER A. SCROGGIE, Assistant Professor of Nursing; Associate in Psychiatry and Behavioral Sciences
B.S.N. (Belmont 1994); M.S.N. (Vanderbilt 1997) [2003]
- JESSICA A. SEARCY, Instructor in Nursing
B.S.N. (Samford 2010); M.S.N., Post-Master's in Nursing, D.N.P. (Vanderbilt 2013, 2014, 2015) [2014]
- PATRICIA P. SENGSTACK, Associate Professor of Nursing; Associate Professor of Biomedical Informatics
B.S.N., M.S.N., Post-Master's in Nursing (Maryland, Baltimore 1982, 1988, 2002); D.N.P. (Vanderbilt 2010) [2011]
- HEATHER A. SEVCIK, Instructor in Nursing
B.A. (Warren Wilson 2010); M.S.N. (Vanderbilt 2012) [2013]
- NATALIE E. SHALLOW, Instructor in Nursing
B.S.N. (Florida 2009); M.S.N. (Vanderbilt 2014) [2014]
- VICKI SHAUB, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1992) [1998]
- ALLISON BAKER SHIELDS, Assistant in Pediatrics; Lecturer in Nursing
B.S., M.S.N. (Vanderbilt 2014, 2015) [2016]
- MEGAN M. SHIFRIN, Assistant Professor of Nursing
B.S. (Bryan 2004); M.S.N. (Vanderbilt 2006); D.N.P. (Chatham 2015) [2010]
- MEGAN P. SIMMONS, Assistant Professor of Nursing; Assistant in Psychiatry and Behavioral Sciences
B.A. (Elon 2003); M.S.N., D.N.P., Post-Master's in Nursing (Vanderbilt 2005, 2013, 2013) [2013]
- JESSICA SIMPSON, Instructor in Clinical Nursing
B.S. (Tennessee 2002); M.S.N. (Vanderbilt 2007) [2014]
- TERRANCE COURTNEY SIMS, Instructor in Nursing
A.S.N. (Saint Petersburg College [Florida] 2012); B.S.N. (Kaplan [Iowa] 2013) [2017]
- VAUGHN G. SINCLAIR, Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1974, 1978); Ph.D. (Peabody 1982) [1982]
- EMILY A. SKOTTE, Assistant in Medicine; Instructor in Clinical Nursing
B.S. (Louisiana State 2008); M.S.N. (Vanderbilt 2012) [2012]
- JUDSON R. SMITH, Instructor in Nursing
M.S.N. (Vanderbilt 2013) [2014]
- K. MELISSA SMITH, Instructor in Nursing
B.S.N. (Harding 1992); M.S.N. (Vanderbilt 1994); D.N.P. (Duke 2013) [2000]
- LELAND DOUGLAS SMITH, Instructor in Nursing
B.S.N. (Belmont 2008); M.S.N. (Vanderbilt 2011) [2014]

- LETIZIA SMITH, Instructor in Nursing
B.A., M.S.N. (Vanderbilt 2005, 2007) [2014]
- RANDALL B. SMITH, Instructor in Nursing
B.A., M.S. (Tennessee 1997, 1998); M.S.N. (Vanderbilt 2012) [2013]
- TONY L. SMITH, Instructor in Nursing
B.S.N., E.M.T. (Tennessee Technological 1992, 1993); M.S.N. (Alabama, Huntsville 2001); D.N.P. (Vanderbilt 2010); Post-Master's Certificate (Tennessee State 2014) [2015]
- DEBORAH A. SNEDEGAR, Instructor in Clinical Nursing
B.S.N. (James Madison [Virginia] 1981); M.S.N. (Vanderbilt 1992) [2000]
- ELIZABETH A. SORENSEN, Instructor in Nursing
B.S. (Georgia 2006); M.S.N. (Pennsylvania 2011) [2013]
- JANNYSE STARKS, Assistant Professor of Nursing
B.A. (Fisk 2007); M.S.N., D.N.P. (Vanderbilt 2009, 2011) [2011]
- KIM K. STEANSON, Instructor in Nursing
B.S.N. (Texas Woman's 1995); M.S.N. (Vanderbilt 1998); D.N.P. (South Alabama 2015) [2011]
- JULIA STEED, Assistant Professor of Nursing
B.S.N. (Middle Tennessee State 2006); M.S.N. (Vanderbilt 2010) [2017]
- CRYSTAL STEWART, Instructor in Nursing
M.S.N. (Frontier Nursing University 2015) [2018]
- LUCINDA S. STEWART, Assistant Professor of Nursing
B.A. (Baylor 1981); M.S.N. (Tennessee 1984) [2002]
- DEONNI P. STOLLDFORF, Assistant Professor of Nursing
Post-Master's in Nursing, Ph.D. (North Carolina 2004, 2013) [2013]
- ERICA L. STONE, Instructor in Nursing
B.A. (College of Charleston 2000); M.S.N. (Vanderbilt 2005); D.N.P. (Michigan, Flint 2018) [2007]
- TIFFANY K. STREET, Instructor in Clinical Nursing
B.S. (Cumberland 2000); M.S.N. (Vanderbilt 2003) [2015]
- ALLISON SULLIVAN, Instructor in Nursing
B.Sc. (Notre Dame 2008); M.S.N. (Vanderbilt 2014) [2017]
- MARTHA D. SUTHERLAND, Instructor in Nursing
B.S.N. (George Mason 1977); M.S.N. (Tennessee, Memphis 1989) [2003]
- SUSAN M. SWIDER, Senior Lecturer in Nursing
B.S. (DePaul 1979); M.S., Ph.D. (Illinois, Chicago 1983, 1988) [2008]
- MARGARET C. TAYLOR, Instructor in Nursing
B.S.N., M.S.N. (Tennessee, Memphis 1993, 1994) [2012]
- MICHELLE K. TERRELL, Instructor in Nursing
D.N.P. (Vanderbilt 2018) [2018]
- CLARE J. THOMSON-SMITH, Assistant Professor of Nursing
B.S. (Cumberland 1997); M.S.N., J.D. (Vanderbilt 1998, 2003); D.N.P. (Samford 2016) [2006]
- MARIA M. TROCHE-PEREZ, Assistant in Anesthesiology; Lecturer in Nursing
B.S.N. (Samford 2009); M.S.N. (Vanderbilt 2011) [2011]
- LUCY E. TUCKER, Lecturer in Nursing
B.S.N. (Liberty 2005); M.S.N. (Vanderbilt 2011); D.N.P. (Chatham U. 2018) [2016]
- LOUISA W. TUR, Instructor in Nursing
B.A. (Colorado College 2011); M.S.N. (Vanderbilt 2016) [2017]
- CANDICE VADEN, Instructor in Nursing
M.S.N. (Vanderbilt 2015) [2018]
- JESSICA J. VAN METER, Instructor in Nursing
M.S.N., D.N.P. (Vanderbilt 2007, 2015) [2016]
- DAWN M. VANDERHOEF, Associate Professor of Nursing; Assistant Professor of Psychiatry and Behavioral Sciences
A.D.N. (Western Technical 1994); B.S.N. (Wisconsin, West Bend 1999); M.S.N. (Vanderbilt 2000); D.N.P., Ph.D. (UT Health Science Center [Tennessee] 2009, 2012) [2013]
- LEIGH ANN VAUGHAN, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2001) [2016]
- ROSE M. VICK, Assistant in Psychiatry and Behavioral Sciences; Instructor in Nursing
B.S. (Belmont 2001); M.S.N. (Vanderbilt 2007) [2012]
- CATHERINE E. VIROSTKO, Instructor in Nursing
B.A. (Georgia 1998); M.S.N. (Yale 2005) [2009]
- MARY E. WALDEN, Instructor in Nursing
M.S.N. (Tennessee State 2016) [2018]
- JESSICA NICOLE WALKER, Assistant in Psychiatry and Behavioral Sciences; Instructor in Nursing
B.S.N. (Belmont 2010); M.S.N. (Vanderbilt 2015) [2016]
- TANICIA B. WASHINGTON HAYNES, Instructor in Nursing
M.S.N. (Vanderbilt 2014) [2015]
- RICHARD E. WATTERS, Associate Professor of Nursing
B.Sc. (Western Ontario [Canada] 1979); R.N. (Algonquin [Canada] 1981); B.Ed. (Ottawa [Canada] 1984); M.Ed. (Toronto [Canada] 1987); Ph.D. (Western Australia 1995) [2006]
- PAMELA WAYNICK-ROGERS, Instructor in Nursing
B.A. (Tennessee 1989); M.S.N. (Vanderbilt 1992); D.N.P. (Georgia Health Sciences University 2012) [1999]
- ANGELA WEAVER, Instructor in Nursing
B.S.N. (Creighton 1992); M.S.N. (Vanderbilt 1999) [2012]
- ELIZABETH E. WEINER, Senior Associate Dean for Informatics; Centennial Independence Foundation Professor of Nursing; Professor of Biomedical Informatics
B.S.N. (Kentucky, Lexington 1975); M.S.N. (Cincinnati 1978); Ph.D. (Kentucky, Lexington 1982) [2000]
- MARILEE T. WEINGARTNER, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 1990) [1996]
- NANCY L. WELLS, Research Professor of Nursing
B.A., B.S.N. (Windsor [Canada] 1976, 1976); M.N. (University of Washington 1981); D.N.Sc. (Boston University 1988) [1992]
- STEVE BRIAN WIDMAR, Associate Professor of Nursing
B.S.N., M.S.N. (Alabama, Birmingham 2003, 2005); Ph.D. (Vanderbilt 2012) [2010]
- JENNIFER L. WILBECK, Professor of Nursing
B.S. (Lipscomb 1997); M.S.N., Post-Master's Certificate (Vanderbilt 1999, 2006); D.N.P. (Medical College of Georgia 2011) [2000]
- LINDA J. WILKINSON, Lecturer in Nursing
B.S.N. (Massachusetts 1989); M.S.N. (Vanderbilt 1997) [2011]
- CHRISTOPHER T. WILLIAMS, Assistant Professor of Nursing
B.S. (Northwestern 1995); M.S.N., D.N.P. (Vanderbilt 2003, 2012) [2012]
- TERRY L. WITHERINGTON, Assistant Professor of Nursing
B.S.N., M.S.N. (Tennessee, Memphis 1992, 1994); D.N.P. (South Alabama 2012) [2003]
- JEANNIE M. WOOD, Instructor in Nursing
B.S.N. (Cumberland 1997); M.S.N. (Tennessee State 2013) [2014]
- MICHAEL R. WOODS, Instructor in Nursing
M.S.N. (Vanderbilt 2011) [2018]
- MARK A. YOUNG, Instructor in Nursing
B.S.N. (North Carolina Central [North Carolina] 1988); M.S.N. (Vanderbilt 1996) [2014]
- THOMAS E. YOUNG, Instructor in Nursing
M.S.N. (Vanderbilt 2018) [2018]
- SAMUEL YOUNGER, Instructor in Clinical Nursing
M.S.N. (Vanderbilt 2014) [2015]
- CHONG-BIN ZHU, Associate Professor of Clinical Nursing (Medicine); Associate Professor of Physical Medicine and Rehabilitation
M.D., M.S. (Anhui [China] 1986, 1989); Ph.D. (Fudan [China] 1995) [2005]
- CAROL C. ZIEGLER, Assistant Professor of Nursing
B.S., M.S. (Tennessee 1999, 2001); M.S.N., D.N.P. (Vanderbilt 2006, 2012) [2012]
- GRACE ZIMMERMAN, Instructor in Nursing
M.S.N. (Frontier Nursing University 2018) [2019]
- MARCI ZSAMBOKY, Assistant Professor of Nursing
B.S.N. (Indiana [Pennsylvania] 1985); M.S.N. (Pittsburgh 1994); D.N.P. (Vanderbilt 2018) [2017]

