ADVANCING MEN IN NURSING:

APPLICATION FOR 2018 BEST SCHOOLS AWARD

DOCUMENTATION OF EVIDENCE

2015-2018

VANDERBILT. School of Nursing
INTRODUCTION

Vanderbilt University School of Nursing (VUSN), founded in 1908, has a distinguished history of Dean leadership.

One of VUSN’s most recognized Deans is Luther Christman, PhD, RN. Appointed in 1967, Dr. Christman was the first male dean of a school of nursing in the United States. Dean Christman’s contributions to ensuring that nurses are well-educated and receive the respect they deserve are legendary.

To that end, in 1974 Dean Christman founded the National Male Nurses Association, which evolved into the American Assembly of Men in Nursing.

The Eskind Biomedical Library at Vanderbilt University is the repository of Dean Christman’s personal papers, correspondence, and photographs from 1967 to 1972. These preserved historical papers and personal memoirs will long inform the scholarship of historians.

In the spirit of Dean Christman’s legacy, VUSN students, faculty, staff, and leadership have upheld a nursing program that sets

the foundation for men, and all students, to develop and sustain successful career trajectories in nursing practice, research, and education.

This report provides evidence of VUSN’s longstanding and strong commitment to helping men enter the nursing program and succeed in nursing school.

1967

**DR. LUTHER CHRISTMAN WAS THE FIRST MALE DEAN OF A SCHOOL OF NURSING IN THE UNITED STATES**

Dean Luther Christman’s academic portrait is displayed in the School of Nursing.
SECTION I.

VUSN METRICS

MALES ENTERING AND COMPLETING THE PROGRAM, NCLEX-RN PASS RATE, SPECIALTY CERTIFICATION PASS-RATES FOR PAST THREE YEARS, NUMBERS OF MALE FACULTY AND STAFF
VUSN has multiple points for students to enter the nursing program. The MSN program enrollment consists of pre-licensure, ASN-MSN, and BSN applicants. For applicants who have an MSN degree, there are various entry points including post-master’s certificate, DNP, and PhD programs.

### MSN PROGRAM METRICS

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Total Number Enrolled</th>
<th>Number of Men Enrolled</th>
<th>Year Completed</th>
<th>Number Graduated</th>
<th>Number of Men Graduated</th>
<th>Completion Rate</th>
<th>Male Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>593</td>
<td>57 (11%)</td>
<td>2016</td>
<td>581</td>
<td>54</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>2016</td>
<td>631</td>
<td>67 (11%)</td>
<td>2017</td>
<td>624</td>
<td>65</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>2017</td>
<td>667</td>
<td>75 (11%)</td>
<td>2018</td>
<td>645</td>
<td>73</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### DATA DASHBOARD

#### NUMBER OF MEN ENROLLED

- **2015**: 57
- **2016**: 67
- **2017**: 75

#### NUMBER GRADUATED

- **2015**: 54
- **2016**: 65
- **2017**: 73

#### MALE COMPLETION RATE

- **2015**: 95%
- **2016**: 97%
- **2017**: 97%
SECTION I. VUSN METRICS

POST-MASTER'S CERTIFICATE

POST-MASTER'S CERTIFICATE METRICS

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Total Number Enrolled</th>
<th>Number of Men Enrolled</th>
<th>Year Completed</th>
<th>Number Graduated</th>
<th>Number of Men Graduated</th>
<th>Completion Rate</th>
<th>Male Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>25</td>
<td>3 (17%)</td>
<td>2016</td>
<td>23</td>
<td>3</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>34</td>
<td>6 (17%)</td>
<td>2017</td>
<td>33</td>
<td>6</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>35</td>
<td>6 (17%)</td>
<td>2018</td>
<td>35</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

DATA DASHBOARD

NUMBER OF MEN ENROLLED

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>6</td>
</tr>
<tr>
<td>2017</td>
<td>6</td>
</tr>
</tbody>
</table>

NUMBER GRADUATED

MALE COMPLETION RATE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF MEN GRADUATED</th>
<th>MALE COMPLETION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>
SECTION I. VUSN METRICS

DNP

DATA DASHBOARD

NUMBER OF MEN ENROLLED

10

2015

12

2016

13

2017

DNP PROGRAM METRICS

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Total Number Enrolled</th>
<th>Number of Men Enrolled</th>
<th>Year Completed</th>
<th>Number Graduated</th>
<th>Number of Men Graduated</th>
<th>Completion Rate</th>
<th>Male Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>165</td>
<td>10 (6%)</td>
<td>2016</td>
<td>148</td>
<td>7</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>2016</td>
<td>177</td>
<td>12 (6%)</td>
<td>2017</td>
<td>167</td>
<td>12</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>162</td>
<td>13 (8%)</td>
<td>2018</td>
<td>155</td>
<td>12</td>
<td>96%</td>
<td>93%</td>
</tr>
</tbody>
</table>

NUMBER GRADUATED

NUMBER OF MEN GRADUATED

MALE COMPLETION RATE

- 2015: 70%
- 2016: 100%
- 2017: 93%
The admissions committee for the PhD program selects a small cohort of applicants each year, with admission numbers usually ranging between five and ten students. All students receive a 100% scholarship and additional stipends.

