VANDERBILT UNIVERSITY

SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE

STUDENT HANDBOOK

2015-2016

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LETTER FROM THE DEAN

Dear Students,

On behalf of the faculty and staff of Vanderbilt University School of Nursing, I am pleased to welcome all new and continuing students. We expect that your student experience at Vanderbilt will be filled with many diverse and exciting opportunities for both professional and personal growth. Opportunities for advanced practice nurses in health care are changing faster now than ever before and we expect to see our graduates as leaders in creating changes to increase access, increase quality and decrease costs for patients and systems.

I hope you will find this Student Handbook a valuable resource in addressing your questions and concerns as a VUSN DNP student. It is essential that you familiarize yourself with our policies and procedures and use this for general information about the School and the Vanderbilt University community.

You have my very best wishes for a successful and enjoyable year.

Linda Norman, DSN, RN, FAAN
Valere Potter Menefee Professor of Nursing
Dean, Vanderbilt School of Nursing

Contents

VUSN ACADEMIC CALENDAR FOR 2015-2016

Fall Semester 2015	
August 12, 13, 14 (Wed – Fri)	MSN Pre-Specialty Level New Student Orientation
August 12, 13 (Wed – Thurs)	ASN-MSN Level New Student Orientation
August 14 (Fri)	ASN-MSN Level – 1st day of class
August 17 (Mon)	MSN Pre-Specialty Level classes begin
August 17, 18 (Mon – Tues)	MSN Specialty Level Orientation (BSN and MSN entry)
August 17 (Mon)	MSN Health Care Leadership classes begin
August 18 (Tues)	Orientation for MSN students progressing to the MSN Specialty Level (afternoon only)
August 19 (Wed)	MSN Specialty Level classes begin-*Note: Please check the class schedule for specific information on start dates for required classes.*
August 24, 25, 26, 27 (Mon – Thurs)	DNP Student Orientation and Intensive
August 24, 25, 26, 27, 28 (Mon – Fri)	PhD Student Orientation and Intensive
September 7 (Mon)	Labor Day – No VUSN classes
October 3 (Sat)	MSN, DNP, and PhD Fall Open House
November 21-29 (Sat – Sun)	Thanksgiving Break – No VUSN classes
December 4 (Fri)	Last day of classes for all students
December 7, 8, 9 (Mon – Wed)	Final Exams
December 11 (Fri)	December Pinning Ceremony
Spring Semester 2016	
January 4 (Mon)	First day of Spring semester for MSN Pre-Specialty Level & MSN Specialty Level courses
January 11-13 (Mon – Wed)	DNP Intensive
January 11-14 (Mon – Thurs)	PhD Intensive
January 18 (Mon)	MLK Day – No VUSN classes
March 5-13 (Sat – Sun)	Spring Break
March 5 (Sat)	MSN and DNP Spring Open House
April 15 (Fri)	Classes end
April 18, 19, 20 (Mon – Wed)	Final Exams
NOTE: MSN Pre-Specialty Clinical continues during the week of final exams	
Summer Semester 2016	
April 25 (Mon)	First Day of Summer Semester for MSN Specialty Level Students *Note: Please check the class schedule for your specialty to confirm your first day of class.*
May 2 (Mon)	MSN Pre-Specialty Level classes begin
May 9, 10, 11, 12 (Mon – Thurs)	PhD and DNP Intensive
May 12 (Thurs)	May Pinning Ceremony
May 13 (Fri)	Commencement
May 30 (Mon)	Memorial Day – No VUSN classes
July 4 (Mon)	July 4 holiday – No VUSN classes
July 29 (Fri)	Classes end for all students
July 31 (Sun)	Pinning Ceremony for Summer 2016 Graduates

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VUSN: HISTORY, ACCREDITATION AND PHILOSOPHY

MISSION STATEMENT AND SHORT HISTORY

As one of the University's professional schools, the mission of the School of Nursing is to develop, structure, and communicate the discipline of nursing by its commitment to the conduct of inquiry, research, scholarship, education of students, and the practice of professional nursing.

The Vanderbilt University School of Nursing opened in 1909, offering a three-year diploma program in nursing. The first Bachelor of Science degree was awarded in 1936, and the first Master's degree in nursing in 1958. The School of Nursing is one of the nation's first nursing programs to incorporate nursing into a liberal arts degree. Having phased out its undergraduate degree program in 1989, the School now offers a curriculum that enables Pre-Specialty students from diverse backgrounds to move into the master's and doctoral levels of study and prepare for careers in advanced practice nursing. Currently, "U.S. News and World Report" ranks the Vanderbilt School of Nursing as #11 in the Top Schools of Nursing in the country.

Students from the Vanderbilt School of Nursing class of 1946 practice taking blood pressure readings from patients.

ACCREDITATION

The school is approved by the Tennessee Board of Nursing. Vanderbilt School of Nursing was a charter member of the Association of Collegiate Schools of Nursing, which later was incorporated into the National League for Nursing (NLN). The MSN and DNP programs are accredited by the ACEN (Accreditation Commission for Education in Nursing) formerly NLNAC, 3343 Peachtree Road NW, Suite 850, Atlanta, GA 30326; telephone: (404) 975-5000. The Nurse-Midwifery program is accredited by the Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation). For information: 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; e-mail: *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). Vanderbilt University is accredited by The Southern Association of Colleges and Schools to award bachelor's, master's, professional, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; telephone: (404) 679-4500; Web: *sacs.org.*

PHILOSOPHY OF THE SCHOOL

The School of Nursing is committed to freedom of inquiry into the national, 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 boundaries 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 their 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 the graduate education in nursing is to prepare students for advanced practice roles, including nurse-midwife, nurse practitioner, nurse informaticist, and nurse manager. At the master's level, graduate study provides the opportunity for in-depth theoretical knowledge, 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, requires 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 MSN 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.

VUSN DNP Students gather for a group photo during the 2014 fall Intensive.

DOCTORAL STUDIES

The DNP (Doctorate in Nursing Practice): The DNP program in the School of Nursing prepares practice scholars as leaders in translating evidence-based knowledge into clinical practice, improving health care outcomes, and strengthening nursing management and education within public and private organizations. Successful applicants to the program are those whose previous academic performance, written goal and practice inquiry statements and letters of recommendation match the School's philosophy and faculty expertise. Increased complexity in health care, the explosion of knowledge and technology, and national issues related to patient safety and quality improvement call for fundamental changes in the education of all health care professionals. Redesigning care processes are indicated, with information technology systems enhancing evidence-based decision making at both the macro- and micro-system levels. Addressing the above challenges identified by the IOM and other national organizations, the American Association of Colleges of Nursing published a position paper in 2004 targeting the adoption of the DNP as the terminal degree for the APN. Advanced nursing practice is any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for specific populations, administration of nursing and health care organizations, and the development and implementation of health care policy. VUSN has a long history of educating advanced practice nurses at the Master's level in both direct and indirect patient care, e.g., Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialists, Nursing Informatics Specialists, and Health

Systems Managers. Nurses prepared in practice doctorate programs have a blend of clinical, organizational, economic, and leadership skills to enable them to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and have significant impact on health care outcomes.

Nurses prepared in practice doctoral programs have a blend of clinical, organizational, economic, and leadership skills to enable them to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and have significant impact on health care outcomes. Dr. Terri Allison is the director of the DNP program.

DNP: PROGRAMS OFFERED

Entry with an MSN degree:
Entry with an MSN degree requires APRN certification as either an NP, CNM, CNS or CRNA. Applicants may also enter with an MSN in nursing administration or nursing informatics. Vanderbilt offers post-master's entry for advanced practice nurses who hold an MSN and wish to pursue additional advanced practice study for a new certification. Applicants with an MN degree in nursing education or other areas may apply but must pursue an advanced practice specialty as part of the DNP program which will extend the length of the program of studies. The program length will be based on the individual portfolio review. Applicants pursuing a new specialty should address their career goals in the new specialty as part of the DNP statement of professional goals. The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. In accordance with Vanderbilt's non-discrimination policy, the DNP 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 requirements. Vanderbilt School of Nursing considers the Internet communication link an essential learning resource for doctoral students. DNP students will be required to have a home computer, printer, and Internet service provider that has high- speed, broadband Internet access.

Entry for Nurses with a Master's Degree in Public Health, Informatics, Business or other Health Care Related Field - Systems Focus Option

This program is designed for nurses in leadership positions who have a master's degree in public health, informatics, business or another health care related field and wish to obtain the Doctor of Nursing Practice Degree with a systems focus. Applicants with at least five years of

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post-master's leadership experience are preferred. Students will select either the Healthcare Leadership or Informatics specialty. The program director for the selected specialty will review the applicant's portfolio and transcripts to determine specific requirements and design an individualized DNP program of study. The student will complete the specialty level courses first, be awarded a Master's in Passing and continue with the DNP courses. The student may be given up to 20 credits from previous academic work toward the specialty (subject to review and approval by the specialty program director).

Joint DNP/MPH Program

The DNP/MPH degrees represent the Doctor of Nursing Practice and the Master of Public Health degrees. The DNP/MPH joint degree program is designed for advanced practice nurses who are interested in doctoral nursing education with an emphasis in public health.

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

The DNP/MPH program can usually be completed in three years of full time study. A student will complete at least 22 credits for the DNP and 30 credits for the MPH. The student will expect to complete 55-58 credits to meet requirements for both degrees. The MPH program offers three tracks: Epidemiology, Global Health and Health Policy. The MPH didactic course work requires weekly on campus attendance; the MPH practicum may be a local or international experience and is completed the first summer semester of the program. The DNP course work is offered in a modified distance format where students are required to be on campus for one week three times per year.

Year One: MPH didactic courses and practicum experience
Year Two: DNP courses and completion of MPH practicum, if necessary
Year Three: DNP courses and final DNP project and MPH thesis or project

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

Palliative Care Post-Master's Certificate

Palliative Care is specialized holistic interdisciplinary care that focuses on improving quality of care and symptom management for both patients and families with chronic disease. The Palliative Care Post-Master's Certificate is designed for nurse practitioners who desire to have advanced knowledge in pain and symptom management to care for patients with complex chronic disease to improve the functional status and quality of life for patients and their families. The student with an MSN in a nurse practitioner specialty may complete the Palliative Care Post-Master's Certificate alone, or the certificate may be obtained in conjunction with the MSN in another specialty or with the Doctor of Nursing Practice degree. Students complete 13 hours for the post-master's certificate in three or five semesters. Three 2-hour didactic courses are offered in a distance, online format. The student completes 500 clinical hours in palliative care. Faculty will work with students to secure appropriate clinical placement in the student's home area if at all possible. If not possible, clinical placements are available in the Nashville, TN area. Upon completion, students are eligible for certification as an Advanced Practice Hospice and Palliative Nurse by the Nursing Board for Certification of Hospice and Palliative Nurses.

This interdisciplinary didactic curriculum is based on the latest evidence for pain and symptom management for chronic diseases and patients with a cancer diagnosis. Additional topics include spirituality, cultural issues, grief, bereavement, loss, communication skills, care for specialized populations, such as Veterans and Pediatrics, and aspects for the advanced practice nurse to become a leader of palliative care.

Curriculum:
N8090: Overview of Palliative Care and Physical Suffering: Advanced Pain and Symptom Management (2 cr: Fall)
N8091: Psychosocial and Spiritual Suffering (2* cr: Spring)
> *includes 35 hours clinical

N8092: Palliative Care of Specialized Populations (2 cr: Summer)
N8093: Palliative Care Clinical Practicum I (4 cr: 280 hours: Spring)
N8094: Palliative Care Clinical Practicum II (3 cr: 210 hours: Summer)

Curriculum Planning: Individual curriculum plans for students enrolled in the Palliative Care Post-Master's Certificate program in conjunction with another MSN specialty or the Doctor of Nursing Practice program will be determined by the student's advisor in view of the student's goals, background, and academic accomplishments. Such a curriculum plan will detail full or part-time status and course sequencing. Such a plan is subject to revision as the student better defines his/her professional and vocational aspirations.

LOCATION OF ADMINISTRATIVE OFFICES

Dean of the School of Nursing	Linda Norman	111 Godchaux
Senior Associate Dean for Academics	Mavis Schorn	215 Godchaux
Senior Associate Dean for Clinical & Community Partnerships	Pam Jones	224 Godchaux
Senior Associate Dean for Research	Ann Minnick	415 Godchaux
Senior Associate Dean for Informatics	Betsy Weiner	260 Frist Hall
Senior Associate Dean for Administration and Operations	Becky Keck	105 Godchaux
Assistant Dean for Enrollment Management	Paddy Peerman	210 Godchaux
Assistant Dean for Student Affairs	Sarah Ramsey	217 Godchaux
Assistant Dean for Cultural Diversity and Inclusion	Jana Lauderdale	218 Godchaux
Assistant Dean for Clinical Community Partnerships	Terri Crutcher	222 Godchaux
Assistant Dean for Faculty Practice	Clare Thomson-Smith	A-1222MCN
Assistant Dean for Educational Informatics	Jerry Murley	272 Frist Hall
Center for Research Development & Scholarship	Ann Minnick	415 Godchaux
Office of Clinical Placement	LeeAnn Ruderer	1024-C 18 Ave. S.
Office of VUSN Financial Services	Kristie Smith	212 Godchaux
Office of VUSN Registrar	Logan Key	211 Godchaux
DNP Program Director	Terri Allison	603D Godchaux

Most Faculty offices are located on the 2nd and 3rd floors of Frist Hall, and the 2nd through 6th floors of Godchaux Hall. DNP program offices are located on the 6th floor of Godchaux Hall.

DNP Program Office

Administrative offices for the Doctor of Nursing Practice Program are located within the School of Nursing at:

Vanderbilt University School of Nursing
Godchaux Hall, 6th Floor
461 21st Avenue South
Nashville, TN   37240
Telephone: (615) 343-8419
Fax: (615) 322-7505
www.nursing.vanderbilt.edu

The following faculty and staff are responsible for the management and administration of the program:

Program Director

Terri L. Allison, DNP, ACNP-BC, FAANP
Telephone: (615) 343-7732
Email: terri.allison@vanderbilt.edu

Program Administrative Manager

Mindy Kessler
Telephone: (615) 343-7371
Email: mindy.d.kessler@vanderbilt.edu

Program Department Education Specialist

Pam Pettis
Telephone: (615) 343-8419
Email: pam.pettis@vanderbilt.edu

Vanderbilt University School of Nursing (VUSN)
Within the VUSN organizational structure, the Doctor of Nursing Practice Program is in the portfolio of the Senior Associate Dean for Academics, Dr. Mavis Schorn located at:

Godchaux Hall – 2nd floor
Office of the Senior Associate Dean for Academics
461 21st Avenue South
Nashville, TN   37240
Telephone: (615)322-3800
Toll Free: 1-888-333-9192
www.nursing.vanderbilt.edu

DNP Program Faculty

Dean
Linda D. Norman, DSN, RN, FAAN

Dean Emerita
Colleen Conway-Welch, Ph.D., CNM, FAAC, FACNM

Professors
Susan M. Adams, PhD, RN, PMHNP, FAANP
Karen C. D'Apolito, PhD, RN, NNP-BC, FAAN
Mark E Frisse, MD, MS, MBA
Mary Jo Gilmer, PhD, MBA, RN-BC, FAAN
Jeffry S. Gordon, PhD
Joan E. King, PhD, RN, ANP-C, ANCP-C, FAANP
Bonnie A. Pilon, DSN, NE-A, FAAN
Patricia A. Trangenstein, PhD, RN, BC
Elizabeth E. Weiner, PhD, RN-BC, FACMI, FAAN

Associate Professors
Michelle R. Collins, PhD, CNM
Terri L. Allison, DNP, ACNP-BC, FAANP (Program Director)
Sarah C. Fogel, PhD, RN
Pam Jones, DNP, RN, NEA-BC
Betsy B. Kennedy, PhD, RN, CNE
Stephen D. Krau, PhD, RN, CNE, CT
Jana L. Lauderdale, PhD, RN
Melanie Lutenbacher, PhD, MSN, RN, FAAN
Melissa McPheeters, PhD, MPH
Elizabeth R. Moore, PhD, RN, IBCLC
Mavis N. Schorn, PhD, CNM, FACNM
Heidi J. Silver, PhD, RD, LDN
Richard E. Watters, PhD, RN
Jennifer L. Wilbeck, DNP, APRN, ACNP, FNP, CEN