EMERITUS FACULTY

- CAROLYN J. BESS, Associate Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1969, 1971); D.S.N. (Alabama, Huntsville 1995) [1971]

- JUDY JEAN CHAPMAN, Professor of Nursing, Emerita
B.S.N. (Vanderbilt 1963); M.N. (Florida 1966) [2005]
- CHARLOTTE M. COVINGTON, Associate Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1969, 1989) [1991]
- JANIE DADDARIO, Associate Professor of Nursing, Emerita
B.S.N. (Villanova 1969); M.S.N. (Boston University 1971) [1981]
- CAROL ETHERINGTON, Associate Professor of Nursing, Emerita
B.S.N. (Spalding 1971); M.S.N. (Vanderbilt 1975) [1984]
- VIRGINIA M. GEORGE, Professor of Nursing, Emerita
B.S.N. (Vanderbilt 1947); M.S.N. (Alabama, Birmingham 1963); M.A. (Peabody 1972) [1966]
- BARBARA FOX GRIMES, Professor of Nursing, Emerita
B.S.N. (Vanderbilt 1959); M.S.N. (Case Western Reserve 1963) [1967]
- JOAN E. KING, Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1972, 1975); Ph.D. (Peabody 1984) [1975]
- LYNDA L. LAMONTAGNE, Professor of Nursing, Emerita
B.S. (California State 1970); M.S.N., D.N.Sc. (California, Los Angeles 1972, 1982) [1989]
- LARRY E. LANCASTER, Professor of Nursing, Emeritus
A.A.S. (Kentucky, Lexington 1967); B.S. (Evansville 1970); M.S.N., Ed.D. (Vanderbilt 1971, 1982) [1973]
- MARY JANE MACEY, Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1954, 1974); Ph.D. (Peabody 1985) [1974]
- BARBARA PETERSEN, Associate Professor of Nursing, Emerita
B.S.N. (Long Island, Brooklyn 1967); M.P.P., Ed.D. (Columbia 1968 1988) [1995]
- BONITA A. PILON, Professor of Nursing, Emerita
B.S.N. (Barry [Florida] 1972); M.N. (Florida 1975); Ph.D. (Alabama, Birmingham 1988) [1999]
- JUDITH H. SWEENEY, Associate Professor of Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt 1970, 1975) [1975]
- KENNETH WALLSTON, Professor of Nursing, Emeritus
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968) [1971]
- JENNIFER BARUT, Adjunct Instructor in Nursing
A.S.N. (Columbia State Community 1999); B.S.N., M.S.N. (Phoenix 2005, 2008); Ph.D. (Vanderbilt 2018) [2019]
- TAMARA FAITH BATSON, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Martin 2003); M.S.N. (Vanderbilt 2006) [2015]
- JESSICA A. BENNETT, Adjunct Instructor in Nursing
B.B.A. (Arkansas 2005); M.S.N. (Central Arkansas 2007); Doctorate (Rutgers, Newark 0) [2015]
- ALICE C. BERNET, Instructor in Nursing
B.A. (Mount Holyoke 2002); M.S.N., Ph.D. (Vanderbilt 2005, 2013) [2006]
- KIMBERLY BODINE, Adjunct Instructor in Nursing
B.S. (Middle Tennessee State 2008); M.S.N., D.N.P. (Vanderbilt 2011, 2014) [2018]
- FRANK H. BOEHM, Professor of Obstetrics & Gynecology, Emeritus; Adjunct Professor of Nursing; Adjunct Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1962, 1965) [1972]
- ANDREA BOOHAKER, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2007); B.S. (Birmingham-Southern 2009) [2019]
- DARA W. BOTTS, Adjunct Instructor in Nursing
B.S.N., M.S. (Tennessee 1981, 1991); M.S.N. (Belmont 1996) [1997]
- ALBERT R. BRANDON, Adjunct Instructor in Nursing
B.S. (Tennessee 1967); D.O. (Kirksville College of Osteopathic Medicine 1971) [2002]
- JENNIFER BRIGGS, Adjunct Instructor in Nursing
B.S. (Central Oklahoma 2004); M.P.H. (Oklahoma 2008) [2019]
- KANDIE J. BROTHERS, Adjunct Instructor in Nursing
A.S.N., B.S.N. (Tennessee State 2000, 2002); M.S.N. (Regis 2005) [2013]
- ASHLEY CAROLYN BROUWER, Adjunct Instructor in Nursing
A.S.N. (Aquinas College [Tennessee] 1996); M.S.N. (Vanderbilt 2007) [2018]
- BARBARA "BABS" BROWN, Adjunct Instructor in Nursing
B.S.N. (Tennessee State 2001); M.S.N., D.N.P. (Alabama, Huntsville 2002, 2012) [2007]
- SCOTT D. BROWN, Adjunct Instructor in Nursing
B.S. (Westminster 1980); M.D. (Temple 1986) [2006]
- PAMELA R. BRUCE, Adjunct Instructor in Nursing
A.A.S. (Middle Tennessee State 1986); B.S.N. (North Alabama 2010); M.S.N., D.N.P. (Vanderbilt 2013, 2015) [2016]
- SUSAN M. BRUER, Adjunct Instructor in Nursing
B.S. (Earlham School of Religion 1985); M.T.S., M.S.N. (Vanderbilt 1997, 2002) [2004]
- ABIGAIL BURKA, Adjunct Assistant Professor of Nursing
B.S. (Rhodes College 2006); Pharm.D. (Tennessee, Memphis 2010) [2019]
- KATHLEEN (KATHY) C. BYINGTON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1974, 1985) [1989]
- MELYNIE M. CAGLE, Adjunct Instructor in Nursing
B.S. (Tennessee Technological 2009); M.S.N., D.N.P. (Vanderbilt 2013, 2014) [2016]
- JUDITH (JULIE) M. CALDWELL, Adjunct Instructor in Nursing
B.S., M.S.N. (Vanderbilt 1993, 1995); D.N.P. (Missouri, Kansas City 2011) [2002]
- MARGUERITE CALLAHAN, Adjunct Instructor in Nursing
B.A. (Converse 1977); B.S.N. (Tennessee 1980); M.S.N. (Pace, White Plains 1990) [2001]
- DEVYN CAMERON, Adjunct Instructor in Nursing
B.S.N. (Pacific Lutheran 2010); M.S.N. (Vanderbilt 2014) [2018]
- MARY E. CARTER, Adjunct Instructor in Nursing
B.A. (Asbury 2006); M.S.N. (Vanderbilt 2008) [2013]
- NATHANIEL KIM CLARK, Associate Professor of Clinical Psychiatry and Behavioral Sciences; Adjunct Associate Professor of Nursing
B.A. (Yale 1994); M.D. (Boston University 2001) [2007]
- HOLLY CLINE, Adjunct Instructor in Nursing
B.S., M.S.N. (Lipscomb 2014, 2014) [2017]
- AMY DENISE COCHRAN, Adjunct Instructor in Nursing
B.S. (Lipscomb 1998); M.S.N. (Vanderbilt 2005) [2012]