The program has a high completion rate, including men. The program generally takes three to seven years to complete; therefore, metrics for completion are not provided in the table.

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Total Number Enrolled</th>
<th>Number of Men Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>5</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>2017</td>
<td>7</td>
<td>1 (14%)</td>
</tr>
</tbody>
</table>

THREE DISSERTATION DEFENSE TITLES PRESENTED BY MEN WHO COMPLETED THE PhD PROGRAM WITHIN THE PAST THREE YEARS

**Benjamin Schultze** - Summer 2015
Dissertation Title: Inflammatory Cytokines, Cachexia, and Symptoms in Patients with Head and Neck Cancer

**Robertson Nash** - Summer 2016
Dissertation Title: Factors Associated with Safe-Sex Behavioral Intention in People Living with HIV/AIDS

**Alvin Jeffery** - Spring 2017
Dissertation Title: Statistical Modeling Approaches and User-Centered Design for Nursing Decision Support Tools Predicting In-Hospital Cardiopulmonary Arrest
# SECTION I. VUSN METRICS

## PERCENT OF MALE FACULTY/STAFF EMPLOYED

**VUSN METRICS**

<table>
<thead>
<tr>
<th>STAFF (FTE)</th>
<th>FACULTY (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (N = 74)</td>
<td>Female (N = 143)</td>
</tr>
<tr>
<td>Male (N = 12/14%)</td>
<td>Male (N = 21/13%)</td>
</tr>
</tbody>
</table>

**DATA DASHBOARD**

**STAFF (FTE)**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>12</td>
</tr>
<tr>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

**FACULTY (FTE)**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
<td>21</td>
</tr>
<tr>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

Christian Ketel, DNP, RN-BC, interacting with students in the clinical area.
SECTION I. VUSN METRICS

VUSN NCLEX-RN PASS RATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate (first time)</th>
<th>Male Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>94% (N = 135)</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>97% (N = 136)</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>97% (N = 168)</td>
<td>100%</td>
</tr>
</tbody>
</table>

VUSN FACT

94%+
VUSN NCLEX-RN PASS RATES HAVE BEEN 94% OR GREATER FOR THE PAST THREE YEARS
### VUSN ADVANCED PRACTICE CERTIFICATION RATES

VUSN Advanced Practice Nurse certification rates have been above national percentage scores for the past three years for all specialties.

<table>
<thead>
<tr>
<th>Advance Practice Certification Designation</th>
<th>Certification Organization</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Adult Gerontology Acute Care NP</td>
<td>ANCC</td>
<td>VUSN</td>
<td>53</td>
<td>92.5</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>86</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>ANCC</td>
<td>VUSN</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>77</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>AANP</td>
<td>VUSN</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>81</td>
<td>----</td>
</tr>
<tr>
<td>Adult Gerontology Primary Care NP</td>
<td>ANCC</td>
<td>VUSN</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>75</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>AANP</td>
<td>VUSN</td>
<td>68</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>81</td>
<td>----</td>
</tr>
<tr>
<td>Family NP</td>
<td>ANCC</td>
<td>VUSN</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>88</td>
<td>----</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>AANP</td>
<td>VUSN</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>94</td>
<td>----</td>
</tr>
<tr>
<td>Neonatal NP</td>
<td>NCC</td>
<td>VUSN</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>73</td>
<td>----</td>
</tr>
<tr>
<td>Nurse-Midwifery</td>
<td>AMCB</td>
<td>VUSN</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>88</td>
<td>----</td>
</tr>
<tr>
<td>PNP Acute Care NP</td>
<td>PNCB</td>
<td>VUSN</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>----</td>
<td>88</td>
<td>----</td>
</tr>
<tr>
<td>PNP Primary Care NP</td>
<td>PNCB</td>
<td>VUSN</td>
<td>44</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>87</td>
<td>----</td>
<td>89</td>
</tr>
</tbody>
</table>

VUSN is approved by the Tennessee Board of Nursing and fully accredited by the Commission on Collegiate Nursing Education (CCNE).
SECTION II.

SUMMATIVE NARRATIVE

DIVERSITY, INCLUSION AND COMMUNITY COMMITTEE, UNIVERSITY CLIMATE SURVEY, VUSN STRATEGIC PLAN, VUSN AND CLIMATE SURVEY
Vanderbilt University (VU) is committed to ensuring diversity, inclusivity, and equity among students, staff, and faculty. As a community of scholars and lifelong learners, we value diversity in its many forms and believe that a diverse and inclusive community makes a better learning and working environment.