Assistant Professors
Angelina M. Anthamatten, DNP, APRN, FNP-BC, ADM
K. Michelle Ardisson, DNP, RN, ACNP-BC
Joshua Baxter, DNP, RN, CRNA
Linda M. Beuscher, PhD, GNP-BC
Sharon E. Bryant, DNP, ANCP-BC
Stephen T. Busby, PhD, FNP-BC
Carol L. Calloway-Lane, DNP, ACNP-BC
Thomas L. Christenbery, PhD, RN, CNE

Terri Davis Crutcher DNP, RN
Michael Cull, PhD, RN
Sharon L. Holley, DNP, CNM
Leslie Hopkins, DNP, APRN-BC, FNP-BC, ANP-C
Catherine H. Ivory, PhD, RNC-OB
Sharon Karp, PhD, RN, CPNP
Jennifer Kim, DNP, GNP-BC
Susie (Treasa) Leming-Lee, DNP, MSN, RN, CPHQ
Kathryn B. Lindstrom, PhD, FNP-BC, ACHPN
Virginia A. Moore, DNP, WHNP-BC
Brittany Nelson, DNP, RN, CPNP
Abigail L. Parish, DNP, APN-BC
Julia C. Phillippi, PhD, CNM
Geraldine C. Reeves, PhD, FNP-BC
Patricia A. Scott, DNP, NNP-BC, C-NPT
Clare Thomson-Smith, MSN, RN, JD
Dawn Vanderhoef, PhD, DNP, PMHNP/CS-BC
Brian Widmar, PhD, RN, ACNP-BC, CCRN
Kelly A. Wolgast, DNP, MSS, RN, FACHE
Courtney J. Young, DNP, MPH, FNP-BC
Carol C. Ziegler, DNP, NP-C

Instructors
Sheree Allen, DNP, APN, CPNP-AC/PC
Melanie Allison, MSN, RN, ACNP
Margaret Buxton, MSN CNM
Eydie Cloyd, JD, MSN, PMHNP-BC
Courtney J. Cook, DNP, ACNP-BC
Sharon Fleming, DNP, RN, CPNP-PC, CNS
Melissa Glassford, DNP, FNP-C
Karen Hande, DNP, RN, ANP-BC
Christian Ketel, DNP, RN-BC
Carrie Plummer, PhD, ANP-BC
Megan Simmons, DNP, RN, PMHNP-BC
K. Melissa Smith, DNP, ANP-BC
Ty Williams, DNP, RN, ACNP-BC, FNP-BC
Terry L. Witherington, DNP, CPNP

Adjunct Instructors
Greta L. Fowinkle, DNP, RN, CMAC
John Weatherwax, Lt Col, USAF, NC

DNP DEGREE REQUIREMENTS

The curriculum includes 35 hours of required coursework and can be completed either full time in four semesters or part time in six semesters. Courses are delivered using a combination of formats with one on-site intensive experience each semester, comprised of 3-5 days each with the remainder of the coursework completed using distance learning technologies. Requirements for the degree include successful completion of advanced coursework to include a minimum of 500 hours of practice integration and the successful completion and defense of a scholarly project. All degree requirements must be completed within five years of enrollment.

> *Course Load*: The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours. The normal full-time schedule is 9 hours per semester. Part- time students must follow the approved part-time program of study. The student's status is defined as follows:
> * Full time: Registered for 9 or more hours;
> * Half time: Registered for at least 4 hours, but less than 9 hours;
> * Less-than-half time: Registered for at least I hour, but less than 4 hours.

Curriculum Overview:

The program requires 35 credit hours of study of which 6 may be transferred from another DNP program (pending review and approval). The 35 credit hours required for graduation are detailed below. Nurse Faculty Loan recipients may be required to take additional credit hours.

Required Courses	Credit Hours
NURS 8010 Evidence-Based Practice I: The Nature of Evidence	2
NURS 8012 Informatics for Scholarly Practice	2
NURS 8014 Statistics in Health Sciences	3
NURS 8015 Integrative Application of Evidence-Based Practice I	I
NURS 8022 Evidence-Based Practice II: Evaluating and Applying Evidence	3
NURS 8024 Epidemiology	3
NURS 8022 Integrative Application of Evidence-Based Practice II	I
NURS 8032 Health Care Economics and Finance	3
OR **NURS 8034** Advanced Health Economics and Finance	
NURS 8095 Integrative Application of Evidence-Based Practice III	2
NURS 8042 Quality Improvement and Patient Safety	3
NURS 8044 Management of Organizations and Systems	3
OR **NURS 8045** Evidence-Based Management in Health Care Organizations and Systems	
NURS 8052 Health Policy	2
NURS 8054 Legal and Ethical Environment	3
Two Elective Courses	4
Total:	**35**

Practice Hours:

VUSN DNP graduates are scholars expected to collaborate in complex health environments with diverse populations, translating and applying evidence to clinical decision making, leading the development, testing, and dissemination of care standards, and advocating for policy and initiatives with stakeholders, to improve health outcomes. Informed by *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006), practice experiences for postmaster's entry students are designed for opportunities to expand on proficiency and mastery of APN or systems competencies.

All VUSN DNP students are required during their course of study to complete a minimum of 500 practice hours within their professional practice setting or in practice sites created through collaborative partnerships with students, faculty and agencies, for a total minimum 1000 hours when combined with MSN clinical hours completed prior to entering the DNP program. Practice hours are designed to demonstrate synthesis of expanded knowledge acquired within the DNP curriculum. The practice portion of the curriculum demonstrates the student's capability to meet the core competencies of the DNP degree. The practice hours are documented as a part of the DNP student portfolio.

Practical learning experiences are structured across a series of three Integrative Application courses that include course objective strategies for meeting overall program outcomes. The series of courses provides the student the opportunity to develop, propose, implement and defend the scholarly project, the hallmark of the VUSN practice doctorate. Completion of the project demonstrates synthesis of the student's knowledge from curriculum courses and unique practice experiences, achievement of competencies, and unique expertise in the student's specified area.

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

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

Practice hours are self-reported and documented within the student's electronic portfolio as well as other evidence of progress in meeting program objectives. Student portfolios are used by course faculty and the faculty advisor for student evaluation and professional growth.

Ratio of Credit Hours to Clock Hours:

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

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

Practicum. Practica are designed to demonstrate synthesis of expanded knowledge acquired within the DNP 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 DNP program nor by time spent working on classroom assignments. The practicum hours signify the capability of the student to meet the AACN Essentials for DNP education. A minimum of 1,000 hours post BSN or 500 hours post MSN is required. The hours can be demonstrated through a variety of methods including:

Most students complete practice hours at their site of employment as an advanced practice nurse, health system manager, or nurse informaticist. Students are required to submit a signed "Letter of Understanding" between VUSN and their employer or practice site. The letter, though not a formal contract, is a signed memorandum of understanding that the student's employer is aware of the student's enrollment in the DNP program at VUSN and will be able to work on the identified project topic within this professional practice setting under the supervision of the student's identified faculty adviser and in association with the agency facilitator. The DNP 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 DNP program, VUSN will execute affiliation agreements with a specified agency and preceptor for the student's practica course work. All requirements for practica should be completed and on file (see Registration) at the time of enrollment. DNP students may be asked to complete the immunization/certification requirements depending on the nature of their clinical situation. Clinical mentors and/or agencies may require a drug screening or additional criminal background check. Costs associated with these processes will be the responsibility of the student.

Intensive Sessions:

All students are required to attend an on-campus intensive session at the beginning of each semester. Time on campus may vary slightly depending on individual programs of study. Detailed intensive schedules are distributed to students and made available on the VUSN website at least *4 weeks* prior to each intensive session. Attendance is mandatory for successful completion of the DNP program.

2015-16 Intensive Dates
Fall: August 24-28, 2015
Spring: January 11-13, 2016
Summer: May 9-11, 2016

Transfer Credit:

Transfer credit is considered for courses taken elsewhere within five years of admission. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university.

To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins, submit a letter of request to the School of Nursing Registrar's Office with the course syllabus enclosed, and provide an official transcript showing the final grade for the course.

A maximum of six (6) credits can be transferred. The program director approves transfer credit for all DNP courses. No credit is awarded toward the degree for courses designated as prerequisite for admission. If transfer credit is approved, a grade of *P* will appear on the student's official transcript and the hours earned will count toward the DNP.

Course Descriptions:

All VUSN course descriptions can be found in the School of Nursing Catalog at:
http://www.vanderbilt.edu/catalogs/nursing/

Programs of Study (see Appendix G):
DNP Full Time and Part Time Programs of Study are located on pages 118-121 of this handbook.

DNP Scholarly Project Process Guidelines

Overview:

A hallmark of the practice doctorate is the successful completion of a scholarly project demonstrating the synthesis of the student's experiences. The scholarly project embraces the synthesis of both coursework and practice application. The final outcome is a deliverable product reviewed, evaluated and approved by a faculty committee chair/advisor and scholarly project committee. Dissemination modes include the final scholarly paper or journal article and a scholarly poster or slide presentation. The nature of the scholarly projects will vary. Projects are related to advanced practice in each student's nursing specialty, and the project must demonstrate potential benefit for a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, such as a clinical agency, health department, government agency, or community group. Examples of overall types of scholarly projects include quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; design and use of databases to retrieve information for decision-making, planning, evaluation; design and evaluation of new models of care; design and evaluation of healthcare programs.

DNP students identify an inquiry within their practice area or their area of interest at the time of their applications or admission to the DNP program. During the first semester, students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem/need. The inquiry will be further defined during the three integrative application courses with the guidance of the advisor/committee chair and committee members. A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment, and overall project goals. During the final two semesters of the program, the project will be implemented integrating economic, political, ethical, and legal factors as appropriate. Evaluation of the outcomes of implementation and dissemination of findings complete the scholarly project process.

Students work closely with their scholarly project committee, under the direction of the Committee Chair, who most likely is the student's advisor. The Committee Chair is engaged in all aspects of the process.

Scholarly Project Committee

After identifying the project topic, a Scholarly Project Committee is appointed with the guidance of the Committee Chair and the DNP Program Director as necessary. Each committee must have at least two members inclusive of the Chair, both of whom must be faculty of Vanderbilt University and hold doctoral degrees in their areas of expertise. Students may select one or more additional members from outside the University. Each student will be paired with an advisor from the School of Nursing upon enrolling in the DNP program who may serve as Chair.

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The Committee Chair will assume the role of academic advisor if different from the previously assigned advisor for the remainder of the student's tenure. The Chair is selected to match the scholarly interest and/or method of inquiry identified by the student. Students will identify their Committee Chair and members by the end of N8015.The Chair will help the student identify potential committee members within the School of Nursing.

Once the committee members are identified, the student must complete the Scholarly Project Committee Appointment Request form (see Appendix B), and obtain appropriate signatures. The original form is forwarded to the DNP Program Director who will obtain the signature of the VUSN Senior Associate Dean for Academics. If the Chair or other committee member is unable to continue working with the student, the student will coordinate with the DNP Program Director and the Senior Associate Dean for Academics regarding an action plan. Changes in the committee must be submitted in writing to the DNP Program Director and a new form completed.

The Scholarly Project Committee is responsible for the following activities:

- Guiding the student in the development of the scholarly project proposal
- Critiquing the readiness of the project proposal for presentation
- Mentoring the student during the implementation and evaluation phases of the project
- Evaluating the student's performance on the proposal paper, proposal presentation, project paper or journal article and the project poster or slide presentation.

Committee Meetings

The progression of the DNP student throughout the project process is monitored by the committee during scheduled meetings at least once each semester, during the on-campus intensives, via Skype for Business, or other distance formats as agreed upon by the Chair and the student. The student is responsible for scheduling these meetings and advised to document the agenda, actions, and target dates. Students and Committee Chairs agree upon a project timeline to reflect agreed upon expectations and due dates. The timeline takes into consideration individual student objectives for the Integrative Application courses.

Integrative Application Courses
Students complete three integrative application courses, which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent/concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent integrative course reflecting the student's progress with the project in collaboration with the Committee Chair and course faculty. Starting at the first semester for full-time students, and the second semester for

part-time students, and throughout these three courses, students are expected to accrue a minimum of 500 hours in an area related to their practice inquiry.

N8015 Integrative Application of Evidence-Based Practice I

- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio
- Complete scholarly project proposal paper draft, Sections I and II
- Submission of Scholarly Project Committee Appointment Request form (see Appendix B)

The following project elements may be accomplished in N8015:

- Complete scholarly project proposal paper
- Successfully present scholarly project proposal

N8025 Integrative Application of Evidence-Based Practice II

- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio
- Complete scholarly project proposal paper
    - Submit completed Scholarly Project Proposal Evaluation Tool (see Appendix C)
- Successfully present scholarly project proposal
    - Submit completed Scholarly Project Proposal Oral Evaluation Tool (see Appendix C)
- Submit the DNP Scholarly Project Proposal Presentation Evaluation Form (Form 2 of 3) (see Appendix D) signed by Committee Chair and members to the DNP Program Department Education Specialist who will obtain the signature from the Senior Associate Dean for Academics and the DNP Program Director
    - Identify the plan for dissemination on the form
- Submission of Institutional Review Board (IRB) documents

The following project element may be accomplished in N8025:

- Begin implementation of scholarly project upon IRB approval

N8095 Integrative Application of Evidence-Based Practice III

- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio
- Implement scholarly project
- Complete scholarly project paper or journal article
    - Submit completed Scholarly Project Paper/Journal Article Evaluation Tool (see Appendix E)
- Successfully present scholarly project poster or PowerPoint slide presentation
    - Submit completed Scholarly Project Oral Presentation Evaluation Tool (see Appendix E)

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- Submit the DNP Scholarly Project Presentation Evaluation Form (Form 3 of 3) (see Appendix F) signed by the Committee Chair and members to the DNP Program Department Education Specialist who will obtain the signatures from the Senior Associate Dean for Academics and the DNP Program Director.

The grade for the project proposal paper and presentation and the scholarly project paper/journal article and presentation will be based on the attached evaluation tools (see Appendices C and D). The evaluation tools will be completed by the Committee Chair after consultation with committee members. The Committee Chair will electronically calculate and record the grade and sign the evaluation tool. An emailed PDF copy of the tool will be returned to the student and the student will submit the tool and the papers/presentations to the appropriate integrative Blackboard course site.

The project proposal paper, oral presentation, and corresponding evaluation tools and Project Proposal Presentation Evaluation Form will be submitted to N8025 no later than two weeks prior to the date semester grades are due to the registrar. The scholarly project paper or journal article, poster or slide presentation, corresponding evaluation tools and Project Evaluation Presentation Form will be submitted to N8095. The submission of the approved project paper or journal article to the DNP Program Department Education Specialist must be **completed** no later than two weeks before the expected graduation date.

***Note: The Committee Chair may request the student to perform a self-evaluation of the written paper using the appropriate evaluation tool prior to submitting the paper for a formal grade evaluation by the Chair and committee members.