ADJUNCT/ADJOINT FACULTY

- LOVELY ABRAHAM, Adjunct Instructor in Nursing
B.S.N. (S.N.D.T. Women's [India] 1980); M.S.N. (Vanderbilt 1992) [1995]
- REITA AGARWAL, Adjunct Assistant Professor of Nursing
B.S. (All India Institute of Medical Sciences 1986); M.S., M.D. (Tennessee, Memphis 1991, 1996) [2018]
- RACHEL A. ALCORTA, Adjunct Instructor in Nursing
B.S. (Tennessee Technological 1999); M.S.N., Post-Master's in Nursing (Vanderbilt 2005, 2006) [2009]
- JENNIFER LEE ALLYN, Adjunct Instructor in Nursing
B.A. (Colorado 2000); M.S.N. (Phoenix, San Diego 2011); D.N.P. (Vanderbilt 2016) [2012]
- ADRIENNE AMES, Adjunct Associate Professor of Nursing
B.S.N. (Virginia 1962); M.S.N. (Vanderbilt 1975) [1977]
- RAKESH AMIN, Adjunct Instructor in Nursing
M.D. (Medical University of Silesia [Poland] 2010) [2019]
- NATHAN E. ASHBY, Assistant Professor of Clinical Anesthesiology; Adjunct Assistant Professor of Nursing
B.A. (Vanderbilt 1998); M.D. (UT Health Science Center [Tennessee] 2003) [2008]
- JOSE AYALA, Adjunct Instructor in Nursing
M.D. (Universidad de San Carlos de Guatemala 1982) [2017]
- JACQUELINE BAER, Adjunct Instructor in Nursing
A.B., B.S., M.S. (Virginia 1993, 1995, 1996); Post-Master's in Nursing, D.N.P. (Medical University of South Carolina 2000, 2017) [2019]
- SUZANNE M. BAIRD, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1984, 1995); D.N.P. (Rush 2013) [1997]
- ALISON B. BARLOW, Assistant Professor of Clinical Obstetrics and Gynecology; Adjunct Assistant Professor of Nursing
B.S., M.S.N. (Vanderbilt 1995, 2000) [2006]
- KASSIE BARNES, Adjunct Instructor in Nursing
B.S.N. (Tennessee Technological 2004); M.S.N. (Vanderbilt 2007) [2017]