In August 2015, Vanderbilt Chancellor Nicholas S. Zeppos announced that addressing issues of diversity and inclusivity was his top priority. To that end, he appointed the Chancellor’s Diversity, Inclusion and Community Committee to study current university climate and efforts; gather input from students, faculty, and staff across the university; and make recommendations. The committee submitted its report and recommendations to the Chancellor in July 2016.

Chancellor Zeppos affirms VU’s commitment values and principles of diversity, inclusivity, and fairness that define, guide, and unite us as a university. VUSN, as outlined in the school’s 2017 – 2020 Strategic Plan, embraces these guiding principles to achieve and maintain:

- Institutional commitment to diversity, inclusivity and equity
- An organizational climate that fosters intergroup relations
- Recruitment and retention success for all students
- Education, scholarship, and research to improve the well-being and quality of life for all populations

In 2017, aligning with the mission statement of Vanderbilt University office of Equity, Diversity and Inclusivity, VUSN faculty voted to formally recognize the VUSN Diversity, Inclusivity, and Equity Committee as a standing committee.

The committee membership is diverse and includes male and female students, faculty, and staff representation. As part of its commitment to equity, diversity, and inclusion, VUSN adopted the official position statement below:

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.
The VUSN Diversity, Inclusivity, and Equity Committee, along with the Program Evaluation Committee, submit annual reports to Dean Linda Norman and the VUSN Executive Committee. The report includes benchmarks of success such as enrollment numbers and graduate rates for minority students, including men, in nursing.

In addition to the VUSN Diversity, Inclusivity, and Equity Committee, there are several VUSN-sponsored committees where men, as minorities, find a sense of belongingness and support. These include the Black Student Nurses Association, the LGBTI Student Nurses Association, and the Asian Student Nurses Association.

Twice each year, VUSN Dean Linda Norman sponsors the Dean’s Diversity Lecture Series. The lecture series inspires a more profound consideration of varied cultures, perspectives, and experiences of others.

SPEAKERS OVER THE PAST THREE YEARS HAVE INCLUDED:

- **Asa Radix**, MD (Director of Transgender Health, New York University)
- **Alicia Georges**, EdD, RN, FAAN (President AARP)
- **Mulubrhan F. Mogens**, PhD, MCS (Health disparities in obstetrics, University of Illinois, Chicago)
- **Debra Barksdale**, PhD, RN (Patient Centered Outcomes Research Institute)
- **Sylvia Trent-Adams**, PhD, RN, FAAN (Deputy Surgeon General/Rear Admiral)

In addition to the Chancellor’s and Dean Norman’s support and initiatives for diversity and inclusivity, Rolanda Johnson, Jana Lauderdale, Peter Buerhaus, Sarah Fogel, and Tom Christenbery are considered national experts on diversity and inclusivity for minorities (e.g., African Americans, Native Americans, LGBTQI) and men in nursing. Their presence and involvement at VUSN help maintain an attentiveness toward a fair and unbiased climate for all VUSN participants.
In keeping with the VU charge to foster diversity and inclusivity, VUSN is consistently engaged in creating a nursing workforce more reflective of the populations nurses serve. Data from the VUSN Admissions Office and the Program-Evaluation Committee from the past three years indicate upward admission trends and retention stability for male students in all programs. This report attests that VUSN is using deliberate and effective strategies to recruit, mentor, and retain men in its nursing program.

In 2015, a University Climate survey was conducted. The survey, Collaborative on Academic Careers in Higher Education, was developed at the Harvard School of Education. The survey provided important discovery and insight into life at Vanderbilt University, including gender and mentor specific data. Even though the survey provided an interpretive analysis for both the university and VUSN, it was determined by the VUSN Diversity and Inclusivity Committee that a more specific survey addressing concerns of men and minorities at VUSN would need to be conducted.

To achieve this goal, the VUSN Diversity and Inclusivity Committee is developing a school-specific climate survey based on the University of Washington School of Nursing climate survey.

The VUSN climate survey will target potential concerns (e.g., inclusion of men’s health in the curriculum) specific to male students and faculty.

In summary, the academic climate at VUSN is dynamic and bends toward Dean Christman’s goal of creating an environment where nurses can receive the best possible education and be treated with equal respect.

The remainder of this report will describe many activities of the members of VUSN’S AAMN Chapter as well as men in general at VUSN. These descriptions will provide evidence that VUSN is an excellent school of nursing choice for men.
SECTION III.