Form	Chair and Committee	Student	Course
DNP Scholarly Project Proposal Draft Evaluation Tool	1. Chair completes and signs tool 2. Emails tool to student	1. Student submits tool and graded proposal draft paper to Integrative course no later than two weeks prior to the end of the course	
Scholarly Project Committee Appointment Request Form (1 of 3) (Appendix B)		1. Obtain signatures of all committee members 2. Send form to DNP Program Department Education Specialist for Program Director	N8015

		and Sr. Assoc. Dean signatures 3. Education Specialist will email form to student 4. Student submits form to Integrative course no later than two weeks prior to end of course	
Scholarly Project Proposal Paper Evaluation Tool (Appendix C)	1. Committee Chair in consultation with committee members completes and signs form 2. Chair emails electronic PDF copy of completed form to student	1. Student submits to Integrative Course a) Proposal Paper b) Proposal Paper Evaluation Tool no later than two weeks prior to end of course	N8025
DNP Scholarly Project Proposal Oral Presentation Evaluation Tool (Appendix C)	1. Committee Chair in consultation with committee members completes and signs tool 2. Chair emails electronic PDF copy of completed tool to student	1. Student submits to Integrative Course: Oral presentation and tool no later than two weeks prior to end of course	N8025
DNP Scholarly Project Proposal Evaluation Form (2 of 3) (Appendix D)	1. Committee Chair in consultation with committee members completes form 2. Plan for dissemination determined 3. Chair emails form to DNP Program Department Education Specialist	1. Student signs form at the conclusion of the presentation and gives it to the Chair	N8025
IRB Submission	1. Chair electronically signs IRB application online at the IRB website	2. Student submits IRB documents to Integrative Course	N8025

DNP Scholarly Project Paper/Journal Article Evaluation Tool (Appendix E)	1. Committee Chair in consultation with committee members completes and signs tool 2. Chair emails electronic PDF copy of completed tool to student	3. Student submits to Integrative Course: Project paper or journal article and tool no later than two weeks prior to end of course	N8095
DNP Scholarly Project Oral Presentation Evaluation Tool (Appendix E)	1. Committee Chair in consultation with committee members completes and signs tool 2. Chair emails electronic PDF copy of completed tool to student	1. Student submits to Integrative Course: Oral presentation and tool	N8095
DNP Scholarly Project Final Presentation Evaluation Form (3 of 3) (Appendix F)	1. Committee Chair in consultation with committee members completes form 2. Chair emails form to DNP Program Department Education Specialist	3. Student signs form at the conclusion of the presentation	

Project Progression

Progression in the Integrative Application Courses is dependent upon passing all of the elements of the scholarly project process required for the individual course. The student's scholarly project Chair, after consultation with committee members, is responsible for evaluation and approval of all elements of the scholarly project based on the attached evaluation tools.   These three Integrative Application Courses are the mechanism by which student progression is monitored. The tools will be completed by Committee chair in consultation with committee members, and the student will submit the evaluation tools and the papers/presentations to the appropriate integrative course. The Committee Chair completes the Project Proposal Draft Evaluation Tool evaluating sections I and II for submission to N8015. The project proposal paper, presentation, and evaluation tools will be submitted to N8025. The project paper, or journal article, presentation and evaluation tools will be submitted to N8095. Students in good standing and making satisfactory progress evidenced by effort to move toward completion of the scholarly project proposal, the project itself and/or the final paper may require an extension to complete the scholarly project process beyond the three semesters of the Integrative Application courses due to unforeseen circumstances (e.g. illness, death, natural disaster).

An incomplete grade is a temporary grade for students who require an extension to complete course work after the conclusion of a course. A student is eligible for an incomplete only if the Committee Chair, faculty course coordinator, and the student have conferred about the need for an incomplete at least two weeks prior to the last day of classes for the semester according to the Vanderbilt School of Nursing calendar. At that time, the student must present the unforeseen circumstances that have prevented the student from completing course work on time to the course coordinator and Committee Chair.   In addition, the student must demonstrate that a substantial portion of the course and the course work have been completed and must be of passing quality. Evidence of ongoing and timely communication with the Committee Chair and faculty course coordinator must be available.

The student is responsible for obtaining the incomplete form from [DNP Forms and Resources for Current Students and Faculty](#) and conferring with the Committee Chair and course coordinator to determine an agreed upon date to complete all course work. If the student fails to negotiate for an incomplete by two weeks prior to the last day of classes for the semester, an internal review by the DNP Program Director will determine if the student receives an incomplete or an "F" for the course. The date must be within the policy of the University as stated in Vanderbilt University School of Nursing Bulletin (catalog). If the work is not received by the identified date, the faculty may change the incomplete to an "F" for the course.

Institutional Review Board (IRB)
Scholarly projects require approval from the Vanderbilt University Medical Center Institutional Review Board (IRB) prior to the implementation of the project. To protect human subjects, IRB approval is indicated. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well.

Completion of the Human Research Curriculum (CITI –Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the Vanderbilt IRB web site: http://www.mc.vanderbilt.edu/irb/. The CITI training is usually completed in conjunction with N8022. The IRB application is submitted **only after** the Committee Chair and members have formally approved the student's project proposal and the Chair has reviewed and approved the application. A copy of the letter of approval must be submitted to the Chair before implementation of the project. Additional IRB approvals and CITI training may be required from the agency or institution in which the project will be implemented. The student needs to ascertain this requirement prior to submission to the Vanderbilt IRB.

***Note: Projects that are approved as either Exempt or Non-Research/Non-Human Subject will automatically become inactive in the IRB database 12 months after approval.

Projects that are approved as Standard, Expedited or Umbrella, the Application for Continuing Review and Study Closure form should be submitted when the study is complete and/or the PI leaves Vanderbilt.

See: IRB Policy III.K.4: Procedure for the Processing of IRB Continuing Review; Item I.D

Project Proposal

Students collaborate with their Chair on the development of the written proposal. Signing an Integrative Course Timeline for both N4015 and N8025 with Committee members regarding expectations throughout the process is required. Students should expect to complete multiple revisions of the written proposal before achieving final approval from the committee. Students are encouraged to develop a timeline for completion of the proposal (See Appendix A for DNP Scholarly Project Proposal and Final Project Checklist). Once the proposal is finalized and approved by the Committee Chair and the committee members, the student delivers a 20-30 minute oral presentation using Power Point to the committee during which the key components of the project proposal are described. The attached evaluation tools give detailed guidance of the criteria included in the proposal paper and presentation (See Appendix C). The presentation may be at the School of Nursing or via synchronous web-conferencing, such as Skype for Business. The student is responsible for scheduling this presentation after coordinating with the Chair and other committee members.

The DNP student must pass the proposal presentation to meet course requirements and progress to the next Integrative Application course. The proposal paper/presentation evaluation tools will be completed by Committee Chair after consultation with the committee members. The student will submit the signed tools and the paper and presentation to the integrative course. The project proposal paper and presentation will be submitted to N8025 no later than two weeks prior to end of course. A written evaluation with recommendations, as appropriate, will be documented on the DNP Scholarly Project Proposal Evaluation Form and signed by the student and all committee members (See Appendix D). A copy of the form must be submitted to the DNP Program Department Education Specialist who will forward the form to the VUSN Senior Associate Dean for Academics and DNP Program Director for their signatures.

The student will include a plan for final written and oral presentation of completed scholarly project in the proposal oral presentation. The Committee Chair and committee members must approve the student's plan for dissemination and designate the decision on the Scholarly Project Proposal Evaluation Form (Form 2 of 3).

If a student fails to pass the presentation, a plan for remediation and second proposal presentation will be developed by the committee, the DNP Program Director, and the student. This plan will be submitted to the Senior Associate Dean for Academics for approval within one week of the date of

the meeting. Failure to successfully pass the second proposal presentation will result in failure of the course.

Required Timeline for the Scholarly Project Oral and Written Proposal

- Submit a first draft of the written proposal to the committee Chair at least ***six weeks*** before the projected proposal presentation.
- Submit a revised draft of the paper to committee members following Committee Chair's approval at least ***three weeks*** before projected proposal presentation. The final copy of the proposal paper and slide presentation should be submitted to the Committee Chair and all members at least one week before projected proposal presentation.

Format for Written Project Proposal
The proposal should be written in APA format (6th edition) using size 12 font. The length of the proposal will vary, but usually is 20-30 pages excluding reference pages. The title page must include the name of the scholarly project, the student's name and Vanderbilt University School of Nursing. An electronic copy of the final proposal must be submitted to the committee at least 7 days before the scheduled presentation. The organization and content of the proposal will vary according to the project and recommendations of the Chair and committee members. The attached evaluation tools give detailed guidance of the grading criteria included in the proposal paper and the presentation (See Appendix E). A cumulative score ≥ of 2.7 points/B- , and meeting at least the marginal level for all criteria, must be achieved to pass the written proposal paper and the presentation. The following components of the proposal are ***required***:

I.   Introduction

- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s)/objectives
- Background of problem of interest
- Significance of problem related to healthcare, nursing, and advanced practice
- Impact of project on system or population

II.   Synthesis/Concepts/Theory

- Synthesis of evidence appraisal related to problem (appraisal of literature, other sources of data…) including overall strengths, weaknesses, gaps, and limitations.
- Concepts and definitions used in project
- Theoretical or conceptual framework

III   Methodology

- Project design
- Data collection tools, including validity and reliability
- Plan for data analysis
- Resources needed/ Budget justification

IV.   Dissemination Plan

- Written dissemination options: Choice of Final Scholarly Paper or Journal Article
  - If journal article selected, provide rationale for preferred journal
- Oral dissemination options: Choice of PowerPoint slide presentation or poster presentation

Final Project Paper/Journal Article and Poster/Slide Presentation

The DNP student must successfully complete the final scholarly project paper or journal article and slide or poster presentation to be eligible for graduation. The attached evaluation tools give detailed guidance of the grading criteria (See Appendix E). A cumulative score ≥ of 2.7 points/B- must be achieved to pass the final written and oral deliverables. The slide or poster presentation, using Power Point, may take place at the School of Nursing or via synchronous web-conferencing. All committee members are expected to be in attendance. Practice mentors and key stakeholders are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the Chair and committee members. The DNP Program Department Education Specialist can coordinate the process, such as scheduling the room and arranging for audiovisual needs.

The presentation will be facilitated by the Committee Chair. The student present his/her project lasting approximately 30 minutes, after which the Chair will open the floor for questions/discussion from the committee and audience. Following questions and discussion, the audience will be excused and the committee may pose additional questions about the project to the student. The student is then excused while committee members deliberate on the outcome of the presentation. The oral presentation evaluation tool (see Appendix E) will be completed by the Committee Chair after consultation with committee members. A written evaluation with recommendations, as appropriate, will be documented on the DNP Scholarly Project Final Presentation Evaluation Form and signed by the student and all committee members (see Appendix F). A copy must be submitted to the DNP Program Department Education Specialist who will forward the form to the Senior Associate Dean for Academics and the DNP Program Director for their signatures.

If a student fails to pass the final presentation, a plan for remediation will be developed by the committee, DNP Program Director, and student. This plan will be submitted to the Senior Associate Dean for Academics for approval within one week of the date of the project presentation. Failure to pass the second presentation will result in dismissal from the DNP program. The project must be

successfully presented at least two weeks prior to the end of the semester for the student to be eligible for graduation.

Once the committee has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper/journal article to the DNP Program Department Education Specialist. The paper/journal article, oral presentation, and evaluation tools will be submitted to N8095 no later than two weeks prior to the end of course.

Required Timeline for Scholarly Project Presentation and Paper

- The student, Committee Chair and members will collaborate to determine date and time for the final presentation. All committee members must agree and be available on the presentation date.
- Submit the first draft of the paper/journal article to the Committee Chair no later than six weeks before the presentation date. Multiple revisions of the paper may be necessary.
- Submit a revised draft of the paper/journal article to committee members following Committee Chair's approval at least two weeks before scheduled final presentation.
- Submit the final copy of the paper/journal article and slide/poster presentation should be submitted to the Committee Chair and all members one week before the projected final presentation.
- A mock presentation with the Committee Chair prior to the final presentation is optional.

Format for Written Scholarly Project Paper
The final paper should be written in APA format and in accordance with the format described under the guidelines for the written proposal. As noted in the proposal discussion, the organization and content of the final paper will vary according to the project and recommendations of the Chair and Committee members. The attached evaluation tools give detailed guidance of the criteria included in the paper and the presentation. The following components of the scholarly project paper are *required*:

I.   Introduction

- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s) and/or objectives
- Background of problem of interest
- Significance of problem related to healthcare, nursing, and advanced practice nursing
- Impact of project on system or population

II.   Synthesis/Concepts/Framework

- Synthesis of body of evidence related to problem (appraisal of literature, other sources of data…) including overall strengths, weaknesses, gaps, and limitations.
- Concepts and definitions used in project
- Theoretical or conceptual framework for project

III.   Methodology

- Project design – organization and implementation
- Data collection tools

IV.   Results

- Data analysis
    o   Description of data/results
    o   Tables, charts, bar graphs, etc., included, as appropriate

V.   Discussion of Project Results

- Relationship of results to theoretical or conceptual framework, aims, objectives; discussion of whether the results support or not support the framework/aims /objectives.
- Impact of results on practice
- Strengths and limitations of project
- Plan for dissemination of project
- Future implications for practice

Appendices

Tables, charts, graphs
IRB approval
Letters of support
Data collection instruments

Format for Written Journal Article

Student will follow the selected journal's author guidelines. In collaboration with Committee Chair, student will review Project Paper/Journal Article Evaluation Tool to determine applicable and non-applicable criteria. Committee Chair will remove those non-applicable criteria from evaluation when completing the evaluation to calculate the grade.

Note that most journals follow the same format as the evaluation tool criteria to include Introduction, Problem, Background, Synthesis, Methods, Results and Discussion.

Appendices

VUSN: ACADEMIC POLICIES

The following academic policies apply to DNP students. Students who are enrolled in the MSN program are held to the MSN academic policies and should refer to the MSN Student Handbook for guidance.

Attendance and Absence Policy:

At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process. It is expected that students will attend all synchronous and asynchronous DNP classes and practice experiences. Attendance is mandatory for on-campus intensives each semester.

Students are expected to attend/participate in all courses regardless of educational format. The Blackboard Learning Management System serves as the record of student participation and attendance in the online course environment. The School of Nursing does not distinguish types of absences. An instructor is under no obligation to accommodate students who are absent or who miss work without prior notification and makeup arrangements.

Good Academic Standing:

Good academic standing is defined as both a semester GPA of 3.0 or higher, a cumulative GPA of 3.0 or higher, and no grade below B- in any course. However, for C grades, refer to the C Grade Policy (page 38).

Academic Standing may also be altered by failure to maintain up-to-date documentation of requirements in the Student Immunization Tracker or by unlawful conduct during enrollment.

Completion of Program:

Students admitted to the DNP program must complete all courses within five calendar years. Leaves of absence are counted in this time frame.

Program of Studies

During the first semester, all students will meet with their faculty advisers to discuss their program of study. When an absence from the school for one or more semesters is anticipated, the student must submit a Request for Leave of Absence form through the student's faculty adviser and forward it to the Nursing Registrar for official processing.

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

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the DNP program director, Terri Allison, and the DNP Student Admissions and Academic Affairs Committee.

Grading System:

All work is graded by letters, interpreted as follows:

Letter Grade	Numerical Equivalent	Quality Points
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
F	69 or below	0

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

I: Incomplete:

Students for whom an extension has been authorized receive the grade I, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the registrar of the School of Nursing. The grade I must be removed in the next enrolled semester or the grade automatically will be converted to an F.

Late Work:

Essays, book reviews, papers, laboratory reports, etc. must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must

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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.

Changing/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 the course work.

Withdrawing from a Course:

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

Repeat Courses:

Students enrolled in the DNP program may repeat a course only with the permission of the DNP Student Admissions and Academic Affairs Committee (SAAA). DNP students who do not earn at least a B- in any required or elective course must repeat the course.

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.

C Grade Policy:

A student may repeat one course, one time due to a C grade. If after repeating a course for a C grade, the student receives another C grade in the same level, the student will be dismissed. The current policies for maintaining a 3.0 GPA still apply.

Probation:

Students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed by DNP SAAA at the end of each semester. Students are placed on academic probation unless they earn a 3.0 average each semester. 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. 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 a leave of absence or withdraw. When a student is placed on probation, letters are sent to the student, the student's adviser, and the program/level director.

If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student a 3.0 grade point average.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the DNP Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, program/level director, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work will be dismissed.

Readmission:

A student who has been dismissed or has withdrawn from the program may apply to the DNP Student Admissions and Academic Affairs Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases 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 classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.

A student readmitted after having been advised to withdraw or after having been suspended or dropped is on probation during the first semester back in residence.

Any VUSN student (includes full & part-time students) who completed a background check through Certified Background but had a break in enrollment, including a deferral or leave of absence, must submit information for a new background check through www.CertifiedBackground.com using package code, VA14bc, upon return. Follow the 'Order Now' Students link on the Certified Background homepage.

Progression:

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

Student Complaint and Grievance Procedure:

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator and then the DNP Program Director. If the problem still persists, the student should make an appointment with Mavis Schorn, Senior Associate Dean for Academics. Prior to the appointment with Dean Schorn, the student should submit by e-mail a written statement of the problem or grievance. If the problem is still unresolved, the student should contact Dean Linda Norman for assistance.

Students enrolled in distance education programs offered by Vanderbilt University in other states should seek resolution for complaints through Vanderbilt's complaint procedure. Distance education students may also contact the appropriate authority in their state of residence.

For further information please visit http://www.vanderbilt.edu/provost/home/vanderbilt-university-distance-education-complaint-and-grievance-procedures-2/

Withdrawal from the University:

Students planning to withdraw from the University should contact the Registrar or the Assistant Dean for Enrollment Management in the School of Nursing to initiate proper procedures.