- SCOTT B. COFFEY, Adjunct Instructor in Nursing
A.S.N. (NA 1998); B.S.N., M.S.N., Post-Master's Certificate
(Tennessee State 2002, 2010, 2010) [2015]
- AMY T. COLE, Adjunct Instructor in Nursing
B.S.N. (Oklahoma City 2004); M.S.N. (Vanderbilt 2007) [2010]
- JUDY G. COLE, Adjoint Instructor in Nursing
B.S.N. (Tennessee Technological 1993); M.S.N. (Vanderbilt 1997)
[2000]
- ANNIE COLE-BRADLEY, Adjunct Instructor in Nursing
B.A. (Western Kentucky 2005); B.S.N. (Belmont 2008); M.S.N.
(Vanderbilt 2011) [2012]
- MICHELLE R. COLLINS, Adjunct Professor of Nursing
Diploma in Nursing (NA 1985); B.S.N. (Rockford 1986); M.S.N.
(Marquette 2002); Ph.D. (UT Health Science Center [Tennessee]
2012) [2005]
- ANN S. CROSS, Adjunct Instructor in Nursing
B.S.N. (Tennessee 1976); M.S.N. (Colorado 1984); M.B.A. (Belmont
1989) [1988]
- SUSAN L. CRUTCHFIELD, Adjunct Assistant Professor of Nursing
A.D.N., B.S. (Middle Tennessee State 1979, 1983); M.S.N. (Vanderbilt
1986); M.B.A. (Belmont 1995); Ed.D. (Vanderbilt 2006) [2009]
- MICHAEL T. CZARNECKI, Adjunct Professor of Nursing
B.M.E. (U.S. Air Force Academy 1991); M.D. (Ross University School
of Medicine 2003) [2016]
- JESSICA D'ANGELO, Adjunct Instructor in Nursing
A.B., M.S.N. (Vanderbilt 2011, 2013) [2019]
- PAUL S. DAUGHERTY, Adjunct Instructor in Nursing
B.S. (Maryland 1968); M.D. (Loma Linda 1975) [2009]
- ELIZABETH T. DAVIDSON, Adjunct Instructor in Nursing
B.S.N. (Western Kentucky 1990); M.S.N. (Vanderbilt 1991); D.N.P.
(UT Health Science Center [Tennessee] 2007) [1995]
- RODNEY DEAL, Adjoint Instructor in Nursing
B.S. (South Dakota State 1979) [2000]
- PATRICK H. DELEON, Adjunct Professor of Nursing
B.A. (Amherst 1964); Ph.D. (Purdue, Calumet 1969); M.P.H. (Hawaii,
Honolulu 1973); J.D. (Catholic University of America 1980); Psy.D.
(hon., California School of Professional Psychology 1993); Psy.D.
(hon., NA 1997); Hon. Doctor (hon., Nova Southeastern 2004); M.S.
(Purdue 0) [2007]
- JIE DENG, Adjunct Assistant Professor of Nursing
B.S.N., M.S.N. (Peking [China] 1993, 2004); Ph.D. (Vanderbilt 2010)
[2010]
- EDMUND J. DONAHUE, Assistant in Anesthesiology; Adjunct Instructor
in Nursing
B.S. (King's [Pennsylvania] 1979); M.P.A. (Nebraska 2002) [2010]
- LEANNA DUGAN, Adjunct Instructor in Nursing
B.A. (Pepperdine 2006); M.S.N. (Vanderbilt 2009) [2018]
- TRACY SHAWN EDWARDS, Adjunct Instructor in Nursing
B.S.N. (Southeast Missouri State 1998); M.Ed. (Touro 2006); M.S.N.
(Missouri, Saint Louis 2009) [2017]
- WAKAKO EKLUND, Adjunct Instructor in Nursing
B.S.N. (Bob Jones 1991); M.S.N. (Vanderbilt 2002); D.N.P.
(Northeastern 2014) [2005]
- JANE DEE ENGLEBRIGHT, Adjunct Instructor in Nursing
B.S. (Western Kentucky 1979); B.S.N. (Kentucky, Lexington 1981);
M.S.N., Ph.D. (Texas Woman's 1984, 1996) [1997]
- ERICA ESTESS, Adjunct Instructor in Nursing
A.B., B.S. (Florida 2009, 2010); M.S. (Vanderbilt 2014) [2018]
- JOHN KEITH EVANS, Adjunct Instructor in Nursing
A.S.N. (Tennessee State 2002); B.S.N. (Middle Tennessee State
2004); M.S.N. (Vanderbilt 2008) [2015]
- BROOKE M. FAUGHT, Adjunct Instructor in Nursing
B.S.N. (Ohio State 2001); M.S.N. (Pennsylvania 2003) [2018]
- JACK FISHER, Associate Clinical Professor of Plastic Surgery; Adjunct
Associate Professor of Nursing
B.S. (Illinois, Champaign 1969); M.D. (Emory 1973) [1987]
- MARIBETH FOLMER, Adjunct Instructor in Nursing
B.S.N. (Wisconsin, Oshkosh 1998); M.S.N. (Wisconsin, Milwaukee
2003) [1976]
- LINDA A. FOSTER, Adjunct Instructor in Nursing
B.S., M.S. (Brigham Young, Rexburg [Idaho] 1973, 1979); M.D.
(Tennessee 1983) [2000]
- HAYDAR ADIB FRANGOUL, Adjunct Professor of Nursing
B.S., M.S., M.D. (American University of Beirut [Lebanon] 1984, 1986,
1990) [1999]
- CHERYL M. FURLONG, Adjunct Instructor in Nursing
A.D.N. (NA 1977); B.S.N. (Michigan 1983); M.S.N. (Phoenix, Grand
Rapids 2001) [2001]
- HOLLYE R. GALLION, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Chattanooga 1985); M.S.N. (Belmont 1997)
[2003]
- CHAD K. GENTRY, Adjunct Professor of Nursing
B.S. (Tennessee 2004); Pharm.D. (Tennessee, Memphis 2008) [2013]
- NIKOLE D. GETTINGS, Adjunct Instructor in Nursing
B.S. (Memphis 1999); M.S.N. (Vanderbilt 2006); M.A. (Memphis 2018)
[2014]
- GORDON GILLESPIE, Adjunct Professor of Nursing
D.N.P., D.Phil., A.A.S., B.A.S., M.S. (Cincinnati 0, 0, 0, 0, 0) [2017]
- BARBARA A. GIVEN, Martha Rivers Ingram Chair in Nursing; Adjunct
Professor of Nursing
B.S.N., M.S.N. (Ohio State 1964, 1965); Ph.D. (Michigan State 1976)
[2008]
- CHERYL A. GLASS, Adjunct Instructor in Nursing
B.S.N. (Tennessee State 1988); M.S.N. (Alabama, Huntsville 1992)
[1995]
- MICHAEL H. GOLD, Adjunct Assistant Professor of Nursing
B.S. (Tulane 1981); M.D. (Chicago Medical School 1985) [1993]
- PARIS GOODYEAR-BROWN, Adjunct Instructor in Nursing
B.A. (Duke 1994); M.S.S.W. (Tennessee 1997) [2005]
- HARRY E. GWIRTSMAN, Associate Professor of Psychiatry and
Behavioral Sciences; Adjunct Associate Professor of Nursing
B.A. (Yale 1972); M.D. (Columbia 1976) [1995]
- KEITH W. HAGAN, Adjunct Associate Professor of Nursing
B.A., M.D. (Kentucky, Lexington 1965, 1969) [1977]
- KRISTEL L. HASSLER, Adjunct Instructor in Nursing
B.S. (Lee 2001); M.S.N. (Vanderbilt 2004) [2010]
- CAROL D. HAWKINS, Adjunct Instructor in Nursing
Diploma in Nursing (NA 1978); B.S.N. (George Mason 1985); M.S.N.
(East Tennessee State 1997) [2003]
- MARY FRAN HAZINSKI, Adjunct Professor of Nursing
B.S.N. (Vanderbilt 1974); M.S.N. (Saint Louis 1975) [1990]
- STEPHAN HECKERS, William P. and Henry B. Test Chair in
Schizophrenia Research; Professor of Psychiatry and Behavioral
Sciences; Professor of Psychology; Professor of Radiology and
Radiological Sciences; Chair of the Department of Psychiatry and
Behavioral Sciences; Adjunct Professor of Nursing
M.D. (Cologne [Germany] 1988); M.Sc. (Harvard 2000) [2006]
- SUSAN M. HELLERVIK, Assistant in Medicine; Adjunct Instructor in
Nursing
B.S.N. (California State 1988); M.S.N. (Vanderbilt 2009) [2009]
- DELLA TERESA HEMPHILL, Adjunct Instructor in Nursing
A.A.S. (Columbia State Community 1988); B.S.N., M.S.N., Post-
Master's in Nursing, D.N.P. (Alabama, Huntsville 2001, 2002, 2003,
2012) [2012]
- GERALD B. HICKSON, Joseph C. Ross Chair in Medical Education and
Administration; Professor of Medical Education and Administration;
Professor of Pediatrics; Adjunct Professor of Nursing
B.S. (Georgia 1973); M.D. (Tulane 1978) [1982]
- BENJAMIN H. HILL, Adjunct Instructor in Nursing
B.S. (Howard 1989); M.D. (Meharry Medical 1995) [2014]
- LINDSEY HILL, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State 2005); M.S.N. (Vanderbilt 2007) [2017]
- THERESA H. HILL, Adjunct Instructor in Nursing
B.S.N. (UT Health Science Center [Tennessee] 1980); M.S.N.
(Vanderbilt 1983) [2013]
- SHARON L. HOLLEY, Adjunct Instructor in Nursing
B.S.N. (North Alabama 1991); M.S.N. (Alabama, Birmingham 1996);
D.N.P. (Vanderbilt 2010) [2008]