PROFESSIONAL DEVELOPMENT

RECRUITMENT, PROFESSIONAL FORMATION, MENTORING THROUGH THE LOCAL AAMN CHAPTER, FACULTY/STUDENT IN-SERVICES
At VUSN the term professional development refers, in part, to a wide variety of focused activities, including mentoring, that help students and faculty enhance their nursing knowledge, clinical competencies and skills, and effectiveness as leaders in health care. Following are select examples for professional development for men in nursing at VUSN:

1. **January 2015:** Dean Cortney Lyder (UCLA) presented the Martin Luther King address for Vanderbilt University Medical Center. Dean Lyder met separately with the VUSN AAMN chapter to discuss male leadership in nursing.

2. **September 2015:** Jeremy Neal, PhD, CNM, spoke to the VUSN AAMN chapter about Nurse-Midwifery as a career option for men.

3. A primary focus of our local AAMN is to provide male students an opportunity to socialize with each other and with faculty. The monthly AAMN meetings are generally held at 7:00 a.m. on Mondays (during the academic year) so that all male students in the pre-specialty program may attend. Continental breakfast is served at these meetings through the VUSN office of the Assistant Dean of Students.

In addition to socializing opportunities at the school, the AAMN local chapter also sponsors a tailgate party for the Vandy Home Game on Homecoming weekend. At this event the male students have a booth to check and provide information about men’s health.

AAMN chapter students have an annual Super Bowl Party held at the home of one of the AAMN members. The National Hockey League is big in Nashville and male members of VUSN-AAMN, as a group, attend the home games of the Nashville Predators.

Mentoring and recruiting men as they enter the nursing field are professional development functions of VUSN-AAMN. Male members have set up recruitment booths at the annual career day for Maplewood High School in Nashville. We have also spoken to boys at the elementary school level, informing aspiring youth of the possibility to become male nurses. In addition, male faculty members of AAMN talk with men who are not nurses, but who work in various VUSN clinical sites about considering nursing as a career choice. Chance Allen, MSN, APN, PMHNP-BC, exemplifies this effort during his clinical teaching in the PreSpecialty (pre-licensure) year. If the men are interested, Professor Allen initiates an appointment for the clinical site personnel to talk to another male faculty member at the VUSN. This man-to-man approach has proven to be an effective way of recruiting students. We have seen the spark that lights the fire of desire in these candidates grow to produce full-fledged male nurses, an outcome that fulfills the purpose of AAMN recruitment goals.
4. A VUSN male nursing student, Justin Hoyt, created and presented an interpretive art show at a local club to raise funds for a transgender youth resiliency program. Members from the VUSN-AAMN chapter and student body set up a LGBTI health awareness booth at the club.

5. The members of the VUSN chapter of AAMN were invited speakers (2018) at the Graduate Nursing Admission Professionals (GNAP) annual conference. GNAP is the national voice of recruitment of graduate students for the American Association of Colleges of Nursing. The men from VUSN spoke about their perceptions of strategies for recruiting men into nursing. The aim of the presentation was to heighten recruitment officers’ awareness and sensitivities about how potential male students perceive and respond to certain recruitment efforts at nursing schools. The GNAP experiences gave male faculty an opportunity to help mentor male students in the art and science of presenting before national organizations.
ACCOLADES
NURSING PRACTICE, EDUCATION, AND SCHOLARSHIP
ALTHOUGH OUTSIDE THE THREE-YEAR REQUIRED RANGE FOR THIS REPORT, THE FOLLOWING TWO HISTORICAL MATTERS ARE OF SPECIAL IMPORTANCE TO VUSN AND MUST BE ACKNOWLEDGED:

1. **1962: Roy Moncrief.**
   VUSN admitted men into the nursing program as early as 1962. Roy Moncrief was the School’s first male graduate and was awarded his BSN in 1966.

2. **2006: Michael Gooch, DNP, AC/F/ENP**
   (currently assistant professor at VUSN) was the first male nursing graduate (MSN) to be awarded the Vanderbilt University Founder’s Honors Medal at graduation 2006.
CURRENT ACCOLADES

3. **Luther Christman Award:**
   The Luther Christman Award was established in 1998. The award is presented annually to the student who demonstrates excellence in implementation of client-centered care that integrates theoretical knowledge into clinical practice, sound clinical judgment, effective communication and client advocacy that is reflective of professional nursing throughout the student’s PreSpecialty clinical experiences. Until his death, Dean Christman returned to Vanderbilt each spring to present the award named in his honor to the recipient.