Leave of Absence

Leaves of absence are granted for a minimum of one semester or a maximum of one year. Leave of absence forms are available from the website at http://www.nursing.vanderbilt.edu/ under "Resources for Current Students/Academic Support Services." Leaves must be approved by the academic adviser, the DNP program director, Terri Allison, and the senior associate dean, Mavis Schorn. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. At the end of the leave of absence, the student must notify the School of Nursing registrar in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the university and must reapply for admission unless the leave is extended by the DNP SAAA Committee. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

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Transportation and Lodging

Students are responsible for their own transportation to and from all practice facilities. Practice sites should be chosen for their ability to provide experiences consistent with the DNP program requirements, the mission of the school, and individual student objectives.

VUSN: NEW STUDENT REQUIREMENTS: Fall 2015-Spring 2016

Background Check Requirement:

Upon acceptance, all full and part-time DNP students must complete a background check through Certified Background using the code provided below. Enrollment is contingent upon satisfactory evaluation of the results of the background check. Special Students, who are only enrolled in one course and are not seeking a degree from the School of Nursing, are not required to complete a background check or the new student requirements unless they apply and are admitted to Vanderbilt School of Nursing.

Disclosure of offenses post-background check completion:

Current full and part-time DNP students are required to immediately report to their Faculty Advisor 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.

Immunization and Certification Requirements:

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

All full- and part-time DNP students are required to complete the new student immunization/certification requirements outlined below through www.CertifiedProfile.com (Initiated by proper code below.)

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

How to meet requirements:

1. Student **Background Check** and submitting requirements:
   a. Go to www.CertifiedBackground.com (This should not be completed more than 3 months prior to student orientation)
   b. DNP students enter package code: **VA14bgt**
   c. Enter payment information – Visa, MasterCard (credit or debit), or money order mailed to Certified Background (NOTE: there is a processing fee for money orders). The student should follow online instructions to complete the order.

Upon completion of the background check, the student will be directed to complete the "student requirements" which requires submission of the following documentation prior to August 1, for fall and December 1, for spring. Options are to scan, fax or mail all required documentation (information provided on website). Dates must be clearly visible on the student's documentation. Photographs of documentation cannot be accepted. Forms indicated below are available in your www.CertifiedProfile.com account.

2. Physical Exam: Within six months of acceptance to the program, authenticated by a physician, APRN, or PA, documenting evidence of good physical and mental health. Use the 'Health Questionnaire' form available on www.CertifiedProfile.com.
3. Measles, Mumps, Rubella: Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubeola), Mumps, and Rubella.
4. Varicella: Two (2) Varicella vaccines given at least 28 days apart *OR* lab evidence of varicella immunity (positive titer).
5. Hepatitis B: Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the 3-part series *OR* those who decline to receive the immunization must sign the Hepatitis B Waiver form.
6. Tetanus-Diphtheria-Pertussis (Tdap): Documentation of vaccination within last ten years.
7. Initial two-step tuberculin skin test (injections placed 1-3 weeks apart).
   a. If both readings are negative, repeat one-step TB annually.
   b. If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the 'Annual Past-Positive TB Screening' form confirming the absence of symptoms by a physician, APRN, or PA. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow-up with a medical evaluation.
8. Influenza: Annual flu vaccination is required or an approved exemption through Vanderbilt's Executive Influenza Exemption Committee. Exemptions are allowed for sincerely held religious and personal beliefs, and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: minor side effects, such as low grade fever, cold symptoms, or muscle aches are

not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season. Beliefs may change over time, medical conditions change, and new types of vaccine become available. For information on how to apply for an exemption contact: Lisa.Boyer@Vanderbilt.edu or call (615) 343-3294.

9. Current health insurance coverage either through the university insurance plan or by another policy. For more information on the student health insurance visit: http://www.vanderbilt.edu/student_health/student-health-insurance. Health insurance is required of all students by Vanderbilt University. Clinical sites require students to have health insurance to cover any illness or injury that may incur during the clinical training experience.

10. Current CPR certification. All entry levels and specialties require the American Heart Association's (AHA) Basic Life Support (BLS) for Healthcare Providers. BLS provided by the AHA is the only BLS card accepted. Pediatric Advanced Life Support (PALS) will be required by the PNP-AC and NNP specialties. NNP will also require the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.

11. Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work or will be doing clinical training (if applicable).

12. HIPAA & OSHA Safety Training: This is required annually by academic year. Additional training may be required for particular sites. Instructions for accessing and completing the training will be e-mailed to the student's Vanderbilt account in mid-August for fall enrollees.

Some practice 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 http://www.vanderbilt.edu/student_health/ once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the '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 state regulations, students who reside in some states may not be able to attend the VUSN DNP program. Please see: http://www.nursing.vanderbilt.edu/admissions/regulations.html or check with your advisor for more information.

VUSN: CURRENT STUDENT REQUIREMENTS: Fall 2015-Spring 2016

Disclosure of offenses post-background check completion:

Current full- and part-time DNP students are required to immediately report to their Faculty Advisor 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 DNP students must maintain current documentation within CertifiedProfile.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 www.CertifiedProfile.com when due:

1. Students must have current health insurance coverage either through the university insurance plan or by another policy. For more information on student health insurance, visit; https://finance.vanderbilt.edu/stuaccts/graduate/health-insurance.php. Health insurance is required of all students by Vanderbilt University. Clinical sites require the student to have health insurance to cover any illness or injury that he or she may incur during the clinical training experience.
2. Negative results of annual tuberculin skin test. If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to VUSN and annual completion of the Annual Past-Positive TB Screening form (form available at www.CertifiedProfile.com) confirming the absence of symptoms by a physician, APRN, or PA.
3. Current CPR certification. All entry levels and specialties require the American Heart Association's (AHA) Basic Life Support (BLS) for Healthcare Providers. BLS provided by the AHA is the only BLS card accepted. Pediatric Advanced Life Support (PALS) will be required by the PNP-AC and NNP specialties. NNP will also require the Neonatal Resuscitation Program (NRP) certification. Other specialties may require additional CPR certifications at specific stages of enrollment.

4. HIPAA and OSHA safety training is required annually. Additional training may be required for particular clinical sites. Instructions for accessing and completing the training will be e-mailed to the student's Vanderbilt account in mid-August for fall enrollees.

5. Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work or will be doing clinical training (if applicable).

6. Influenza: Annual flu vaccination is required or an approved exemption through Vanderbilt's Executive Influenza Exemption Committee. Exemptions are allowed for sincerely held religious and personal beliefs, and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: minor side effects, such as low grade fever, cold symptoms, or muscle aches are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season. Beliefs may change over time, medical conditions change, and new types of vaccine become available. For information on how to apply for an exemption contact: Lisa.Boyer@Vanderbilt.edu or call (615) 343-3294.

The student should be aware that some practice 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 http://www.vanderbilt.edu/student_health/ once enrolled. A student who plans to use Student Health should call (615) 322-2427 to schedule an appointment. The student should bring a copy of the '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 state regulations, students who reside in some states may not be able to attend the VUSN DNP program. Please see: http://www.nursing.vanderbilt.edu/admissions/regulations.html or check with your advisor for more information.

Student Requirements When Returning from Leave of Absence:

Any full- or part-time, DNP student who completed a background check through Certified Background but had a break in enrollment, including a deferral or leave of absence, must complete a new background check no more than 30 days prior to return. Enter package code VA14bgt in the "Place Order" box on the www.CertifiedProfile.com homepage.

Accidents/Injury/Illnesses:

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

Vanderbilt university: honor code

HONOR CODE

"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. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work, clinical assignments and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the School of Nursing.

Students are expected to become familiar with the Student Handbook, available online at the time of registration, which contains the constitution and bylaws of the Honor Council and sections on the Graduate Student Conduct Council, Appellate Review Board, and related regulations.

Honor Code Violations:
1. Faculty may issue a personal warning to the student suspected of academic dishonesty; however, the option of warning the student personally is open to the faculty member only in the event of a minor suspicion or if evidence is not available. The flagrancy of the violation determines which course of action the faculty member is expected to follow.
2. Plagiarism on an assigned paper, theme, report, or other material submitted to meet course requirements.
3. Failure to report any known or suspected violation of the Honor Code.
4. Any action designed to deceive a faculty member or a fellow student regarding principles contained in the Honor Code.
5. Use of papers or texts prepared by commercial or non-commercial agents and submitted as a student's own work.
6. Submission of work prepared for another course without prior authorization from the instructors involved.
7. Falsification of any results pertaining to a study or one's research.

Punishment for an Honor Code Violation:

When required, punishment will be chosen from among the following list of options:

1. Reprimand from the instructor involved, at his or her discretion.
2. Failure of the work in which the violation occurred.
3. Failure of the course in which the violation occurred.
4. Suspension from school for not less than the remainder of the semester and not more than two semesters.
5. Expulsion from school for providing false information, verbally or written, to an Honor Council investigator or at an Honor Council hearing.

Penalties will be determined by a vote of the Honor Council. Decisions of the Council are subject to appeal through the Appellate Review Board. Requests for appeal must be submitted in writing to the chairman of the Appellate Review Board within seven days of the decision in question.

SCHOOL OF NURSING HONOR COUNCIL

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. Membership on the Nursing Honor Council consists of at least four Pre-Specialty students, four Specialty students, and one member from the Doctor of Nursing Practice program. The Honor Council solicits members through a self-nomination process. Interested students are encouraged to complete a self-nomination form so that their names can appear on the ballot. Self-nomination forms will be available at Orientation. Representatives serve for one year from September through August. Officers of the council must be full-time students in good standing.

CONSTITUTION OF THE HONOR COUNCIL OF THE SCHOOL OF NURSING OF VANDERBILT UNIVERSITY

Article I – Name:

The name of the council shall be the Honor Council of the School of Nursing of Vanderbilt University.

Article II – Purpose:

The Council is an organization of students that seeks to preserve the integrity of the Honor Code at Vanderbilt University. It aims to secure justice for any student under suspicion of dishonesty, to vindicate his or her name if the suspicion of dishonesty is disproved, and if the suspicion of dishonesty is proved, to protect the honor and standing of the remaining students by his or her punishment as shall be set forth in the by-laws. It proposes to do this in accordance with the procedures, rules and organization hereinafter set forth.

Article III – Jurisdiction:

The Honor Council shall take cognizance of the giving or receiving of aid by any student without the knowledge or consent of the instructor concerned.

This applies to all tests, themes, term papers and examinations, and to any other work unless specifically designated by an instructor not to be under the Honor Code.

Any student taking a course or courses in other departments of the University, regardless of where registered, is to this extent under the jurisdiction of the Honor Council and subject to any penalties it may impose.

Article IV – Membership, Elections and Vacancies:

The Honor Council shall consist of a minimum of seven and a maximum of twenty-one members. Students are invited to serve via a self-nomination process. The self-nomination process shall be concluded no later than four weeks following the beginning of the fall term. Honor Council members may be full or part time students and must be in good academic standing.

All members of the Honor Council shall serve a term of one calendar year (September to

August) and may be called for duty at any time during that year.

In the event of a membership less than 7, another call for self-nomination will be made.

Article V – Officers and Their Duties:
The Council shall elect from their number the following officers:
1. Chairperson
2. Vice Chairperson
3. Recording Secretary

The duties of the Chairperson shall include:
1. Presiding at all meetings of the Council
2. Determining whether a pre-hearing will be held based on investigative report
3. Arranging for the hearing of any student accused
4. Summoning the accused and witnesses in all hearings and all persons coming before the Council
5. Performing all duties common to the office

The duties of the Vice Chairperson shall include:
1. Supervise all investigations
2. Serve as Chairperson when the Chairperson is unable to perform his or her duties

The duties of the Recording Secretary shall include:
1. Notifying members of all hearings and meetings
2. Keeping full minutes and tape recordings of all meetings and all hearings and delivering these to the Office of the Faculty Adviser

The duties of all members of the Council shall include:
1. Attending all meetings and hearings as requested
2. Investigating allegations as requested
3. Reporting results of investigations to the Council

Article VI – Meetings:

One organization meeting of the Honor Council shall be held within one (1) month after conclusion of self-nomination process.

Special meetings may be called by the chairperson at any time.

Article VII – Faculty Adviser:

One faculty member appointed by the Dean of the School of Nursing will serve as Faculty Adviser to the Honor Council. The Faculty Adviser will sit in on every hearing. The faculty Adviser may ask questions and participate in discussions, but does not have a vote in the outcome. After the hearing, the Faculty Adviser will submit a written report to the Dean. At year end the Honor Council Officers and the Faculty Adviser may meet together to review and discuss the cases that have been decided that year.

Article VIII – Violations:

The Honor Code at Vanderbilt specifically prohibits actions deemed as breaches of the mutual trust for which the honor system stands. Violations of provisions of the Honor Code are cause for disciplinary actions imposed by the Honor Council.

The following are included as violations:
1. Giving or receiving unauthorized aid either orally, electronically, or in writing, such as cheating on an exercise, test, problem or examination submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (i.e., as crib sheets, the aid of student or another instructor on a take-home exam, technical resources), copying from another student's work, soliciting, or similar action contrary to the principles of academic honesty. It is the responsibility of the student to obtain clarification from faculty about authorized aid.
2. Plagiarism on an assigned paper, theme, report, care plan, SOAP notes or other material submitted to meet course requirements. Plagiarism is defined as the act of incorporating into one's own work the work of another without indicating that

source. A full description of plagiarism is given in the Undergraduate Student Handbook or found online at http://www.vanderbilt.edu/student_handbook/the-honor-system/.

3. Failure to report a known or suspected violation of the Code in the manner prescribed.
4. Use of texts or papers prepared by commercial or noncommercial agents and submitted as a student's own work.
5. Submission of work prepared for another course without the specific prior authorization of the instructors in both courses.
6. Falsification of results of study and research.
7. Falsification of clinical log or other item related to clinical practice.
8. Provision of false information at an Honor Council hearing or to an Honor Council investigator in either verbal or written form.

<u>Article IX – Hearing</u>:

Hearings will be conducted in a manner congruent with the procedures of the Vanderbilt University School of Nursing Honor Council as published in the Student Handbook.

A suspected violation of the Honor Code must be reported to the Honor Council immediately after the student or instructor become aware of the suspected violation. The appointed investigators will notify the accused of the charges within five (5) class or exam days following this report and that an investigation is being conducted. As a general policy, the Honor Council will proceed with the pre-hearing unless the preliminary investigation indicates clearly that no substantive basis for doing so exists. After the pre-hearing, the Chair and members of the Honor Council will meet to review the evidence and decide whether there is sufficient evidence to conduct a hearing.

A quorum shall exist when five of the representatives on Honor Council are in attendance at a meeting.

No person related to the accused by blood or marriage will be allowed to serve on the Hearing Committee. A member may also exclude himself from serving on the Hearing Committee for personal reasons.

Both the pre-hearing and the hearing will be conducted in privacy, and all members of the Honor Council will be required to preserve the confidentiality of the proceedings in all cases.

Within forty-eight (48) hours following the conclusion of a hearing, the secretary will inform in writing the accused, the person bringing the charge, the course instructor, the academic director, the Associate Dean for Academics, and the Dean of the School of Nursing of the decision and the penalty, if any. The Dean will notify the Registrar of the School of Nursing of the decision.

Article X – Penalties:

If the accused is found guilty, a penalty will be determined by the Honor Council consistent with the following: the flagrancy of the violation, the degree of premeditation, the truthfulness of the accused throughout the investigation and the hearing, and any mitigating circumstances that may enter the case.

The specific penalty chosen is limited to one of the following alternatives:
1. Failure of the work involved. The work may not be repeated.
2. Failure in the course involved. A vote of two-thirds of the members of the Hearing Committee will be required to administer this penalty. The course may be repeated. However, course offerings will not be altered.
3. Suspension from the School of Nursing graduate program for a stated period not to exceed two semesters from the end of the semester in which the student was convicted of the violation. For example, a student convicted of a violation in the spring of his or her first year in residence and suspended one semester would be eligible for return in the fall following a summer semester suspension; however, course offerings will not be altered to meet individual requirements. The Hearing Committee may use its own discretion in setting the dates of the suspension. A grade of F will be administered automatically to the student's record. The penalty of suspension requires a vote of two-thirds of the members of the Hearing Committee.
4. In the case of a student convicted of providing false information at an Honor Council hearing or to an Honor Council investigator in either verbal or written form, that student may be suspended for up to three semesters from the end of the semester in which he or she was convicted. A vote of two-thirds of the members of the Hearing Committee is required to impose this penalty. Under no circumstances can this penalty be suspended.