- LAURA HOLLIS, Adjunct Instructor in Nursing
B.S.N. (Kentucky, Lexington 1998); M.S.N., D.N.P. (Vanderbilt 2013, 2015) [2015]
- ROB R. HOOD, Assistant Professor of Medicine; Adjunct Assistant Professor of Nursing
B.A. (South Florida 1973); B.S., M.D. (Tulane 1976, 1980) [2002]
- KYRIE MAGEE HOSPODAR, Adjunct Instructor in Nursing
B.S.N. (Virginia 1998); M.S.N. (Georgia State 2002) [2014]
- LINDA J. HOUSEWRIGHT, Adjunct Instructor in Nursing
M.S.N. (East Tennessee State 1998) [2015]
- JACK D. HYDRICK, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1998); M.S.N. (Vanderbilt 1999); Post-Master's Certificate (UT Health Science Center [Tennessee] 2016) [2002]
- CATHERINE H. IVORY, Adjunct Assistant Professor of Nursing
M.S.N. (Georgia College and State University 2005); Ph.D. (Vanderbilt 2011) [2012]
- LA'WANDA Y. JENKINS, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 1995); M.S.N. (Vanderbilt 2000) [2004]
- DARLENE ELIZABETH JESSE, Adjunct Professor of Nursing
B.S. (Minnesota 1966); A.D. (Middle Tennessee State 1975); M.S.N. (Vanderbilt 1988); Ph.D. (Tennessee, Nashville 1999) [2017]
- ALBERT KARAM, Adjunct Instructor in Nursing
B.S. (McNeese State 1977); M.D. (Louisiana State 1981) [2017]
- DWAYNE KELLER, Adjunct Instructor in Nursing
M.S., B.S. (Bucknell 1982, 1985); M.B.A. (Clemson 1995) [2017]
- TAMARA S. KEOWN, Assistant Professor of Clinical Obstetrics and Gynecology; Adjunct Assistant Professor of Nursing
B.S. (Tennessee Technological 1991); M.S.N. (Vanderbilt 1995) [2006]
- ATUL KHURANA, Adjunct Instructor in Nursing
M.D.C.M. (Alabama, Birmingham 1988) [2017]
- PERIS WATEGI KIARIE-KARIUKI, Adjunct Instructor in Nursing
B.S.N. (NA 2004); M.S.N., D.N.P. (Vanderbilt 2013, 2015) [2016]
- HOPE KIEFT, Adjunct Instructor in Nursing
A.B. (Covenant 2009); M.S.N. (Vanderbilt 2010) [2018]
- JOAN E. KING, Professor of Nursing
B.S.N., M.S.N. (Vanderbilt 1972, 1975); Ph.D. (Peabody 1984) [1975]
- CHLOE KIRITZ, Adjunct Instructor in Nursing
B.A. (Macalester 2006); M.S.N. (Vanderbilt 2009) [2017]
- NORMA WALL KRANTZ, Adjunct Instructor in Nursing
A.D.N. (Columbia State Community 1996); M.S.N. (Vanderbilt 1998) [1998]
- KATHRYN DEE KRAUSE, Adjunct Instructor in Nursing
B.S.N. (Kent State 1984); M.S.N. (Vanderbilt 1992) [2017]
- HEATHER D. LAMBERT, Adjunct Instructor in Nursing
B.S.N. (Cumberland 1999); M.S.N. (Vanderbilt 2000); Post-Master's Certificate (Georgetown 2005) [2002]
- BARBARA JEANETTE LANCASTER, Adjunct Professor of Nursing
B.S.N. (Tennessee, Memphis 1966); M.S.N. (Case Western Reserve 1969); Ph.D. (Oklahoma 1977) [2010]
- LISA HOOD LANCASTER, Associate Professor of Medicine; Adjunct Associate Professor of Nursing
B.S. (Georgia 1989); M.D. (Medical College of Georgia 1993) [1999]
- JANNA S. LANDSPERGER, Assistant in Medicine; Adjunct Instructor in Nursing
B.S. (Indiana, Bloomington 2004); M.S.N. (Vanderbilt 2006) [2010]
- LAURA LERNER, Adjunct Instructor in Nursing
B.S.N. (Indiana, Indianapolis 2009); M.S.N. (Vanderbilt 2015) [2018]
- FRANCES E. LIKIS, Adjunct Assistant Professor of Nursing
B.S., M.S.N. (Vanderbilt 1993, 1994); Post-Master's Certificate, Post-Master's Certificate (Frontier Nursing University 2000, 2004); Dr.P.H. (North Carolina 2006); C.E. (Chicago 2010) [1997]
- CAROL LINDSEY, Adjunct Instructor in Nursing
M.S.N. (Case Western Reserve 1997) [1997]
- SHANNON M. LITTEN, Adjunct Instructor in Nursing
B.S. (Wisconsin, Stout 1993); M.S.N., Post-Master's Certificate, D.N.P. (Vanderbilt 2000, 2013, 2014) [2015]
- LORINA L. LITTRELL, Adjunct Instructor in Nursing
B.S.N. (Southern Adventist 2004); Certificate, M.S.N. (California, Davis 2010, 2010) [2010]
- NANCY M. LORENZI, Professor of Biomedical Informatics; Adjunct Professor of Nursing
A.B. (Youngstown State 1966); M.S. (Case Western Reserve 1968); M.A. (Louisville 1975); Ph.D. (Cincinnati 1980) [2001]
- TIFFANIE L. MARKSBURY, Assistant in Medicine; Adjunct Instructor in Nursing
B.S.N. (Belmont 2000); M.S.N. (Emory 2007); D.N.P. (Georgia State 2017) [2015]
- THOMAS E. MARTIN, Adjunct Instructor in Nursing
B.S.N. (Oklahoma 1999); M.S.N. (Vanderbilt 2000) [2002]
- MISTI A. MARTINEZ, Adjunct Instructor in Nursing
B.S. (Cumberland 2002); M.S.N. (Vanderbilt 2013) [2015]
- DONNA B. MCARTHUR, Adjunct Professor of Nursing
B.S. (Maryland, Baltimore 1976); M.S.N. (Vanderbilt 1977); Ph.D. (Maryland, Baltimore 1997) [2007]
- WILLIAM TRAVIS MCCALL, Adjunct Instructor in Nursing
B.S. (University of the South 1997); A.A.S. (Excelsior 2008); B.S.N. (Alabama, Huntsville 2010); M.S.N. (Vanderbilt 2013) [2015]
- BETH MCCRAW, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Murray State 1996, 2008); D.N.P. (Vanderbilt 2017) [2017]
- SHEILA P. MCMORROW, Adjunct Instructor in Nursing
B.B.E. (Catholic University of America 1996); M.D. (Medical College of Georgia 2000) [2006]
- DARCY DIANE MCPHERSON, Adjunct Instructor in Nursing
B.A. (Humboldt State 2001); A.S.N. (College of the Redwoods 2003); M.S.N. (Vanderbilt 2009) [2010]
- STEPHEN L. MILLER, Adjunct Instructor in Nursing
B.A. (Carson-Newman 1990); M.S.N. (Vanderbilt 1999) [2004]
- SUSAN MICHELLE MITCHELL (PERDUE), Adjunct Instructor in Nursing
B.S.N. (Austin Peay State 2000); M.S.N., D.N.P. (Alabama, Huntsville 2004, 2014) [2016]
- TARA U. MUDD, Adjunct Instructor in Nursing
B.S.N. (Kentucky, Lexington 2005); M.S.N. (Vanderbilt 2011) [2015]
- DANIEL MUNOZ, Assistant Professor of Medicine; Adjunct Instructor in Nursing
B.A. (Princeton 2000); M.D., M.P.A. (Harvard 2005, 2005) [2013]
- JANET MYERS, Assistant Professor of Nursing
B.S.N. (Kansas 1979); M.S.N., Post-Master's in Nursing, Post-Master's in Nursing (Fort Hays State 1996, 1999, 2000); D.N.P. (South Alabama 2012) [2013]
- ADRIANE NELSON, Adjunct Instructor in Nursing
B.S.N. (Baylor 1995); M.S.N. (Texas Woman's 2009) [2018]
- KENNETH E. NELSON, Adjunct Instructor in Nursing
A.S.N. (NA 1999); B.S.N. (Aurora 2009); M.S.N., D.N.P. (Vanderbilt 2011, 2013) [2013]
- DANA L. NELSON-PETERSON, Adjunct Instructor in Nursing
A.S.N. (NA 1985); B.S.N., M.S.N. (University of Washington 2004, 2006); D.N.P. (Vanderbilt 2012) [2013]
- CHRISTINA CLEVELAND NOBLIT, Assistant in Medicine; Adjunct Instructor in Nursing
B.A., M.S.N. (Vanderbilt 2007, 2010) [2010]
- LAUREN ALLYSON OLIVER, Assistant in Anesthesiology; Adjunct Instructor in Nursing
B.S.N. (Tennessee 2003); M.S.N. (Vanderbilt 2008) [2010]
- PAVAN PANCHAVATI, Adjunct Assistant Professor of Nursing
M.P.H. (Georgia Southern 2007) [2018]
- ANAND PATEL, Adjunct Instructor in Nursing
B.S. (Miami 2005); M.D. (St. Matthew's University 2011); M.B.A. (Davenport 2015) [2018]
- WILLIAM M. PETRIE, Professor of Clinical Psychiatry and Behavioral Sciences; Professor of Clinical Neurology; Director of Geriatric Psychiatry Outpatient Program; Adjunct Professor of Nursing
B.A., M.D. (Vanderbilt 1968, 1972) [2011]
- JAIME PICKERING, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt 2010) [2017]