4. **2015: Joseph Bailey**
   an AGPCNP program student at VUSN, received the Julia Hereford Scholarship Award. [https://www.youtube.com/watch?v=NfKOmx_DYMg](https://www.youtube.com/watch?v=NfKOmx_DYMg)

5. **2016 – 2018 Jonas Nurse Scholars:**
   Twelve doctoral students were named Jonas Nurse Leader Scholars by the Jonas Center for Nursing and Veterans Health care at Vanderbilt University School of Nursing. Four of the 12 students are men: J.T. Seaman (DNP student), C. Robert Bennett (PhD student), Paul Ambrefe (PhD student) and Raymond Romano (PhD student).
6. **2016: K23 Research Award, Todd Monroe**

PhD, RN (VUSN Faculty)  

7. **2018: VUSN’s Iota Chapter**, founded in 1953, is the eighth oldest chapter in nursing’s honor society, Sigma Theta Tau. This spring 10 male students were inducted into the Iota Chapter. This year’s induction ceremony speaker was Alvin Jefferys, PhD, RN, Post-Doctoral Fellow, Vanderbilt University Department of Biomedical Informatics (*pictured above*). Inductee Krzysztof Dworski, AGACNP is shown with Iota Chapter president Leanne Boehm, PhD, RN, 2018.

Krzysztof Dworski, AGACNP student with Iota Chapter president Leanne Boehm, PhD, RN, 2018.

Todd Monroe, PhD, RN, FAAN, the principal investigator, is exploring if older adults with Alzheimer’s disease have altered responses in sensory pain.
8. **Cultural Diversity Day Poster Presentations 2016, 2017 and 2018:**

Annually, the VUSN Black Student Nurses Association sponsors Cultural Diversity Day to engender a deeper intellectual, emotional, and moral understanding of various cultures. Voluntary poster presentation is an important activity of VUSN Cultural Diversity Day. Several male nursing students present posters each year to promote cultural health awareness and understanding. Their posters frequently address relevant and timely men's health issues. Many of the posters presented by male students have subsequently been presented at the Tennessee Nurses Association Annual Convention and Vanderbilt University Medical Center’s Nursing Research Day.

- Abdul Azis (PMHNP student) discussing his poster titled “Cultural Considerations for Afghan-Americans in the U.S. Health Care System.”
- Phot Ho (FNP student) talks with fellow students about his poster titled: “Increasing HPV Vaccinations and Eliminating Barriers: Recommendations from YMSM Population.”
- Joseph Bailey (WH/AGPCNP student) discusses his poster topic: “Men in Nursing” with fellow students. 
SECTION V.

VOLUNTEERISM

SCHOOL, UNIVERSITY, AND COMMUNITY
1. COMMUNITY OUTREACH HOMELESS PROJECT

Vanderbilt University School of Nursing PreSpecialty students in Enhancement of Community and Population Health helped more than 85 members of Nashville’s transient population during a Room In The Inn health event, the culmination of two semesters of weekly sessions with a population included those without shelter, homeless veterans, and those homeless recently discharged from the hospital in need of respite care.

Room In The Inn is a network of more than 180 congregations in Middle Tennessee that offers emergency services, transitional programs and long-term solutions to help people who live on the streets of Nashville. During extreme weather months in winter and summer, the group also provides shelter.

Working with VUSN Assistant Professor Tom Cook, PhD, RN, and Room In The Inn’s Quianna Jimerson, the students evaluated the aggregate health-care disparities and needs. The students then applied evidence-based knowledge and best practices to achieve reasonably sustainable outcomes.

www.vanderbilt.edu/vanderbiltnurse/2015/07/vusn-students-help-homeless/
Local nurse Saman Perera is fighting health care inequality through Doctors Without Borders.

He worked in a refugee camp hospital in Bentiu, South Sudan, made up of 130,000 residents. The camp was created after conflict broke out in the area due to civil war.

“I wanted to go into health care to work with Doctors Without Borders,” Perera said. “I can’t tell you exactly what it was; it was just a feeling.”

Shortly after getting his degree, Perera applied and was recruited to be a nurse for Doctors Without Borders. He was first sent to Haiti after the earthquake in 2010 to help with the cholera outbreak. The next year, he went to the Democratic Republic of the Congo to work in primary care. Perera also worked on the frontlines of Chad, where he treated war-wounded victims, and in the Central African Republic, where Christian and Muslim groups were having violent clashes.

“I started out with Doctors Without Borders because I wanted to take care of people medically,” Perera said. “It’s just made me a happier person.”
Three of the six nursing students who participated in the Napier Elementary Group that implemented the asthma project this year (2018) were men. This was fortuitous because the community leaders and the school have shared that male nursing student involvement in the lives of the children in this community is an ongoing need. Asthma is a disease of disparity, predominantly affecting African American males and having higher morbidity and mortality in this population. Napier’s asthma intervention participants are primarily African American males.
SECTION VI.