In rare circumstances, the panel may suspend the presumptive penalty; suspension of the penalty must be approved by a unanimous vote of panel members.

Article XI – Appeals:

Appeals of decisions made by the Honor Council are referred to the University Appellate Review Board following the procedure in the Graduate Student Handbook.

Article XII – Amendments:

Amendments to the Honor Constitution may be adopted by the approval of two-thirds of the members of the Honor Council.

Approved April 23, 1992

Revised May 19, 2005

PROCEDURES OF THE VUSN HONOR COUNCIL

Investigation:
1. When an alleged violation of the Honor Code is reported to the Chair of the Honor Council, he or she will immediately appoint two investigators.
2. The investigators shall interview, without delay, the accuser, and later, persons other than the accused who might have been a part of, or witness to, the alleged violation. They will collect all available physical evidence. Having assembled their findings, they will prepare a statement of the charge against the accused.
3. The statement includes, in addition to the specific charge, an explanation of the possible consequences if the accused student is found guilty of a breach of the Vanderbilt Honor Code. This statement must be prepared in duplicate, one for the accused and one for the Honor Council's files.
4. The investigators shall meet with the accused, explain that they are there on Honor Council business, present him or her with the written statement of charges, and give the accused a copy of the Honor System procedures set forth in the Student Handbook. The accused is required to respond to the investigators' inquiries within a reasonable period of time, and the Honor Council may send a notice to the Registrar's office to enter an Incomplete on the accused's transcript, along with the notation "Honor Council investigation pending," if the accused is not compliant or if the investigation or hearing will continue past the end of the semester. The accused will be informed at the meeting with the investigator of all the available evidence in the case and of the procedures that will be followed.
5. The investigators will ask the accused to sign the Statement of Charges indicating that he or she understands the charge, possible penalties if found guilty, and the procedures to be followed. Signing the Statement of Charges does not imply or acknowledge guilt.
6. The investigators will ask the accused to explain his or her account of the events surrounding the alleged violation. The accused may choose not to make any

statement at the time of the first meeting, but rather to defer making any statement until an agreed upon time prior to the hearing.

7. The investigators will inform the accused of his or her right to obtain material witnesses. The accused is required to notify the investigators of the witness(es) before the hearing has been scheduled so that the investigators may contact the witness(es) and prepare a statement for inclusion in the investigative report. No witness will be allowed to testify at the hearing unless he or she has previously given a statement to the investigators. The investigators will also inform the accused student of his or her right to obtain one character witness to testify at the hearing. In addition, the accused may have one faculty, student, or staff adviser, who may not have had formal legal training, present with him or her during the presentation of testimony, and who may speak with the accused, but who may not speak directly with Honor Council members on the hearing panel. An accused may obtain professional legal representation, advice, and counsel. However, an attorney may not participate in or be present during an Honor Council interview or hearing. The Honor Council is a student tribunal untrained in the law. An attorney representing an accused is encouraged to work directly with the Office of the General Counsel.

8. The investigators should explain the procedures of the hearing in full detail to each witness and the accused. They should explain to the accused the importance of honesty in the proceedings and inform him or her that he or she will be called on to enter a plea of guilt or innocence. The investigators will also inform each as to the place and time of the hearing; however, the accused student is responsible for arranging the attendance of his or her character witness. The hearing should not be held earlier than seventy-two hours after the investigators initially have met with the accused unless an earlier time is agreed to by the accused.

9. The investigators are to arrange any details necessary for conducting the hearing, such as reserving rooms where the witnesses and the accused may be placed during the hearing.

10. The investigators will assemble the evidence and testimony in a concise, logical report. At least twenty-four hours before the hearing, the accused student will be presented with a copy of the investigators' report so that he or she may comment at the hearing on any corrections or clarifications the accused student feels are necessary or appropriate.

11. The investigators will provide the investigative report to the Chair of the Honor Council, who will determine whether sufficient evidence exists to warrant a hearing by the Council.

Pre-hearing: A five-member hearing panel (consisting of the Chair and four members appointed by the Chair) will hear the evidence in the case. The hearing panel conducts a pre-hearing to determine whether there is sufficient evidence to justify conducting a hearing. As a general

policy, the Honor Council will proceed with the hearing unless the preliminary investigation indicates clearly that no substantive basis for doing so exists. The accused student will be present during the pre-hearing; the accused student and the investigators will then leave the hearing room while the panel votes on whether to proceed.

1. Presentation of investigator's report.
    a. Investigators are sworn in by the Chair.
    b. Evidence is presented: the interviews with witnesses are reported briefly and impartially; the material evidence is presented and explained without opinion. The investigators read the statement of charges issued to the accused and any statement written by the accused.
    c. The Honor Council may question the investigators. At no time do the investigators express their opinion(s) concerning the guilt or innocence of the accused.
2. Determination whether to proceed to hearing. By simple majority vote, the Honor Council decides whether or not there is sufficient evidence to conduct a hearing.

Hearing:

1. Testimony. The accused student is allowed to be present during the presentation of all testimony. If the accuser and witnesses are to testify in person (as opposed to through written documents), they will appear separately and await their appearances alone. When called, each (with the exception of the character witness) is sworn in by the Chair.
    a. Accuser. If the accuser testifies in person, the Chair will invite a general account of the events in question. Then the Honor Council may direct its questions to the accuser. The investigators may question the accuser, waiting until the Honor Council has concluded its questioning, to clarify points that may have been obscured. In the case of the accuser's absence, the Honor Council will proceed to the testimony of the witness(es) and/or the accused student.
    b. Material Witnesses. First, the Chair invites a general account of the events in question. Then the Honor Council may direct its questions to the witness. The investigators may question material witnesses, waiting until the Honor Council has concluded its questioning, to clarify points that may have been obscured.
    c. Character Witness. One character witness may provide a statement concerning the background of the accused. A character witness is not allowed to testify or express an opinion concerning the alleged offense. Discretion will be exercised to avoid questions that a character witness is not allowed to answer. If a character witness is not able to be present, he/she may submit a one page written document concerning background of the accused.

     d. Accused Student. The Chair presents to the accused the charges and asks if he or she is familiar with the charges, the evidence, and the possible penalties if found guilty. The accused student enters his or her plea of guilt or innocence. The Chair asks the accused to state his or her account of the events in question. At this time, discrepancies in testimony, contradictions, and specific charges are brought forth. The Chair should detail the facts and charges in light of the testimony that has been introduced in support of the charges. The investigators may question the accused, waiting until the Honor Council has concluded its questioning, to clarify points that may have been obscured.

2. Recall. Witnesses may be recalled if the Honor Council so desires.

3. Deliberations Regarding Guilt. When the Honor Council is satisfied that all pertinent testimony has been received, the accused student, the student adviser, and the investigators leave the hearing room so that the panel may deliberate. The panel will proceed to discuss and decide the question of guilt or innocence. The proof that a person is guilty of a charge must be clear and convincing to the Honor Council. A simple majority must vote "guilty" to find the accused guilty. Investigators do not vote.

4. Deliberations Regarding Penalty. If the accused is found guilty, the Honor Council determines a fitting penalty based upon (a) the flagrancy of the violation, (b) premeditation involved in the offense, (c) the truthfulness of the accused throughout the investigation and the hearing, and (d) whether the accused intended to violate the Honor Code, if relevant. The first three factors may be ranked on a scale of low, medium, or high. The intent to gain an unfair advantage is not ranked, but only determined to be present or absent.

When asserting that a lesser penalty is appropriate due to lack of intent to gain an unfair advantage, the student will bear the burden of demonstrating that the violation of the Code was not intentional. The panel will take into account the circumstances surrounding the incident and whether they are consistent with the student's testimony claiming lack of intent.

When the absence of intent is based on ignorance of the applicable rules or standards, such as a lack of understanding of plagiarism or citation rules or the student's failure to obtain a clear definition of the application of the Honor Code from the professor, the panel should also consider the degree of fault on the part of the student when determining the appropriate sanction. If the student's ignorance was unreasonable, a penalty lower than the presumptive sanction should not be approved.

The assignment of a penalty must be approved by a vote of the panel members. In rare circumstances, the panel may suspend the presumptive penalty; suspension of

the penalty must be approved by a unanimous vote of panel members. The specific penalty chosen is limited to one of the following alternatives: (1) failure of the work involved. The work may not be repeated, (2) failure in the course involved. A vote of two-thirds of the members of the Hearing Committee will be required to administer this penalty. The course may be repeated. However, course offerings will not be altered, (3) suspension from the School of Nursing graduate program for a stated period not to exceed two semesters from the end of the semester in which the student was convicted of the violation. For example, a student convicted of a violation in the spring of his or her first year in residence and suspended one semester would be eligible for return in the fall following a summer semester suspension; however, course offerings will not be altered to meet individual requirements. The Hearing Committee may use its own discretion in setting the dates of the suspension. A grade of F will be administered automatically to the student's record. The penalty of suspension requires a vote of two-thirds of the members of the Hearing Committee, (4) in the case of a student convicted of providing false information at an Honor Council hearing or to an Honor Council investigator in either verbal or written form that student may be suspended for up to three semesters from the end of the semester in which he or she was convicted. A vote of two-thirds of the members of the Hearing Committee is required to impose this penalty. Under no circumstances can this penalty be suspended.

If, at the discretion of the Honor Council Chair, mitigating circumstances exist with regard to the commission of the violation in question, then the Chair may introduce those circumstances to be considered in the discussion of penalty. Such circumstances may not relate to the possible ramifications of the panel's decision.

5. Decision. The accused, student adviser, and investigators are brought back into the hearing room for presentation of the Honor Council's decision or notified by telephone if that is the preference of the accused. After stating the decision, the Chair (and others) may talk with the accused. At this time it should also be explained to the accused that he or she has the right of appeal.

<u>After the Hearing</u>:

1. At the conclusion of the hearing, the Honor Council Chair will gather all the material evidence, investigative reports, notes, and other records of the investigation and hearing and place them on file in the Office of Vanderbilt University School of Nursing Faculty Adviser.

2. If the accused is found guilty or pleads guilty, written notice of the decision is sent to the following parties: (a) the accused, (b) the dean of the school in which he or she is enrolled, (c) the registrar of the school in which he or she is enrolled, (d) the University registrar and assistant registrar, and (e) other relevant University administrators when suspension or expulsion from the University is involved. A copy of the notice also will be placed in the Honor Council files.

3. A summary of the proceedings will then be prepared by the Secretary of the Honor Council or his/her designee.

4. The accused student may file an appeal from the hearing decision with the Honor Council adviser or the adviser's designee, but must do so within ten class or exam days of the hearing date or within two calendar weeks if school is not in session for ten days after notification. Requests for extensions of time must be submitted to the Honor Council Adviser prior to the end of this time period. The appeal petition will be sent to the Chair of the Appellate Review Board who will determine if there are sufficient grounds for an appeal based on the criteria delimited in the appeal procedures. If the Chair affirms that there is sufficient reason for an appeal, the student's petition is sent to the Honor Council Chair who will draft a response to the student's appeal upon receipt of the appeal from the Honor Council adviser's office. This response will be sent to the accused student for review and additional written comment or reply if he or she wishes. The appeal, the Honor Council response, the student's reply or additional comments, and copies of all appropriate evidence are then sent to the Appellate Review Board. (For more information on grounds for appeal and the procedures of the Appellate Review Board, see the discussion of "Appeals" in Chapter 3 of the Undergraduate Student Handbook or found online at http://www.vanderbilt.edu/student_handbook/student-conduct/#appeals-and-the-appellate-review-board).

5. Records of Honor Council proceedings and investigations are maintained by the Vanderbilt University School of Nursing Honor Council Adviser. Records of convictions and penalties will not be released outside the University absent a written release from the convicted student or unless otherwise required by law in accordance with the Family Education Rights and Privacy Act (FERPA). However, students should be aware that they may be required to sign such a waiver when applying to graduate or professional schools or in the course of any governmental background check. If a student receives failure in the course as a sanction, the student may retake the course (in accordance with the rules of the student's school

or college) and replace the failure in his or her GPA. However, the original failure will continue to appear on the student's transcript (although nothing will appear on the transcript indicating that the failure was attributable to an Honor Council conviction).

Withdrawal from the University before Hearing:

1. If a student who has been reported for a suspected violation of the Honor Code withdraws from the University before a hearing has been conducted, that fact will be recorded by the Honor Council. A letter will be sent to the accused stating that he or she is suspected of an Honor Code violation, that an investigation has been or will be conducted, and that a hearing may be held.
2. The accused may respond in one of three ways: return to the campus for a hearing, waive the right to give testimony personally, thereby acknowledging that the hearing may proceed in his or her absence, or waive the right to appear and send a written, signed statement to be presented on his or her behalf at the hearing. Failure by the accused to respond will be considered a waiver of the right to appear.
3. During the time prior to the hearing, a notation will be placed on the transcript of the accused stating that an Honor Council case is pending. A letter will also be sent to the University registrar and to the School of Nursing registrar indicating that Honor Council case is pending. If the accused attempts to re-enroll before the case is heard, the registrar will notify the Chair of the Honor Council. The case must be resolved before the accused may re-enroll.
4. If a case cannot be heard before the end of the grading period, the instructor will submit a grade of "I" until the Honor Council can act on the matter. A notation will be placed on the transcript of the accused stating that an Honor Council case is pending.

Discretion and Disqualification of Council Members:

1. During the investigation and throughout the entire course of the Honor Council's proceedings, Honor Council members must express no opinion concerning the offense to witnesses, the accused, or members of the community at large.
2. Council members and investigators may not participate in cases where their relationship with the accused, the accuser, or a material witness raises a reasonable inference of prejudice on their part. Examples of such relationships include close friendship, kinship, club or other organizational affiliation, or evidence of past prejudice.
3. Council members are not allowed to serve as character witnesses in any cases.

VUSN: SUPPORT SERVICE FOR STUDENTS

SENIOR ASSOCIATE DEAN FOR ACADEMICS

The Senior Associate Dean for Academics, Mavis Schorn, is located in Room 215 Godchaux Hall. Her Administrative Associate, Stacy Black, is located in Room 214, Godchaux Hall. The Senior Associate Dean is available to assist students who have special curriculum needs or those who are experiencing academic difficulty. Prior to scheduling an appointment with the Senior Associate Dean, students are encouraged to attempt to resolve the issue through consultation with their assigned faculty advisers. Appointments with the Senior Associate Dean can be scheduled by calling her administrative associate at (615) 343-3241. Responsibilities of the Senior Associate Dean for Academic Affairs include:

1. Notification to students of academic actions – probation, dismissals
2. Approval of Leaves of Absence
3. Planning of course schedules each semester
4. Responsibility for catalog submission
5. Serving as a resource to students and faculty in academic matters

SENIOR ASSOCIATE DEAN FOR INFORMATICS

The Senior Associate Dean for Informatics, Betsy Weiner, is located in Room 260 Frist Hall. Her Administrative Associate, Sarah Putman, is located in Room 258 Frist Hall. The Senior Associate Dean is responsible for technology integration throughout the academic, practice, and research settings. The staff from the Frist Nursing Informatics Center will work with students on a daily basis to address their technology needs. Should you have any technology issues that need to be resolved, appointments with the Senior Associate Dean can be scheduled by calling her administrative associate at (615) 936-2581 or e-mailing her at betsy.weiner@vanderbilt.edu.

ASSISTANT DEAN FOR STUDENT AFFAIRS

The Assistant Dean for Student Affairs, Sarah Ramsey, is located in Room 217 Godchaux Hall. Her Administrative Assistant, Pam Harrison, is located in Room 216 Godchaux Hall. Mrs. Ramsey serves as a resource to students concerning non-academic matters. She is available to assist students with a variety of activities and issues related to their student experience. Mrs. Ramsey serves as a resource to refer students to appropriate services available on the Vanderbilt Campus. The Assistant Dean for Student Affairs also serves as the adviser to the Graduate Nursing Council and all other student organizations. If you wish to schedule an appointment, please contact her at (615) 343-3334 or see her assistant. You may leave a

message on voice-mail 24 hours a day. Responsibilities of the Assistant Dean for Student Affairs include:

1. Counseling students concerning non-academic matters
2. Referring students to appropriate campus resources (Psychological & Counseling Center, Student Health, Equal Opportunity, Affirmative Action, and Disability Services Department Counseling Center, Faculty Adviser, Course Faculty, Academic Dean
3. Serving as Adviser to School of Nursing Student Organizations
4. Coordinating programs and special events for students

ASSISTANT DEAN FOR RECRUITMENT AND ENROLLMENT MANAGEMENT

The Assistant Dean for Recruitment and Enrollment Management, Paddy Peerman, is located in Room 210 Godchaux Hall. The administrative assistant for the admissions office, Bernie Rimgale, is located in Room 207. Ms. Peerman serves as a resource to students concerning their course schedules and academic records. She also serves as Director of Admissions and as a liaison between the School of Nursing and the University Registrar's Office. You may contact her at (615) 322-3802 or see one of her assistants.