- C. WRIGHT PINSON, Senior Associate Dean for Clinical Affairs; Professor of Surgery; Professor of Owen Graduate School of Management; Deputy CEO and Chief Health System Officer, VUMC; Adjunct Professor of Nursing
B.A., M.B.A. (Colorado, Denver 1974, 1976); M.D. (Vanderbilt 1980) [1990]
- KARI S. PITCHKO, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Emory 2011, 2012); B.S. (Berry 2014) [2016]
- DAVID R. POSCH, Adjunct Instructor in Nursing; Chief Executive Officer, The Vanderbilt Clinic
B.A. (Miami [Ohio] 1973); M.S. (Case Western Reserve 1983) [2002]
- JAMES S. POWERS, Professor of Medicine; Adjunct Professor of Nursing
B.A. (Wesleyan 1973); M.D. (Rochester 1977) [1983]
- ALLISON PROVINE, Adjunct Assistant Professor of Nursing
B.S.Ed., Pharm.D. (Samford 2006, 2010) [2012]
- HEATHER QUAILE, Adjunct Instructor in Nursing
A.B. (Loyola 1995); B.S.N. (Central Oklahoma 2000); M.S.N. (Vanderbilt 2001); D.N.P. (Chatham U. 2016) [2019]
- MARIE ELISE RADINA, Adjunct Professor of Nursing
B.A. (Allegheny 1996); M.S. (Miami [Ohio] 1998); Ph.D. (Missouri, Saint Louis 2002) [2013]
- KIMBERLY L. RAY, Adjunct Instructor in Nursing
A.D.N., B.S.N. (Belmont 1989, 1991); M.S.N. (Vanderbilt 1992); D.S.N. (Alabama, Huntsville 1996) [1993]
- GENEVA MARIE RECORD, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State 2013); M.S.N. (Vanderbilt 2015) [2017]
- CANDACE A. RIEHL, Adjunct Instructor in Nursing
A.A.S. (NA 1992); NMWC (Parkland School of Nurse-Midwifery 1995); M.S.N. (Vanderbilt 2004) [2002]
- EMILY ROBINETTE, Adjunct Instructor in Nursing
B.S.N. (Middle Tennessee State 2008); M.S.N. (Austin Peay State 2013) [2016]
- DANIEL ANDREW ROQUIZ, Adjunct Instructor in Nursing
B.Sc. (Andrews 2006); M.D. (Loma Linda 2011) [2015]
- JOSHUA ROSENBERG, Adjunct Instructor in Nursing
B.A., B.S. (New Mexico State 0, 1999); D.O. (Western University College of Osteopathic Medicine 2003) [2015]
- SUSAN S. SALAZAR, Adjunct Instructor in Nursing
B.S.N. (Barry 1988); M.S.N. (Florida 1996); Ph.D. (Barry 2009) [2012]
- MICHELE H. SALISBURY, Adjunct Assistant Professor of Nursing
B.A. (Wisconsin 1966); M.A. (Kansas 1969); A.A. (Western Kentucky 1981); M.S.N. (Vanderbilt 1985); Ph.D. (Texas 1993) [1994]
- JOSEPH SANFILIPPO, Adjunct Instructor in Nursing
B.S., M.S.N. (Tennessee 1999, 2003) [2016]
- JOHN A. SAVAGE, Adjunct Instructor in Nursing
D.N.P. (Vanderbilt 2012); B.S.N., M.S.N. (Case Western Reserve 0, 0) [2012]
- MAREN SCHIESS, Adjunct Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2005, 2006); D.N.P. (Minnesota 2012) [2012]
- JOSEPH J. SCHLESINGER, Associate Professor of Hearing & Speech Sciences; Associate Professor of Anesthesiology; Assistant Professor of Biomedical Engineering; Assistant Professor of Hearing and Speech Sciences; Assistant Professor of Anesthesiology; Adjunct Assistant Professor of Nursing
B.A. (Loyola, New Orleans 2004); M.D. (Texas 2008) [2013]
- KELLEY V. SCOTT, Adjunct Instructor in Nursing
B.S. (Memphis 1998); M.S.N. (Vanderbilt 2002) [2005]
- ELIZABETH BERRY SEELBACH, Adjunct Assistant Professor of Nursing
B.A. (Washington University 1997); M.D. (Kentucky, Lexington 2002) [2014]
- TIMOTHY WADE SHELTON, Adjunct Instructor in Nursing
A.A.S., A.A.S. (Columbia State Community 1994, 2002); B.S.N. (Chamberlain College of Nursing 2010); M.S.N. (Austin Peay State 2013) [2017]
- REBA F. SLOAN, Adjunct Assistant Professor of Nursing
B.S. (Harding 1976); M.P.H. (Loma Linda 1989) [1995]
- TERRELL SMITH, Adjunct Assistant Professor of Nursing
B.S.N. (Samford 1981); M.S.N. (Alabama, Birmingham 1987) [1997]
- CYNTHIA H. SNEED, Adjunct Instructor in Nursing
B.S. (Samford 1987); M.Ed. (Middle Tennessee State 1995) [2004]
- MARCIA E. SPEAR, Adjunct Assistant Professor of Nursing
A.D.N. (Western Kentucky 1977); B.S.N. (Tennessee State 1996); M.S.N., D.N.P. (Vanderbilt 1999, 2010) [2002]
- PATRICK STIEVE, Adjunct Instructor in Nursing
B.S.N. (Iowa 2008); M.S.N. (Vanderbilt 2011) [2018]
- JEFFREY G. STOVALL, Associate Professor of Psychiatry and Behavioral Sciences; Adjunct Associate Professor of Nursing
B.A. (Carleton College 1979); M.D. (UT Health Science Center [Tennessee] 1987) [2008]
- CLARE D. SULLIVAN, Adjunct Instructor in Nursing
B.S. (Dayton 1972); M.S. (Harvard 1979); M.S.N. (Vanderbilt 1995) [1996]
- PHILLIP B. TATUM, Adjunct Instructor in Nursing
A.D.N. (Columbia State Community 1998); B.S.N. (Middle Tennessee State 2003); M.S.N. (Tennessee, Memphis 2005) [2013]
- JOHN RICHARDSON THOMPSON, Adjunct Associate Professor of Nursing
B.A. (Lipscomb 1977); B.Sc., Pharm.D. (UT Health Science Center [Tennessee] 1980, 1982) [2008]
- JOSHUA THOMPSON, Adjunct Instructor in Nursing
B.S.N. (Tennessee Wesleyan 2012); M.S.N. (Vanderbilt 2014) [2016]
- R. JASON THURMAN, Adjunct Associate Professor of Nursing
B.A. (Vanderbilt 1994); M.D. (Alabama, Birmingham 1998) [2002]
- HOLLY ANN TUCKER, Adjunct Instructor in Nursing
B.S.N. (Austin Peay State 1998); M.S.N. (Vanderbilt 1999) [2005]
- JENNIFER TYLER, Adjunct Instructor in Nursing
B.S.N. (Mercer 1993); M.S.N. (Western Kentucky 2002); D.N.P. (South Alabama 2013) [2017]
- LEANNE PARCHMAN VENABLE, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Martin 2002); M.S.N. (Vanderbilt 2007) [2014]
- ELLIN H. WADE, Adjunct Instructor in Nursing
B.A., M.S.N. (Vanderbilt 2005, 2007) [2013]
- WILLIAM F. WALSH, Professor of Pediatrics; Adjunct Professor of Nursing
B.S. (U.S. Air Force Academy 1972); M.D. (Texas, San Antonio 1976) [1992]
- CAROLYN S. WATTS, Senior Associate in Surgery; Adjunct Instructor in Nursing
B.S.N. (Olivet Nazarene 1971); M.S.N. (Tennessee 1978) [2002]
- LYNN E. WEBB, Assistant Dean for Faculty Development; Assistant Professor of Medical Education & Administration; Adjunct Assistant Professor of Nursing
B.S., M.S. (Illinois State 1971, 1973); M.B.A. (Illinois, Champaign 1983); Ph.D. (Southern Illinois 1997) [1997]
- NANCY L. WELLS, Research Professor of Nursing
B.A., B.S.N. (Windsor [Canada] 1976, 1976); M.N. (University of Washington 1981); D.N.Sc. (Boston University 1988) [1992]
- JULE J. WEST, Assistant Professor of Medicine; Adjunct Assistant Professor of Nursing
B.A. (Wheaton 1997); M.S.N., M.D. (Vanderbilt 1991, 1997) [2008]
- JACK H. WHITAKER, Adjunct Instructor in Nursing
B.S., M.S., M.D. (East Tennessee State 1975, 1982, 1989) [2004]
- JOSEPH C. WILLIAMS, Adjunct Instructor in Nursing
B.S. (Mississippi 2006); M.S.N. (Vanderbilt 2009) [2012]
- KRISTINA JILL WILLIAMS, Adjunct Instructor in Nursing
B.S.N. (Memphis 1999); M.S.N. (Vanderbilt 2009) [2009]
- JENNIFER A. WILSON, Adjunct Instructor in Nursing
B.Sc. (Belmont 1999); M.S.N. (Vanderbilt 2007) [2016]
- ERIKA L. WINTERING, Adjunct Instructor in Nursing
B.S.N. (University of San Francisco 1997); M.S.N. (Pennsylvania 2002) [2015]
- DAVID ALLAN WYATT, Adjunct Professor of Nursing
B.A., B.S.N. (MidAmerica Nazarene 1992, 1994); M.A., M.P.H. (Kansas 1999, 2007); Ph.D. (Colorado, Denver 2016) [2015]