NEWS AND NOTEWORTHY

HIGHLIGHTING MEN IN NURSING
1. **Entering MSN Class 2017:** Among those students are 25-year-old Todd Baer and 27-year-old Kevin Baer, who may be the first pair of brothers in the VUSN program at the same time. The two brothers entered the PreSpecialty program together, with Todd choosing to become a family nurse practitioner and Kevin selecting the psychiatric-mental health nurse practitioner program. “We have two older brothers who are nurses, one an RN and the other an FNP,” Kevin Baer said. “Our older brother who is an FNP came to this program a couple of years ago. He loved his experience here.”

   The two say they see definite advantages to going through Vanderbilt together. “It’ll be nice to have a study partner right from the start. We can help each other remember assignments and tests, and we can work through difficult concepts,” Kevin Baer said. Todd Baer agreed, saying, “I know I’ll get to know some wonderful people in the program, but I’ll never feel as open with them as I am with my own brother in saying, ‘Hey, I’m struggling with this.’ We can encourage one another when it starts to get hard.”

2. **2017:** Vanderbilt University television advertisement featuring Tristan Strong, a Vanderbilt University football player and family nurse practitioner student. ![Tristan Strong, RN, FNP student.](https://www.youtube.com/watch?time_continue=3&v=HrncJmOTyQ)
3. **2016**: Todd Monroe, PhD, RN (Vanderbilt Faculty). Study on pain perception for people with Alzheimer’s disease. [https://news.vanderbilt.edu/2016/07/12/vanderbilt-study-shows-people-with-alzheimers-have-lower-ability-to-perceive-pain](https://news.vanderbilt.edu/2016/07/12/vanderbilt-study-shows-people-with-alzheimers-have-lower-ability-to-perceive-pain)

The VUSN registrar’s staff and faculty engage in an ongoing multi-faceted strategic plan of action to positively recruit men into nursing over time. We specifically target recruitment of males and evaluate our recruitment efforts and outcomes. Our successful marketing requires a coordinated effort among students, faculty, and VUSN leadership. We are aware of the expansion of health care positions in nursing as well as the need for nurses to care for aging populations and populations who lack access to adequate health care. The following marketing visibilities attest to our deliberate approach to create and deliver marketing strategies that help bring men into nursing as part of the solution to complex and long-term health care problems.

Recently, as part of its ongoing campaign to reach to potential male applicants, VUSN ran an admissions ad in the June 22 USA Today special supplement, Empowering Men in Nursing. The 1/4 page color ad appeared in the New York, LA, DC, Baltimore, Pittsburgh, Houston and Chicago editions of the nation’s largest newspaper. It also was distributed to the membership of the American Association of Critical Care Nurses and at AACCN and AAN conferences. The reach of the ad is approximately 1 million readers.

Vanderbilt ran an ad in the supplement, but its alumni popped up in the editorial coverage, too. Alumni Alvin Jeffery, Chance Allen and G. Rumay Alexander were in articles. Michigan State University’s ad featured its dean, Randolph Rasch, another VUSN alum.
VUSN has produced promotional videos that have appeared at the Nashville International Airport featuring current FNP student and former football player Tristan Strong:
https://youtu.be/Jqt_hRWlyvs

VUSN also produced a commercial that was shown during the National Teaching Institute (NTI) meeting May 2018 in Boston:
https://youtu.be/K8bLxRINbJU

Tristan Strong, RN, FNP student.

VUSN commercial shown at the National Teaching Institute meeting.
VUSN actively advertises in these regional and specialty publications: Alabama Nurse, Florida Nurse, Georgia Board of Nursing, Indiana Nurse, Kentucky Convention Yearbook, Kentucky Nurse, Minority Nurse, National Black Nurses Association (NBNA), NSNA/IMPRINT, Oklahoma Nurse, South Carolina Nursing, Tennessee Nurse, Tennessee Nursing Extra, Texas Nursing, Texas Nursing Voice and Virginia Nurse amongst others.
In addition to marketing materials, male faculty members are frequently matched and participate in face-to-face or telephone interviews with applicants. Male students and faculty have a presence at recruitment events such as Open House and at recruitment booths at professional conferences (e.g., Tennessee Nurses Association, Sigma Theta Tau, American Association of Critical Care Nurses). Male faculty and students do presentations at community events.

The male faculty regularly contributes to community outreach. For example, Christian Ketel, DNP, RN, has talked to several classes of 4th graders about nursing. Activities such as this the plant an early seed that men can be nurses!

VUSN offers specialty and degree programs that men are often attracted to. Examples of VUSN specialties and programs that men frequently enter include Adult Gerontology-Acute Care Nurse Practitioner, Emergency Nurse Practitioner, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, and Doctor of Nursing Practice and PhD in Nursing Science programs.

VUSN NCLEX-RN and certification pass rates are advertised on the nursing website: https://nursing.vanderbilt.edu/msn/exam_rates.php

Meet and greet for the student organizations during PreSpecialty orientation
Welcome to Vanderbilt University School of Nursing (VUSN). Members of the VUSN chapter of the American Assembly Men in Nursing extend you an extra welcome and congratulations!