Responsibilities of Enrollment Management include:
1. Responsible for maintaining student academic records (Grades, Leaves of Absence, Withdrawals)
2. Notifying students regarding registration procedures and deadlines
3. Verifying student enrollment and graduation
4. Notarizing documents
5. Notifying course faculty and advisers of change in student status
6. Entering course schedule into student record system

Responsibilities of Recruitment include:
1. Identifying prospective students
2. Overseeing the recruitment process from initial inquiry to enrollment
3. Coordinating change in specialty, leave of absence, and withdrawal processes for enrolled students

REGISTRAR

The School Registrar, Logan Key, is located in Room 211 Godchaux Hall. He serves as the primary enrollment officer for the school. He is the primary point of contact for issues related to student academic records and registration. You should contact him if you discover any errors or irregularities with the academic record you see in YES (http://yes.vanderbilt.edu), including your major, expected graduation term, degree audit, or adviser. He also serves as a liaison between the School of Nursing and the University Registrar's Office. Enrollment related approval forms are available online at http://www.nursing.vanderbilt.edu/current/forms.html. If you wish to schedule an appointment with him, call (615) 343-3411 or e-mail him at logan.key@vanderbilt.edu.

FACULTY ADVISERS

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 will be 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. The adviser should be contacted when the student is experiencing problems in maintaining an acceptable GPA. The Senior Associate Dean for Academics serves as adviser to special students. Advisers' roles include:

1. Planning program of study with assigned students
2. Mentoring students with the DNP project
3. Assuring that students meet graduation requirements
4. Serving as a resource to students for problem-solving related to academic progress such as difficulties with testing, paper writing, or clinical decision-making
5. Initiating meetings to discuss student's plan for success if student receives a mid-term deficiency or is placed on probation
6. Making recommendations to the Senior Associate Dean for Academics if student needs a leave of absence or wishes to withdraw
7. Referring students to campus resources, such as:
   a. Academic Enhancement Coordinator, Equal Opportunity, Affirmative Action, and Disability Services Department, Counseling Center, Student Health Services, Senior Associate Dean for Academics

VUSN: COMPUTING SERVICES

FRIST NURSING INFORMATICS CENTER (FNIC)

Student Computer Lab – 240 Frist Hall
Hours:

Monday-Thursday	7:00 a.m. – 8:00 p.m.
Friday	7:00 a.m. – 6:00 p.m.
Saturday-Sunday	1:00 p.m. – 5:00 p.m.

Due to holidays, and occasional classes scheduled to meet in the lab, exceptions to the regular schedule may occur. Notice of such changes will be posted in the lab and published on the VUSN Web at http://www.nursing.vanderbilt.edu/fnic/vu/computerlabschedule.html. (A Vanderbilt username and a VUnetID is typically required to access this website.)

Staff:

Jerry Murley	Asst. Dean for Educational Informatics	615-343-3300
Mazo Freeman	Program Coordinator	615-343-3950
Clay Sturgeon	Media Services Manager	615-343-3332 or 615-491-2887
Greg Tipton	Media Services Specialist	615-343-0158 or 615-491-2843
John Norfleet	Computer Programmer	615-343-3400 or 615-600-9983
Olivia Dorris	Inventory Control Specialist	615-875-5634
Keith Wood	Graphics Manager	615-875-2748
Dina Bahan	Sr. Graphics Designer	615-343-2965
Megan Clancy	Web Designer/Developer	615-875-8633
Diana Vasquez	Academic Instructional Designer	615-936-7668
Ryan McNew	Sr. Network Manager	615-343-3046 or 615-613-3143
Scot Loerch	Network Manager	615-343-5623 or 615-491-2547

The Frist Nursing Informatics Center (FNIC) student computer lab is equipped with 27 Dell Precision T1650 computers, three laser printers, and two scanners. Use of FNIC labs is restricted to VUSN students, staff, and faculty. Word processing has lowest priority in all VUSN computer labs; online testing has highest priority. Laser printing of school-related assignments is supported free of charge for the first 500 prints per semester; thereafter prints may be purchased on a Commodore card for five (5) cents a copy. Multiple copies of documents can be made on a photocopy machine (see page 50). (As a courtesy to fellow students, when the computer labs are busy, please limit printing to no more prints than are immediately necessary. Graphics-intensive files can cause long delays at the shared printers.)

Each Dell computer in the lab has an Intel i5-750 3.3GHz processor, 4 GB RAM, a 500 GB hard drive, a 22" ViewSonic flat panel monitor, a 48X CD-RW/DVD drive, USB access for a personal thumb drive, and Windows 7. Each also has Microsoft Office 2013 (Access, Excel, PowerPoint

and Word) installed. All lab PCs are on the VUSN network and are connected to one of three Hewlett-Packard LaserJet M603 (with duplexing option) printers. They are capable of accessing resources in the Medical Center library and on the VUSN network. All computers on the network have direct access to VUnet services (Vanderbilt University's central computing services) and full Internet connectivity.

The room 240 and 240CA Frist Hall labs contain an HP ScanJet N6310 color scanner with a multi-page feeder and text-scanning software. Assistance from FNIC personnel regarding the use of lab hardware and software is available. Workshops on the use of specific instructional software may become available from time to time. Watch for notices in the labs and in e-mail messages from the FNIC.

COMPUTING-RELATED INFORMATION

VUnetID:
Your VUnetID identifies you as a member of the Vanderbilt community, allowing you to access services on the Vanderbilt University computer network (VUnet). The following essential services require a VUnetID and associated password:
1. Vmail, the University's e-mail system
2. Blackboard, the Web-based course management system that allows instructors to post course-related information for students online in a secure environment
3. YES (Your Enrollment Services), single login for student services
4. ResNet, VU network and Internet access for on-campus residents
5. FNIC computer-lab printer card readers that allow user specified printing via VUnetID and password or Commodore card swipe

All enrolled students are eligible for a VUnetID. Students obtain and manage their VUnetIDs via a process outlined at http://www.nursing.vanderbilt.edu/vunetid. Students keep their VUnetIDs for as long as they are affiliated with Vanderbilt University. (VUnetID account holders should **never** share their VUnetID passwords with anyone else.)

VUSN Technology Overview Page: The Technology Overview Web page http://www.nursing.vanderbilt.edu/tools/techinfo.html has links to a number of important resources for students. From there you will be able to access the Tech Tools page, where you will find information about configuring your computer and setting up necessary accounts.

Blackboard:
Blackboard is a Web-based course management system used at Vanderbilt University that is powered by the Blackboard Learning System. It allows students to access course-related materials, such as course syllabi, assignments, handouts, slide presentations and lectures, via the Internet. Blackboard can be accessed from http://blackboard.vanderbilt.edu or via Quick Links to Blackboard on all VUSN Web pages. Use your VUnetID to access this system.

Vmail Access and Help:
Vmail Outlook Web Access https://e-mail.vanderbilt.edu/ is the e-mail system the School of Nursing uses. Use your VUnetID for access. For questions about Vmail call the VUMC Help Desk at 343-4357 (343-HELP). You may also contact Jerry Murley (343-3300), Ryan McNew (343-3046), Scot Loerch (343-5623), or John Norfleet (343-3400) at VUSN.

Wireless Internet at VUSN:
Those who have laptops, tablets, and phones with wireless capability may access the Internet anywhere within the VUSN complex. Students who use the VU/VUMC wireless systems will be responsible for installing critical patches on their wireless devices.

Please remember that these are university resources for university-related activities. Please refrain from using wireless resources for downloading large files, because such activity will limit availability to others, or for transfer of patient information, for security reasons.

Audiovisual Viewing and Additional Interactive Learning Tools:
VCR/CD/DVD players are located in the FNIC computer lab. Please ask for and use headphones when viewing videos if others are in the room or in adjacent rooms. From the lab, students enrolled in VUSN courses that are videotaped may watch class lectures on CD/DVD or streamed on the Web; however, course coordinators determine access policies for these resources.

Media Resource Library:
FNIC instructional resources, including video and audio recordings on CD and DVD, and some printed materials, are maintained in the resource library in room 240B Frist Hall. A catalog of instructional software can be accessed via VUSN's Current Students Web page.

For the benefit of all, limited resources may not be removed from VUSN facilities (i.e., Frist Hall, Godchaux Hall, and the Annex). Some videos may be taken to players in the computer labs or other viewing areas for specific time periods upon deposit of the borrowing student's student ID or signature. Unless otherwise noted, programs on CD/DVD may be used only on lab computers. Policies governing the use of software resources left temporarily in the care of the FNIC may vary due to express faculty guidelines. Students may not install software on lab computers.

Copy/Course Reference Materials Room:
There is a copy machine with an automatic document feeder for student use in Room 240C Frist Hall. It accepts coins only ($1 bills can be changed in the snack vending machine). Copies cost ten cents each (subject to change as VUSN evaluates student usage). The room also contains printed course reference materials, staplers, a paper cutter, a 3-hole punch, and a work table. There are other printer/copiers available for student use at the Eskind Biomedical Library, where VUSN occasionally maintains books on reserve as course reference materials. Eskind printing costs 5 cents per side (black and white) and 25 cents per side (color) and

requires a Commodore card. Eskind has a scanner and 3 printer/copier/scanners (2 black and white, 1 color) available for student use; there is no charge for using the scanners to copy course reference material.

FNIC Testing Lab:
The FNIC testing lab is located in Room 240A Frist Hall. It contains eight computers that are dedicated to Web-based testing. This lab is closely supervised and should remain quiet at all times. The Vanderbilt University honor code is strictly observed in FNIC computer labs.

RESOURCES FOR DISTANCE-ACCESS STUDENTS

DNP students are enrolled in courses that do not require all class content to be delivered in a face-to-face traditional classroom environment. Instead, the content is delivered in a modified learning format via the following: (1) course orientation sessions offered in concentrated blocks of time on campus (approximately 3-5 days at the beginning of each semester), (2) online conferencing, and (3) digital video and distributed learning methods that allow for continued faculty contact between sessions.

Distance-access students use the same type of student accounts as mentioned previously. The primary difference is that instead of attending a class session in a traditional classroom environment, these students view class presentations via digital video delivered via the Internet. 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. We recommend an Internet service provider with high-speed Internet access, such as the services offered by cable companies (Comcast, Charter, Time-Warner, etc.), DSL service provided by your phone company, or the new U-verse service offered by AT&T. Satellite (HughesNet) or 3G cell systems (Verizon Wireless, Sprint/Nextel, ATT, Cricket, etc.) connectivity is typically not sufficient. 4G connectivity MAY be sufficient if you are reasonably close to the tower (at least 3 bars) and the tower isn't overwhelmed with traffic. These faster speeds are therefore recommended for those students who want to view synchronous class materials. For reference purposes, video is archived and may be available via streaming in the media library only. Usually a free software player must be installed in order to view lecture media.

Expectations for Student Home Computer and Other Resources:
1. A multimedia-capable computer with a i5 processor or better
    a. 2GB RAM or better, 250 GB hard drive or better, CDRW/DVDRW drive
    b. A full duplex sound card and speakers
    c. 65,000-color video display card set to display at least 1024x768 or higher
    d. An Ethernet card (built-in, Cisco-compliant wireless capability is also recommended)
    e. Windows 7 or later or Macintosh OS X 10.7 (Lion) or better*
    f. Microsoft Office 2013 (Windows) or 2011 (Mac)
       (may be purchased at a steep discount from the Vanderbilt Software Store. https://it.vanderbilt.edu/software-store/)
    g. A webcam may be required for some specialties
2. Cable or DSL Internet service (3G cellular cards, and satellite connections are **not** recommended)**
3. Shareware/free software:
    a. Firefox, Google Chrome <u>and</u> Microsoft Internet Explorer or Safari
       (latest versions are best, check
       http://www.nursing.vanderbilt.edu/tools/techtools.html for updates)
    b. Adobe Acrobat Reader (current version)
       (http://www.adobe.com/prodindex/acrobat/readstep.html)
    c. Microsoft Security Essentials
       (http://www.nursing.vanderbilt.edu/tools/techtools.html)
    d. Adobe Flash Player (http://www.adobe.com)
    e. QuickTime Player (http://www.apple.com/quicktime/download/)
    f. Scopia and/or Lync (http://its.vanderbilt.edu/uc/lync)
    g. Other resources:
        i. **<u>Critical:</u>** See our Program Technology Requirements Web page
           (http://www.nursing.vanderbilt.edu/tools/techtable.html)***
        ii. Personal USB drive (thumb drive) for moving files from computer to computer
        iii. A printer

* Apple computers must have at least OS X 10.7+, 2GB RAM, a fast Internet connection, Firefox and Google Chrome. (Apple owners who use Windows with Bootcamp must 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 <u>strongly</u> recommended for all students and required for distance students. The Informatics specialty requires broadband.

VUSN NET ETIQUETTE STATEMENT FOR BLACKBOARD COURSES

Net Etiquette describes professional communication and behaviors for online communication and interaction (e-mail, 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 3 general areas: 1) Respect & Courtesy, 2) Participation & Collaboration, and 3) Presentation of Self. An inability to uphold Net Etiquette expectations may have repercussions related to Student Conduct (See page 74).

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

- Preparing constructive, comprehensive, thoughtful 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 his or her 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, proof reading, and editing communications and discussion board postings before uploading or sending
- Referencing and assigning appropriate credit to others' work or posts

VANDERBILT UNIVERSITY: CAMPUS SUPPORT SERVICES

BOOKSTORE (Barnes and Noble at Vanderbilt)

The Barnes and Noble at Vanderbilt University Bookstore is located at 2501 West End Avenue. It stocks assigned textbooks for classes, reference books, leisure reading, and University memorabilia. The bookstore also stocks school supplies, dormitory accessories, Vanderbilt clothing, souvenirs, and the official Vanderbilt University Class ring. The Barnes and Noble Bookstore at Vanderbilt accepts the Commodore Card, Discover, Visa, MasterCard, and American Express cards. For more information please call (800) 288-2665 or visit www.vanderbilt.bncollege.com.

CAMPUS COMMUNICATIONS

The VUSN Newsletter:
The Office of Student Affairs prepares a weekly newsletter that offers a listing of VUSN events, lectures, scholarship and job opportunities, and general items of interest for our nursing students.

The University Calendar:
The Vanderbilt University Calendar offers a comprehensive listing of events, including lectures, conferences, performing arts, exhibitions, cultural activities and more. You can access the Calendar from the Vanderbilt home page, www.vanderbilt.edu or at http://calendar.vanderbilt.edu/.

The Vanderbilt View:
This is a publication of Vanderbilt University for faculty, staff, students, and others of the University community. The Vanderbilt View is published monthly. It is offered to off-campus subscribers by the Division of Public Affairs. To receive the Vanderbilt View by mail or to subscribe, e-mail view-editor@vanderbilt.edu.

The Hustler:
The undergraduate newspaper is available on the central campus and immediately inside the front doors of Frist Hall. Although its articles are directed primarily at undergraduate concerns, it will keep you informed of university issues. Local restaurants often advertise specials and provide coupons.

MYVU:
This is an online service at www.vanderbilt.edu/myvu that includes a calendar of events as well as articles of interest.

MyVUMC:
A bi-weekly e-mail newsletter of the Vanderbilt Medical Center for Faculty, Staff and Students. www.mc.vanderbilt.edu/myvumc.

VUMC Reporter:
The weekly publication is distributed on Fridays and keeps the public up to date with ongoing medical research, new techniques and procedures in the human-health research, and upcoming seminars, as well as accomplishments of the faculty and staff of the Medical Center. http://www.mc.vanderbilt.edu/reporter/.