Index

- Academic partnerships 38
 Academic program 41, 77
 Academic regulations 61, 69, 78
 Academic standards 66, 69, 78
 Academic standing, good 66, 78
 Accidents, injury, illnesses 22, 62, 63
 Accreditation, School of Nursing 21
 Accreditation, university 17
 Address change 11, 23
 Administration, School of Nursing 19
 Administration, university 6
 Admission 39, 69, 71, 73, 74
 Admission, graduate nursing program 38
 Admission requirements, post-master's certificate program 69
 Adult-Gerontology Acute Care Nurse Practitioner 45, 72, 73
 Adult-Gerontology Primary Care Nurse Practitioner 46
 Advanced practice roles 69
 Advisers 25
 Affiliated facilities 34
 Alcohol and controlled substance policy 22
 Alternative transportation 11
 Alumni Hall 15
 Annual security report 12, 14
 Anti-harassment 10
 Anti-retaliation 10
 Appeal process, probation/dismissal 22
 Application procedure 23, 74
 Athletic compliance 14
 Athletic facilities 16
 Attendance and absence policy 23
 Audit courses 23, 39
 Awards 84
- Background check 61
 Bicycles 11
 Black Cultural Center, Bishop Joseph Johnson 12
 Board of Trust, University 5
 Bookstore (Barnes & Noble at Vanderbilt) 10
 Brown, Amy Frances, Prize for Excellence in Writing 84
- Calendar 4, 23
 Campus security report 12, 14
 Cancer Center, Vanderbilt-Ingram 35
 Center for Experiential Learning and Assessment (CELA) 35
 Center for Research Development and Scholarship (CRDS) 19, 33
 Center for Student Wellbeing 10
 Center for Teaching 7
 Certification 39, 61, 62, 69, 74
 Change of address 11, 23
 Change of course 23
 Chaplains, university 13
 Child and Family Center 10
 Children's Hospital at Vanderbilt, Monroe Carell Jr. 34
 Class attendance 23
 Classification, student 41, 77
 Clinical placement, practica, and preceptorships, M.S.N. 64
 Code for nurses 24
 College of Arts and Science, pre-nursing studies in 38
 Commencement 24
 Commission on Graduates of Foreign Nursing Schools (CGFNS) examination 28
 Committees, standing 19
 Commons Center 15
 Communicating with the School of Nursing 18
- Communications, official university 13
 Complaints 15, 30, 31
 Completion of program 66, 78
 Computer resources and requirement 8, 32
 Conduct Council, Nursing Student 26
 Conduct, student 26
 Confidentiality of student records 14
 Contact information, School of Nursing 18
 Controlled substance policy 22
 Core courses, specialist nursing curriculum 44
 Core performance standards 24
 Counseling services 9
 Course load 64, 77
 Courses of study 86
 Credit hours 63, 77
 Crime alerts 12
 Criminal background check 62, 63, 65, 68, 78, 82
 Current student requirements 62
 Curriculum planning, dual degrees 60
 Curriculum, prespecialty 42, 43
 Curriculum, specialist 44
- Dayani Center for Health and Wellness, Vanderbilt 36
 Degree requirements, D.N.P. 73
 Degree requirements, M.S.N. 39
 Degree requirements, Ph.D. 81
 Degrees offered, university 17
 Diabetes Center, Vanderbilt 35
 Digital resources 32
 Directory listings 15
 Disabilities, services for students with 10
 Disclosures of offenses post-background check completion 61, 62
 Dismissal 67, 79
 Distance education 31
 Diversity, inclusion, and equity 25
 Divinity School 60
 D.N.P. courses 100
 D.N.P. executive leadership track 72
 Doctor of Nursing Practice (D.N.P.) 72
 Doctor of Philosophy 81
 Dress code, student 66
 Dropping a course 23
 Dual-degree programs 60
- Eating on campus 11
 Educational and assistance programs, VUPD 12
 Educational resources and materials protection 25
 Electives 44, 78, 86, 88, 100
 Eligibility criteria, neonatal nurse practitioner 50
 Emergency care focus 48
 Emergency nurse practitioner post-master's certificate 71
 Emergency phones 12
 English instruction 8, 27
 English language proficiency 27
 Equal opportunity 2, 10
 Equity, diversity, and inclusion 17
 Escort service (Vandy Vans) 12
 Examinations 25
 Exchange area 12
 Executive committee, VUSN 19
 Executive leadership track, D.N.P. 72
 Experiential Learning and Assessment, Center for (CELA) 35
 Extracurricular activities 15