The number of men in nursing is steadily growing and we are pleased you made a commitment to join us at VUSN. We know you will find the academic challenges and goals of the VUSN program to be exciting. The rewards of interacting with people and helping others are also some of the most outstanding experiences you will have here with us. We believe you have made a wise career choice.

In addition, we invite you to join the VUSN chapter of the American Assembly of Men in Nursing (AAMN). Our group supports men in nursing, encourages men to become nurses, and advocates for the special health needs of men. The AAMN was founded by Luther Christman, PhD, RN, who was the first male dean of a nursing school in the United States. That school happened to be VUSN in 1967.

To join AAMN go to: [http://www.aamn.org/membership](http://www.aamn.org/membership). Once you have joined the national organization, you are automatically a member of the Vanderbilt chapter.

We look forward to meeting you during fall orientation at a special event for male students and faculty. In the meantime, if you have any questions about our AAMN chapter, school, or just want to say “hey,” let us hear from you.

Thanks for joining us at VUSN. Again, we believe you have made a smart choice.

With much respect,

Chance Allen, MSW, MSN, APN, LMSW, PMHNP (AAMN faculty advisor) robert.c.allen@vanderbilt.edu

Tom Christenbery, PhD, RN, CNE tom.christenbery@vanderbilt.edu
VUSN AAMN WEBPAGE

https://nursing.vanderbilt.edu/advantage/organizations/aamn/index.php

The VUSN AAMN webpage has been immensely successful. From January 2016 to April 2018, the average per view time is almost 4 minutes per visit, which is about twice as long as other pages on the VUSN site.

3:52
AVERAGE TIME SPENT PER VISITOR ON THE VUSN AAMN WEBPAGE
Faculty at VUSN are aware that minority students and men in nursing sometimes face academic challenges. To address those challenges, minority and male faculty meet individually with students for academic enhancement.

Additionally, faculty at VUSN sponsor ongoing academic enhancement services such as brown bag lunches about key NCLEX-RN topics and test-taking strategies.

It is anticipated the upcoming VUSN climate survey will provide insights into both academic enhancement and advising needs of male students at VUSN.

The VUSN Diversity and Inclusivity Committee will have long-term oversight of the climate survey’s data, interpretation, analysis, and recommendations related to survey findings.
SECTION IX.

FACULTY ADVISEMENT
Advising is an integral part of the student experience at Vanderbilt. Far from being a passive exercise, advising is a collaborative process in which students are expected to assume primary responsibility for their academic planning while advisers provide expertise and support with the planning effort.

Each student is assigned a faculty adviser who will assist with planning a program of study and will serve as a resource to students for academic matters, such as advice concerning any difficulty with courses, testing, or paper writing.

Deliberate efforts are made to match male students with male faculty for advisement, particularly when nursing specialty and content areas match.
MEETING AAMN OBJECTIVES

CURRICULUM, COURSE SYLLABI, AND EDUCATION, AAMN MEMBER SUPPORT
“Encourage men of all ages to become nurses and join together with all nurses in strengthening and humanizing health care.”

We meet this objective, in part, through participation in elementary school presentations about nursing as a career and high school career fairs. We have presented twice at a national conference to Graduate Nursing Admission Professional (GNAP). The aim of these presentations was to generate discussion and ideas on how to have the greatest impact on recruitment and retention efforts for men in nursing. On campus, we have active recruitment activities, especially at open house events. We work with other minority groups of nurses (e.g., Black Student Nurses Association, LGBTI) to present at VUSN Cultural Diversity Day to emphasize that nursing is open and sensitive to the needs of all minority groups within its ranks and in society at large. In addition, we have male presence on all VUSN standing committees and male student and faculty representation on the School’s Diversity and Inclusivity Committee. Male VUSN faculty also serve on several key university committees (e.g. Faculty Senate).
“Support men who are nurses to grow professionally and demonstrate to each other and to society the increasing contributions being made by men within the nursing profession.”

The VUSN AAMN chapter has made a rigorous effort through email blasts and word-of-mouth to include men in its chapter events from many Middle Tennessee health care organizations (St. Thomas Hospital) and places of higher learning (Lipscomb University). This report has been a testament to the volunteerism of VUSN chapter members. Members volunteer at many agencies that care for the medically underserved including Oasis Center, Edge Hill Community, Siloam Center, Shade Tree Clinic, and elementary and secondary schools. Each year men from VUSN AAMN volunteer for the Flulapalooza Influenza vaccination project for all VU and VUMC students and employees. Importantly, members of AAMN work and volunteer at Mercury Courts, a health care clinic and housing site that is administered by two male Family Nurse Practitioners from VUSN.