The Vanderbilt Nurse:
This bi-annual magazine is published by the Vanderbilt University School of Nursing in cooperation with the Office of Alumni Publications. Its purpose is to inform alumni, students, parents, faculty, and friends of the institution about programs, activities, and issues of interest. The most recent copy can be found at http://www.vanderbilt.edu/vanderbiltnurse.

CAMPUS SECURITY

Vanderbilt University Police Department:
http://police.vanderbilt.edu/

Emergency Number	911 from any Vanderbilt phone or (615) 421-1911 from any cell phone
Non-Emergency	(615) 322-2745
Walking Escorts	(615) 421-8888

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

The VU Police Department provides several services and programs to members of the Vanderbilt Community as listed below.

Emergency Phones:
Emergency telephones (Blue Light Phones) are located throughout the University campus and Medical Center and One Hundred 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 received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone users should dial 911 for off campus emergencies. All callers should be prepared to state their location.

Walking Escort Service:
Vanderbilt University Police Department provides walking escorts to faculty, students, staff and guests walking to and from any location on campus during the nighttime hours. The telephone number to call for a walking escort is (615) 421-8888 (off campus) or 1-8888 (on campus).

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) 322-2558 or visit police.vanderbilt.edu.

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

CHILD AND FAMILY CENTER

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

The Child Care Center serves children six-weeks old to five years. Applications for the waiting list may be downloaded from the website.

The Family Center offers monthly lunchtimes series, Boomers, Elders, and More, and a caregiver support group.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION AND DISABILITY SERVICES DEPARTMENT (EAD)

The Equal Opportunity, Affirmative Action, and Disability Services Department's (EAD) mission is to proactively assist the university with the interpretation, understanding, and application of federal and state laws which impose special obligations in the areas of equal opportunity and affirmative action. The EAD carries out its mission by continuously developing, implementing, evaluating, and revising action-oriented programs aimed at promoting and valuing equality and diversity in the university's faculty, staff, and student body. The EAD's core values include equality, diversity, inclusiveness, accessibility and accommodation, all of which represent the spirit and purpose of the EAD.

Disability Services Program for Students:
To receive reasonable accommodations for a disability at Vanderbilt University, students are to apply for services through the Disability Services Program (DSP). Any student who wishes to apply for services must first be accepted for admission to Vanderbilt University.

Please keep in mind that the process below must be completed before the DSP staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student's documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed.

For more detailed information about our services, please see below or contact the DSP Monday-Friday between 8:00 a.m. and 5:00 p.m. at (615) 322-4705.

Reasonable Accommodation Request Process:
To request reasonable accommodations, students are to make their request known to the DSP and submit, for review, a current copy of their disability documentation. Documentation will be assessed to determine eligibility of services and, if approved, the student will be notified to contact the DSP to arrange an intake interview. The intake interview usually lasts an hour and introduces the student to the staff as well as service procedures for each semester. Afterwards, the student will receive an accommodation letter from the DSP to provide and discuss with their instructors in order to have the accommodations administered.

Reasonable accommodation arrangements are not retroactive. For example, say a student chooses not to submit his or her accommodation letter to the instructor, and then later changes his or her mind. The accommodation will not begin until the letter has been given to the instructor.

Types of Services:
The Disability Services Program provides a wide range of support services to students with disabilities at Vanderbilt University. Services and resources are determined on an individual basis considering the student's needs. The types of services provided are listed below.

1. Note-takers or access to class notes
2. Readers and scribes
3. Access to recorded textbooks and materials
4. Exam accommodations
5. Sign language interpreter
6. Communication Access Realtime Translation (CART)
7. Access to TTY equipment
8. Priority scheduling
9. Access to adaptive technology computer equipment and software
10. Phonic Ear FM systems (assisted amplification device) available for loan
11. Guidance, counseling, referral, and advocacy services to students

Documentation Guidelines:
The Disability Services Program (DSP) has written criteria for documentation used to assess a student's request for reasonable accommodations. The DSP staff reviews each student's documentation to determine if it meets the criteria to receive services. Students requesting reasonable accommodations are required to make their request known to the DSP and submit their documentation to verify eligibility of services under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

To establish that an individual is covered under the ADA, documentation must indicate that the disability substantially limits a major life activity. If academic or classroom-based adjustments and accommodations are requested, learning must be one of the major life activities affected.

Reasonable accommodations are individually determined and must be supported by the disability documentation. To qualify for disability services at Vanderbilt, students are required to provide the DSP diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairments. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques. It must also clearly substantiate the need for each of the student's specific accommodation requests.

All documentation must be submitted on the official letterhead of the professional describing the disability. The report should be dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification. Students requesting services for the manifestations of multiple disabilities must provide supporting information of all such conditions. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the university has the

discretion to require additional documentation. Any costs incurred in obtaining additional documentation when the original records are inadequate are incurred by the student. In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family.

Reasons for ineligibility for services can result from one or more of the following:
1. Out-dated documentation
2. Insufficient information
3. Documentation developed by a relative
4. Inappropriate professional making the diagnosis
5. No diagnosis given
6. For a Learning Disability or Attention Deficit Disorder, no IQ test data or no achievement test battery (with scores) administered to support diagnosis
7. Average test scores (no scores representing a significant limitation)
8. Unsigned report
9. Report not written on evaluator's letterhead
10. No functional limitation given (for instance, how the diagnosis affects the individual related to the accommodation request)
11. Diagnosis based upon one subtest score with no additional support
12. In the case of a head injury, no assessment conducted after trauma or the recovery period

Note: An Individual Education Plan (IEP) or 504 Plan from high school does not typically provide the needed documentation or diagnosis. A physician's letter or note is not sufficient to document Attention Deficit Disorder (ADD), nor can prescribed medication be used to document a disability.

Admissions Information:
All applicants go through the same admission review process and are admitted based on the quality of their academic record. As there is no separate admission process for applicants with disabilities, students with disabilities are competitively admitted to Vanderbilt University every year.

Federal law prohibits making preadmissions inquiry about disabilities. If a student believes, however, that some aspect of their academic record was affected by their disability, they may choose to share that with the Admissions Office. Information regarding disabilities, voluntarily given or inadvertently received, will not adversely affect any admission decision.

Temporary Medical Restrictions:
Vanderbilt students who have injuries, surgeries or other conditions which will temporarily restrict them on campus can contact Disability Services Program staff if some type of short-

term assistance may be needed. A medical statement will be required when equipment will be needed during the short period the person is recovering.

LIBRARIES

Library	Location	Phone
Biomedical	Eskind Biomedical Library	(615) 936-1410
Central	Jean & Alexander Heard Library Immediately north of the School of Nursing on 21st Ave.	(615) 322-2800
Divinity	Bottom 2 floors of the Jean & Alexander Heard Library	(615) 322-2865
Education	Main lawn of Peabody Campus	(615) 322-8098
Law	School of Law, 21st Avenue	(615) 322-2568
Management	Owen Graduate School of Management, 21st Ave.	(615) 322-2970
Music	Blair School of Music, Blakemore Avenue	(615) 322-7695
Science & Engineering	Ground floor of Stevenson Center next to the Molecular Biology Building	(615) 322-2775

www.library.vanderbilt.edu

All holdings of the library are pooled in an electronic catalog accessible from the library web pages. There are a host of electronic databases and e-journals available across all of the disciplines of the university, with many specialized medical and scientific resources. Searches may be done within the libraries or from any computer (on or off campus) with internet access. Licensed databases can be accessed from off-campus via the university's proxy server. Interlibrary loan makes it possible to obtain materials not owned or licensed locally.

OFFICE OF THE UNIVERSITY CHAPLAIN AND RELIGIOUS LIFE

 The Office of the University Chaplain and Religious Life (OUCRL) 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 University and affiliated chaplains are also available for pastoral counseling, crisis intervention and religious, theological, spiritual and vocational discernment. Offering gracious hospitality and a welcoming environment, the office serves all students, faculty, and staff. The OUCRL offers support in times of crisis, leadership of memorial services and weddings, and 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 www.vanderbilt.edu/religiouslife.

PSYCHOLOGICAL AND COUNSELING CENTER

2015 Terrace Place Phone # (615) 322-2571

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

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

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

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

The PCC also houses a Mind Body Lab. This room is designed with the objective of enhancing mindfulness by providing tools to manage stress, increase personal resilience, and promote compassion and academic success. Students may book a 45 minute session in the PCC Mind Body Lab by calling the PCC at 615-322-2571 or by stopping by the PCC front desk.

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

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

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

Access www.MyHealthatVanderbilt.com, an online tool allowing patients access to parts of their medical records and to secure communication with providers.

Student Eligibility:
Vanderbilt University students are eligible for all services at the Psychological and Counseling Center as determined by a careful assessment and treatment planning.

Confidentiality:
The essence of an effective therapeutic relationship is based on safeguarding a client's privacy. To the extent permitted by law, the Psychological and Counseling Center maintains confidentiality of all that is communicated between students and the provider(s). Written permission is required before any information about the student, including acknowledgement of contact with the Center, is released to anyone. Parents, deans, friends, and others do not have access to information from the center, unless a student authorizes the PCC (both verbally and in writing) to release such information. Certain extremely infrequent situations call for exception: life and death situations and child or elder abuse.

For more information, please see *https://medschool.vanderbilt.edu/pcc/*.

STUDENT HEALTH SERVICES

The Student Health Center provides primary care services for students and is staffed by physicians, nurse practitioners, nurses and a lab technician. The Student Health Center provides services similar to those provided in a private physician's office or HMO, including routine medical care, specialty care (e.g. nutrition and sports medicine), and some routine lab tests. Most of the services students receive at the Student Health Center are pre-paid, but those services that are not are the responsibility of students to coordinate with their health insurance.
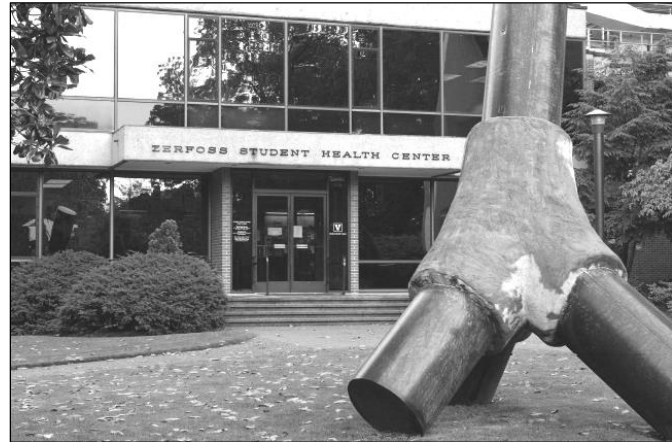
When the university is in session, during fall and spring semesters, the Student Health Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m., and Saturdays from 8:30 a.m. to 12:00 p.m. Students should call ahead to schedule an appointment at (615)-322-2427. Students with urgent problems will be seen on a same-day basis. They will be given an appointment that day, or "worked in" on a first-come, first-served basis if no appointments are available.

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

Student Health Insurance
All Vanderbilt students are required to have accident/illness insurance coverage acceptable to the University. Graduate and Professional students registered in degree programs of four or more credits or who are actively enrolled in research courses that are designated by VU as full-time enrollment, are automatically enrolled and billed for the student injury and sickness insurance plan. This coverage is for an entire academic year.

Each year, Vanderbilt works with a private company to offer an insurance policy for all Vanderbilt students who have no other coverage. The cost of the policy is automatically billed to your student account unless an online waiver is submitted of this plan by August 1, 2015. Information regarding the student insurance requirements and the waiver procedure is included on the Student Health website at https://finance.vanderbilt.edu/stuaccts/graduate/health-insurance.php. Details of the 2015-2016 plan are also available on the Student Health website. The SHC also has an insurance representative onsite to personally answer any questions. The representative can be reached at (615) 343-4688, from 8:00 a.m. to 4:30 p.m. CT, Monday through Friday.

All Vanderbilt employees must waive Student Health Insurance if they are covered by any other health insurance (including Vanderbilt Employee Health Insurance).

Students who are not participating in the University-sponsored health plan need to keep a copy of their health insurance card or the name, address, group, and policy number of their insurance coverage with them.

BISHOP JOSEPH JOHNSON BLACK CULTURAL CENTER

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

One of the center's aims is to provide cultural programming. It sponsors lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture. The center provides meeting spaces for numerous Vanderbilt student groups, including the Black Student Alliance. The center serves as an informal haven for students with plenty of opportunity for fellowship and food.

The BJJBCC facilitates community outreach and service with tutoring and mentorship activities for young people from the Metro Nashville Public Schools, the YMCA, and other community agencies. VU students serve as tutors and mentors to young people in the Edgehill community. The center also helps promote student recruitment by hosting various pre-college groups.

The center houses a computer lab, a small library, a seminar room, an auditorium, a student lounge area, and staff offices. The center is open to all Vanderbilt students, faculty, and staff for programs and gatherings.

THE 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. Part of the Office of the Dean of Students, the Project Safe Center provides support to survivors of sexual violence and engages the campus community in bystander intervention efforts and sexual assault prevention.

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

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

THE MARGARET CUNINGGIM WOMEN'S CENTER

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

The Women's Center celebrates women and their accomplishments and fosters empowerment for people of all identities. The center offers individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, leadership, parenting, body image, disordered eating, pregnancy and reproduction, sexual health, and more.

The Women's Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m. and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit www.vanderbilt.edu/womenscenter.

OFFICE OF LGBTQI LIFE

As a component of Vanderbilt's Office of the Dean of Students, the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) Life office is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. Visitors are invited to use our DVD library for resources about LGBTQI issues and culture. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community and coordinates the Safe Zone Ally program. The Office of LGBTQI Life is located in the K.C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit www.vanderbilt.edu/lgbtqi.

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 Café, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or e-mail hillel@vanderbilt.edu.

THE WRITING STUDIO

The Writing Studio offers graduate students personal writing consultations and interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. Standard fifty-minute consultations may be scheduled online at www.Vanderbilt.edu/writing. Extended appointments for dissertation writers must be arranged in advance through writing-studio@vanderbilt.edu and are available on a first-come, first-serve 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 www.Vanderbilt.edu/writing.

Vusn: other policies

ALCOHOL, CONTROLLED SUBSTANCE, and SMOKING POLICY

Students are not allowed to attend class or clinical practice under the influence of alcohol or controlled substances. Students suspected of using such substances will be asked to submit to voluntary urine screening as a condition of progression. Additional information on student impairment may be found in the University Student Handbook on policies concerning alcohol and controlled substances at http://www.vanderbilt.edu/student_handbook/. The Medical Center of Vanderbilt University does not allow smoking on any of its property. As part of the Medical Center, the School of Nursing adheres to this policy.

CHILDREN IN THE SCHOOL

Children are restricted from the School of Nursing except in unusual circumstances. Children should not accompany faculty, staff or students to the School unless under exceptional or emergency circumstances. Any child brought to the School must be supervised at all times, by a parent or guardian. If a child is disruptive, the responsible parent/guardian will be asked to remove the child from the building. Children are not permitted in the Media Center, skills lab, or computer labs. Students must obtain permission from the Course Coordinator, appropriate faculty, or class lecturer prior to bringing children to class. Frequent violators of this policy will be subject to disciplinary action.

CODE FOR NURSES

The School of Nursing adheres to the American Nurses Association Code for Nurses which reads as follows:

Preamble:
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.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving Health Care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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 http://www.mc.vanderbilt.edu/root/vumc.php?site=hipaa. 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 only use the minimum amount of patient information that is necessary to carry out their duties. Essentially, all patient information should only be accessed by authorized individuals, and be used or disclosed on a "need to know" basis.

VUMC has refined all of its policies and procedures regarding patient confidentiality to reflect the core concepts and requirements of the HIPAA privacy regulations. A complete list of VUMC privacy policies can be found at the HIPAA Privacy web site: http://www.mc.vanderbilt.edu/root/vumc.php?site=hipaaprivacy&doc=1538

Violations of these policies while training or practicing at VUMC will result in disciplinary action (see VUMC Hospital Operations Policy 10-17). 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, you can contact the VUMC Privacy Office at (615) 936-3594. Additional information on the HIPAA regulations can be found at VUMC's HIPAA web site: http://www.mc.vanderbilt.edu/HIPAA or by calling the Privacy Office at (615) 936-3594.

INCLEMENT WEATHER POLICY

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 impacting 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 VUMC 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 ¾" or larger hail, or both) is indicated on radar.