- Facilities, affiliated clinical education 34
Facilities of the School of Nursing 33
Faculty 106
Faculty advisers 25
Faculty and administrators, meetings with 10
Faculty Practice Network 20
Faculty Senate VUSN senators 19
Family Educational Rights and Privacy Act (FERPA) 14
Family/Emergency Nurse Practitioner 48
Family Nurse Practitioner 47
Fees 16, 82, 83
Financial aid 14, 83
Financial clearance 82
Financial information 82
Financial resources, international student 27
Founder's Medal 84
Frist Nursing Informatics Center 33
Frist, Patricia Champion, Hall 33
- Generalist nursing courses and electives 86
Godchaux, Mary Ragland, Hall 33
Grades 64, 66, 78
Graduate Council, School of Nursing 7
Graduate nursing program, admission to 38
Graduation rates 13
Graduate Student Council 7
Graduation requirements 24
Grievances, student 15, 31
- Health center, student 9
Health insurance, student 9, 62, 63, 82
Heart and Vascular Institute, Vanderbilt 36
HIPAA 24
History, School of Nursing 21
History, university 17
Honor council, nursing 26
Honor scholarships 84
Honor system 25
Honors 84
Housing, university 11
- Identification card (Commodore Card) 11
Immunizations, required 9, 61, 62, 63
Inclement weather policy 26
Inclusive excellence 17
Independent study 63, 67, 77
Informatics milieu 32
Information technology 8
Ingram, E. Bronson, College 15
Insurance, family coverage 9
Insurance, liability 82
Insurance, student health 9, 62, 63, 82
International English Language Testing System (IELTS) 27
International student and scholar services 11, 27
International student insurance 9, 28
International students 9, 11, 27, 28
- Johnson, Bishop Joseph, Black Cultural Center 12
Julia Hereford Society 20
- Kennedy Center 35
Kissam Center 15
- Late payment of fees 82
Leave of absence 28
LGBTQI Life, Office of 13
Liability insurance for students 82
Libraries, Jean and Alexander Heard 7
Library and Learning Center, Annette and Irwin Eskind Family Biomedical 7, 8, 32
- Licensure 29, 65, 67
Light, Rudolph A., Hall 35
Loans 83
- Master of Science in Nursing 39
Medical Center North 36
Medical leave of absence policy 28
Medical Research Building, Ann and Roscoe Robinson 35
Medical Research Building, Frances Preston 35
Medical Research Building III 35
Medical Research Building IV 35
Meetings with faculty and administrators 10
Midwifery practice 20
Mission, Vanderbilt University 17
Mission, VUSN 21
Monroe Carell Jr. Children's Hospital at Vanderbilt, The 34
M.S.N. 39
M.S.N./M.Div. dual degree 60
M.S.N./M.T.S. dual degree 60
- Neonatal Nurse Practitioner 50
Net etiquette statement 29
New student requirements 61
No-credit courses 78
Non-discrimination statement 2, 10
Nurse-Midwifery 51
Nurse-Midwifery/Family Nurse Practitioner 52
Nursing and Health Care Leadership 53
Nursing annex, Godchaux 33
Nursing Honor Council 25
Nursing Informatics 54
Nursing Student Conduct Council 26
- Official university communications 13
Organizing framework 41
Orientation 29
Out of state requirements 29
- Parking and vehicle registration 11
Part-time studies 42
Pass/Fail courses 63
Patient privacy 24
Peabody College, pre-nursing studies at 38
Pediatric Nurse Practitioner, Acute Care 56
Pediatric Nurse Practitioner, Primary Care 55
Performance standards, core 24
Ph.D. in Nursing Science 81
Ph.D. nursing courses 103
Philosophy of the school 21
Police Department, Vanderbilt University 11
Police department educational programs 12
Post-master's certificate program 69
Practica and preceptorships, M.S.N. 64
Practica, D.N.P. 77
Pre-nursing studies 38
Prespecialty component 42
Prespecialty curriculum 42, 43
Preston, Frances, Medical Research Building 35
Prior degrees 15
Probation/dismissal 67, 79
Professional liability insurance 82
Program completion 66, 78
Program evaluation 30
Program goals/outcomes, M.S.N. 42
Program goals/outcomes, P.M.C. 69
Program objectives, D.N.P. 77
Program of studies 30, 69, 78
Progression 67, 79
Project committee chairs, D.N.P. 78
Project Safe Center 10

- Psychiatric Hospital, Vanderbilt 34
 Psychiatric-Mental Health Nurse Practitioner (Lifespan) 47

 Rand Hall 15
 Ratio of credit hours to clock hours 64, 77
 Readmission 67, 79
 Recreation and sports 16
 Recreation and Wellness Center, David Williams II Student 16
 Refunds 82
 Registration 30, 82
 Regulations, academic 61, 69, 78
 Religious life 13
 Repeat courses 66, 79
 Required courses, D.N.P. 75, 76
 Research Development and Scholarship, Center for 19, 33
 Resources, computer, for students 32
 Robinson, Ann and Roscoe, Medical Research Building 35

 Sarratt Student Center 15
 Scholarships 83, 84
 School of Nursing Building 34
 School of Nursing Graduate Council 7
 Schulman Center for Jewish Life 13
 Security, campus (Police Department) 11
 Security notices 12
 Security report, annual 12, 14
 Shuttle service 12
 Sigma Theta Tau 84
 Simulation and Skills Lab 34
 Specialist component 44
 Specialist nursing courses and electives 88
 Specialist nursing curriculum overview 44
 Specialty awards 84
 Specialty courses 44, 88
 Sports and recreation 16
 Stallworth Rehabilitation Hospital 34
 Standing committees 19
 State-mandated immunization requirements 9, 61, 62
 Strategy and Innovation Office, VUMC 36
 Student care network 8
 Student Care Coordination, Office of 8
 Student centers 15
 Student classification 41, 77
 Student conduct 26
 Student handbook 31
 Student Health Center 9
 Student injury and sickness insurance plan 9, 62, 63, 82
 Student Life Center 15
 Student loans 83
 Student records, confidentiality of 14
 Student service fees 16, 82, 83
 Student Wellbeing, Center for 10

 Tennessee Board of Nursing eligibility requirements for licensure 65
 Test of English as a Foreign Language (TOEFL) 27
 Thesis 44
 Transfer credit 31
 Transcripts 27, 82
 Transitional objectives/outcomes, M.S.N. 42
 Transplant Center 36
 Transportation and lodging 31
 Tuition and fees 69, 82
 Tuition payment programs 82

 Uniform 66
 University communications, official 13
 University Counseling Center 9
 University courses 15
 University, general information 13, 17

 Vanderbilt Bill Wilkerson Center for Otolaryngology
 and Communication Sciences 36
 Vanderbilt Clinic, The 34
 Vanderbilt Dayani Center for Health and Wellness 36
 Vanderbilt Diabetes Center 35
 Vanderbilt Health 100 Oaks 36
 Vanderbilt Health Williamson County 36
 Vanderbilt Heart and Vascular Institute 36
 Vanderbilt-Ingram Cancer Center 34
 Vanderbilt Kennedy Center for Research on Human Development 34
 Vanderbilt, Monroe Carell Jr. Children's Hospital at 34
 Vanderbilt Psychiatric Hospital 34
 Vanderbilt Stallworth Rehabilitation Hospital 34
 Vanderbilt Transplant Center 36
 Vanderbilt University Hospital 34
 Vandy Vans (escort service) 12
 Vehicle registration 11
 Vine Hill Community Clinic 20
 Visa and immigration 27
 VUMC Strategy and Innovation Office 36

 Wachmeister Interactive Classroom and Virtual Classroom 34
 Waiver of Doctor of Nursing Practice Course(s) 78
 Walking escorts 12
 Welch Atrium, Colleen Conway- 34
 Wilkerson, Bill, Center 36
 Withdrawal from a course 24
 Withdrawal from the university 31
 Women's Center, Margaret Cuninggim 13
 Women's Health Nurse Practitioner 58
 Women's Health Nurse Practitioner/Adult-Gerontology Primary Care
 Nurse Practitioner 59
 Writing Studio 8