The work at Mercury Courts has solidified, by itself, the importance of male nurses to Nashville and the larger Middle Tennessee area. Mercury Courts received a $1,000,000.00 HRSA grant to sustain its services to medically underserved populations in Middle Tennessee.

Christian Ketel, DNP, RN-BC, (VUSN faculty and alumnus) is the co-investigator for the grant and Aaron Scott MSN, RN (VUSN alum), is key personnel for project implementation.

https://my.vanderbilt.edu/healthcareintheshadows/2015/04/the-clinic-at-mercury-courts-2

(Top): Administration and health care personnel at Mercury Courts including Dr. Christian Ketel, and Aaron Scott, FNP, VUSN alumni.

(Bottom): Christian Ketel, DNP, RN-BC, consulting with APRN students and staff at Mercury Courts.
“Support men who are nurses to grow professionally and demonstrate to each other and to society the increasing contributions being made by men within the nursing profession.”

To address health issues of men who are often impacted by social determinants of health, VUSN curricula and syllabi specifically target male populations with curricular content aimed at prevention, treatment, and evaluation. For example, in a psychiatric mental health course (NURS 7215, Psychiatric Mental Health Nursing Across the Lifespan), APRNs are taught interviewing techniques lead to a formulation of a psychiatric diagnosis, such as major depression. In NURS 7215 students learn that males have different presentation than females with regard to depression, as well as higher rates of suicide associated with depression. APRN students learn to identify risk factors for psychiatric conditions among males and follow up with development of differential diagnoses and the psychopharmacologic and other interventions related specifically to males and ethnicity.

Another example of male health addressed in the VUSN curriculum occurs in Advanced Pharmacotherapeutics (NURS 6103), taught by Michael Gooch, DNP, RN, AC/F/ENP. In NURS 6103, Dr. Gooch provides a course unit about pharmacotherapy for men’s health conditions including osteoporosis, erectile dysfunction, and gastroesophageal reflux.
“Support men who are nurses to grow professionally and demonstrate to each other and to society the increasing contributions being made by men within the nursing profession.”

SECTION X. MEETING AAMN OBJECTIVES

CURRICULUM AND COURSE SYLLABI

In Advanced Health Assessment and Clinical Reasoning (NURS 6101), Brian Widmar, PhD, RN, ACNP-BC, CCRN, FAANP, teaches course units on genitourinary assessment in men and gay, bisexual, and transgender health assessment.

In NRSC 5101, Evidence-Based Practice, Tom Christenbery, PhD, RN, CNE, teaches a section on the contributions to nursing science that have been made by men and minority nurses.

In the advanced pathophysiology course (NURS 6010) Travis Dunlap, PhD (c), RN, ANP-BC, teaches a class on pathophysiology of the male reproductive system. In this course, Professor Dunlap helps students analyze the effect and progression of reproductive disease entities in populations of men across the lifespan.
“Advocate for continued research, education and dissemination of information about men’s health issues, men in nursing, and nursing knowledge at the local and national levels.”

Currently, the VUSN chapter of AAMN is participating in a multisite study with Duke and Emory universities. The title of the study is: Identifying Strategies for Addressing Perceived Barriers to Education for Male Nursing Students. Students from the VUSN chapter have presented their cultural day diversity posters about men in nursing at local (Nursing Research Day, Vanderbilt University Medical Center) and regional conferences (Tennessee Nurses Association). Members of the chapter have been co-authors on the Tennessee Men’s Health Report card (download PDF) for the past six years.

The report card is a collaborative interprofessional endeavor (e.g., medicine, ministry, social work, pharmacy). The report card on men’s health is disseminated to practitioners across the state so that they may better serve the needs of male clients and populations. The chapter participates in the dissemination of educational materials about men’s health at local college football games, career days, and VUSN open house.
“Support members’ full participation in the nursing profession and its organizations and use this Association for the limited objectives stated above.”

The socialization efforts of the VUSN AAMN chapter are important and the impact these efforts have on helping men to feel a part of the larger nursing community is nearly inestimable. Through men-to-men socialization, students are more readily able to internalize and develop their lifelong professional identities. Our AAMN chapter integrates many related factors to make this socialization easily accessible, meaningful, and realistic. Importantly, VUSN AAMN socialization and professional identity formation provides men a sense of belongingness in education, research, and practice.
CONCLUSION

SECTION XI.
For over a half a century, VUSN has welcomed men into the nursing program. We know that this has not always been an easy professional path for men who are committed to improving the quality of health for clients and populations. However, VUSN has made and continues to make its academic climate a more diverse and inclusive place for becoming the best nurses possible. This report provides abundant evidence of the progress VUSN has made in welcoming and developing male nurses into the university and preparing them to be expert practitioners, researchers, and scholars.
SECTION XII.

REFERENCES

ACKNOWLEDGEMENTS
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