Faculty/Staff Communications: During inclement weather event or other adverse events impacting normal operations faculty/staff are updated via the following communication modes:
1. Overhead Announcements
2. Medical Center Communication e-mail system
3. E-mails from the Dean/Senior Associate Deans
4. Sign up for text alerts through AlertVU at http://emergency.vanderbilt.edu/alertvu/

Procedure:
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:
Blackboard: Faculty will communicate instructions and/or cancellation of classes by:
      1. Creating an Announcement posting in Blackboard
      2. Sending an e-mail to students through the e-mail function in Blackboard

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

The faculty member is also 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 Frist 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 Blackboard 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.

SOCIAL MEDIA POLICY

Policy: Online social media allow VUSN students to engage in professional and personal conversations. The goal of this policy is to protect both VUSN students as well as the School of Nursing.

The policy represents a set of suggested standards of conduct when students identify themselves with VUSN/VUMC and is not established as a set of formalized rules that will be enforced with punitive consequences. The one exception is any violation of patient privacy protected under regulatory or federal guidelines such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191).

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared. This content immediately leaves the contributing individual's control forever and may be traced back to the individual after long periods of time.

 VUMC offers support of institutional communication goals, as well as provides social computing guidelines for VUMC faculty and staff engaging in online discourse and identifying themselves with VUMC.

This policy is not intended for internet activities that do not associate or identify a student with VUSN, do not use Vanderbilt e-mail addresses, do not discuss VUMC and are purely about personal matters.

The Purpose of the Social Media Policy: To provide guidelines outlining how Vanderbilt University School of Nursing students support institutional communication goals and social computing guidelines.

<u>Definitions:</u> Social Media Platforms – Technology tools and online spaces for integrating and sharing user- generated content in order to engage constituencies in conversations and allow them to participate in content and community creation. Examples are Facebook, Twitter, LinkedIn and YouTube.

<u>Procedure/Specific Information:</u>
Official Institutional Web 2.0 Communications: Because of the emerging nature of social media platforms these guidelines do not attempt to name every current and emerging platform. Rather, they apply to those cited and any other online platform available and emerging including social networking sites and sites with user-generated content. Examples include but are not limited to the following:

1. YouTube
2. Facebook
3. iTunes
4. LinkedIn
5. Twitter
6. Blogs

Guidelines for Online Professional or Personal Activity: These guidelines apply to VUSN students who identify themselves with VUSN and/or use their Vanderbilt e-mail address in social media venues such as professional society blogs, LinkedIn, Facebook, etc. for deliberate professional engagement or casual conversation.

1. Follow the same VUMC Credo behavior, HIPAA, Conflict of Interest Policy, Privacy and general civil behavior guidelines cited in this policy including respecting copyrights and disclosures, and not revealing proprietary financial, intellectual property, patient care or similar sensitive or private content inclusive of the posting of client pictures.

    a. Protect confidential information. While you are posting to your friends, many of the sites are open to anyone browsing or searching. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. Respect HIPAA regulations. Do not post any information about your clinical rotations or clients in any online forum or webpage. A good rule of thumb is that if you wouldn't want what you posted on a social media site to be on the front page of tomorrow's newspaper, credited to you, then don't post it.

2. If an individual identifies themselves as a VUSN student in any online forum and/or use their Vanderbilt e-mail address, the student needs to ensure that it is clear that they are not speaking for VUSN, and what they say is representative of their individual personal views and opinions and not necessarily the views and opinions of VUSN.

3. VUSN Students are thoughtful about how they present themselves in online networks. By virtue of self-identifying as part of VUSN in such a network, students connect themselves to, and reflect upon, VUSN faculty, staff and even patients and donors.

    a. Be thoughtful about how you present yourself. VUSN students are preparing for a career providing services to the public. VUSN and future employers hold you to a high standard of behavior. By identifying yourself as a VUSN student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you identify yourself as a VUSN student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared with everyone. This content immediately leaves the contributing individual students control forever.

    b. Respect your audience and your coworkers. VUSN is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Don't be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory – such as politics and religion. Remember, what may be humorous to some, may be offensive to others. Civility is an important component of online communication as well.

4. If someone or some group offers to pay a student for participating in an online forum in their VUSN student role, offers advertising for pay and/or for endorsement, this could constitute conflict of interest and VUMC policies and guidelines apply.

5. If someone from the media or press contacts students or staff about posts made in online forums that relates to VUSN/VUMC in any way, students should alert their Specialty Level Director and contact the VUSN Director of Communications, Kathy Rivers (at (615) 322-3894 or by email at kathy.rivers@Vanderbilt.Edu) before responding.

6. At the end of each course, students are provided an avenue to evaluate course materials/faculty. Therefore, social media vehicles are considered inappropriate locations to provide this feedback.

STUDENT CONDUCT POLICY

Student Conduct: The Office of Student Accountability, Community Standards, and Academic Integrity promotes good citizenships within the Vanderbilt University community through education. Students are expected to respect themselves and others, to act responsibly, and to take responsibility for their actions. The student conduct system addresses student violations of university policy through fair, consistent, and confidential procedures.

Vanderbilt University strives to provide an optimal living and learning environment for the entire campus community. 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: http://www.vanderbilt.edu/studentconduct/

VUSN Student Conduct Policy Guidelines:
1. Academic Integrity: 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 student, by registration, acknowledges the authority of the Honor Council of the School of Nursing. Students are encouraged to review the Honor Code and the role of the School of Nursing Honor Council.
2. Personal Integrity: It is expected that students honestly represent their credentials, abilities, and situation. Behaviors such as altering transcripts or work history or misrepresenting one's financial situation in order to obtain financial aid are prohibited.
3. Professional Integrity: It is expected that students behave in clinical settings in a way that is consistent with the goal of providing optimal patient care. Students' interactions with clients and other professionals in these settings should respect differences and reflect nursing's ultimate commitment to caring. Students should be professional and respectful with students, faculty, staff or other members of the Vanderbilt community. Students may be asked to leave the academic setting if they are disruptive to the learning environment.
4. Respect for Person and Property: It is expected that students respect individual differences, welcome diverse viewpoints, and avoid stereotyping. It is important that Vanderbilt University faculty, staff, and students enjoy an environment free from implicit and explicit behavior used to control, influence, or affect the wellbeing of any member of our community. Harassment of individuals based on their race, sex, religion, color, national or ethnic origin, age or disability is unacceptable and grounds

for disciplinary action, and also constitutes a violation of federal law. Equally unacceptable within the University is the harassment of individuals on the basis of their sexual orientation, gender identity, or gender expression. Reference: ANTIHARASSMENT POLICY#: HR002. It is the students' responsibility to contribute to the maintenance of the physical environment of the School and the University. Behaviors such as harassment, disruption of class, misuse of materials or facilities of the university library and unauthorized use of services, equipment or facilities are prohibited. Students are also expected to respect their classmates and professors by adhering to general classroom decorum in being punctual, refraining from cell phone usage as well as addressing faculty and students in a respectful tone.

5. Smoking Policy: Smoking and the use of tobacco products is prohibited in all VUMC/VUSN facilities and on the grounds of the Medical Center campus, including the School of Nursing to 21st Avenue. In additional, smoking and use of tobacco are banned in all property owned by the Medical Center including vehicles and on property leased by the Medical Center. No medical exceptions are allowed for outpatients or inpatients. The sale of smoking/tobacco material is prohibited on all VUMC properties.

6. Weapons: The use or possession of fireworks, firearms, or other weapons, explosives, or any type of ammunition on university premises is prohibited. (Student use or possession of these materials is prohibited off campus, as well, when such use or possession is illegal or may endanger the health or safety of members of the university community, or the community at large.)

   Sports weapons must be kept in the custody of the University Police Department, which is open twenty-four hours a day. It is a felony in the state of Tennessee to carry a weapon on a campus for the purpose of going armed. Air rifles and "BB" guns are considered to be firearms, the use and possession of which are prohibited on campus.

7. Disclosure of offenses post-background check completion: Current VUSN students (includes full and part-time students) are required to immediately report to their Faculty Advisor 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.

The use or possession of stun guns, flying tasers, cattle prods, liquid stun guns, or other electrical devices designed to disrupt the human neurological system for the purpose of incapacitation is prohibited.

Vanderbilt University School of Nursing students are also under the jurisdiction of Vanderbilt University Student Conduct Policies. These can be accessed by going to the following website: http://www.vanderbilt.edu/student_handbook/student-conduct.

STUDENT DRESS CODE

Classroom Dress Guideline: The intent is for the student's classroom dress to be comfortable, while the type and fit of clothing reflect mindfulness and respect of community guest speakers, faculty and peers. The specific classroom dress code is at the discretion of the individual faculty in creating a professional environment.

STUDENT RECORDS (BUCKLEY AMENDMENT or FERPA)

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

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access: Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the university official to whom the request should be addressed.

2. The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading: Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent:

   a. Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including University law enforcement personnel and health staff); a person or company 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.

b. To parents if the student is a dependent for tax purposes.

c. 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 and safety of the student or other individuals.

d. Information to a parent or legal guardian of a student 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 twenty-one at the time of the disclosure to the parent/guardian.

FERPA provides the University the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, address, telephone number, e-mail address, date and place of birth, 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 similar information. Any new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the University has failed to comply with the Buckley Amendment, they may file a complaint using the Student Complaint and Grievance Procedure as outlined in the Vanderbilt University Student Handbook. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, DC 20202 (1-800-872-5327) Questions about the

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

VUSN: OTHER GENERAL INFORMATION

CHANGE OF ADDRESS and TELEPHONE NUMBER

It is a student's responsibility to keep address and other directory information current. Enrolled students may report address changes, emergency contact information, and missing person contact information via the Web by logging into YES (Your Enrollment Services) https://yes.vanderbilt.edu and clicking on the Address Change link.

Students who are on a Leave of Absence and degree candidates returning for Commencement activities should keep the School of Nursing registrar, Logan Key, informed of the current mailing address and telephone number.

LOST AND FOUND

For items that have been lost or found in the School of Nursing facilities, please see the School of Nursing receptionist, Ellen Smogur, in the Atrium.

FORMS

Vanderbilt University School of Nursing forms may be found on the VUSN website at http://www.nursing.vanderbilt.edu. Click on "Resources for Current Students," under "Academic Support Services," click on "MSN & DNP Enrollment Action Forms."

DNP Program/Scholarly Project forms can be found on the VUSN website at http://www.nursing.vanderbilt.edu. Click on "Resources for Current Students," under "Academic Support Services" click on "DNP Forms and Resources for Current Students and Faculty."

COMMUNICATION AT VUSN

Contacting a member of the Faculty:
Students are encouraged to stay in close contact with their faculty advisers and individual faculty. The faculty are available to help with concerns relating to course content, examinations, and writing assignments. Faculty are eager to be of assistance to students but are also involved in teaching, research and practice. Therefore, it is important that students make an appointment to speak with a faculty member. We suggest that e-mail or voice mail is used to arrange a time to speak with a faculty member. Please do not plan to just drop by.

Emergency Phone Calls:
Please remember to give families, day cares and babysitters your schedule during DNP Intensive sessions so that they will know where you are each day and a phone number where you can be reached. If there is an emergency and a family member tries to call you by calling the School of Nursing, the receptionist will have to make a number of internal calls to find out your schedule and determine where you are in class. All of these calls can take time which is not advisable in

an emergency situation. If you have small children, consider investing in a pager or a cell phone equipped with a vibrating ringer. It is of utmost importance that you be diligent in informing caregivers where you are each day of the week.

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

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

Students will most easily reach faculty and staff through the use of e-mail. A response to e-mail is typically expected within 48 to 72 hours.

Voice Mail:
Most faculty and staff are on the Vanderbilt Voice Mail System. If the person you are trying to contact does not answer the phone after five rings, the voice mail system will automatically pick up your call, and you can leave a message 24 hours a day.

Faculty/Staff Mailboxes:
Mailboxes for faculty and staff are located in the mailroom behind the receptionist's desk (Room 150B Nursing Annex).

PARKING

Students who do not live nearby:
Those who will only be on campus during the required face-to-face block sessions and need a parking space have the following options:

Use the automated pay stations located at Wesley Place Garage (2043 Scarritt Place) or Terrace Place Garage (21st & Terrace Avenue). Daily coin box rate is $10.00/day on weekdays and $5.00/day on Saturday and Sunday. The most convenient garage is Wesley Place Garage which is located across the street from the School of Nursing. Additional assistance or questions should be directed to Vanderbilt University Parking Services at (615) 322-2554.

Students who live nearby:
Those who plan on using the resources available at Vanderbilt beyond the face-to-face block sessions may purchase a monthly parking permit from VUMC Parking & Transportation

Services. You would need to visit the Parking Permit Office which is located on the Level G of the East Garage (across from the hospital). Present your VUMC ID badge and your current state vehicle registration. Student parking permits are $32.00 per month and must be prepaid with cash, check or credit card. There is also a $5.00 gate card deposit.

VUSN Students who are also Vanderbilt Employees can continue to use their current parking permit. Employee parking fees are payroll deducted and are charged the rate for their permit location.

For questions or concerns with parking at the Medical Center you can contact the Permit Office at (615) 936-1215, and select option 3.

ROOM RESERVATIONS

Students may reserve space for meetings in Godchaux Hall, the Annex, and Frist Hall by contacting Ellen Smogur via e-mail at ellen.smogur@vanderbilt.edu or at (615) 322-4400.

Vusn: registration

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. Priority for available space in a course is given to students who register by the published deadline. Students are requested to have alternatives for any course that may not be obtainable. 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 one-half credit hour tuition plus the liability fee.

How to Register:
Log in to YES (Your Enrollment Services) either on the VU home page under quick links or on the VUSN home page under Current Students, Resources with Restricted Access, YES. The landing page will provide you with links to all academic applications, including student registration.

General Navigation:
1. To navigate to the applications, use the icons below your student photo or the applications tab in your navigation bar at the top of the screen. The navigation bar is the same throughout many of your academic applications. Select the student registration link from your navigation bar or the available icons.
2. The registration application uses carousel navigation within the class search and catalog search and schedule. Within the class search carousel, you can view your cart and your enrolled classes by selecting the appropriate link at the top right of your screen.

Quick Class Search:
1. The search engine allows users to search classes available in a specific term based on Subject Area (NURS), course number, and Class Title (i.e., Foundations of Professional Nursing I).
2. "Search as you type" technology returns results after 3 characters have been entered and refines results as additional characters are entered.
3. Results show the class section number, enrollment numbers, credit hours, meeting pattern and times, meeting locations (if known) and instructor(s) displayed. If the

meeting times are TBA, a note will direct the student to see the block schedule for his/her specialty on the VUSN website.

Detailed Class Enrollment Information:

1. The student can place courses into the cart as soon as the school's schedule is posted. To enroll in all of the classes you have put into your cart, select "enroll" next to each course in the cart. Then click "submit."
2. Three indicators will be used to show a particular class status. The green dot means the class is open for enrollment, the blue square refers to a closed class, and the orange triangle indicates that the class is in wait-list status. Students needing enrollment in a class that is CLOSED (blue square), should contact Logan Key, Registrar, at logan.key@vanderbilt.edu for assistance.
3. Confirmation of enrollment will be found in messages at the bottom of the screen after enrollment. These messages either indicate that the student has successfully enrolled in the class or that the student was not enrolled. If the student is not successfully enrolled, the error message will explain why.

Enrolled Classes: The enrolled classes' page will show all of a student's enrollments for each term.

Dropping a Class: To drop a class, the student must be within an open enrollment period. If not, contact the school registrar, Logan Key. To drop a class, simply click the red minus sign next to the class you wish to drop. The system will ask "are you sure you want to drop this class?" Choose "yes" or "no." Once the system has dropped you from the class, it will no longer show in the enrolled classes list. To see the dropped class, select the dropped filter checkbox at the upper right of your screen, and the dropped class will appear on this list.

Grading Basis: If the student wishes to take a course Pass/Fail, it is necessary to consult the instructor and then contact the school registrar.

Enrolling in a Variable Credit Class: To edit the hours of a variable credit class, use the same blue notebook icon to the right of the class. Use the hours dropdown to select the number of hours.

Viewing Your Schedule: To view your schedule, select "schedule" in your navigation bar.

Catalog Search: The catalog search is a digitized and searchable copy of all university courses including credit hours and course descriptions.

PROGRAM OF STUDIES

When a change in the program or absence from the school for one or more semesters is anticipated, students must file an approved change of status form with the adviser. Full and part-time programs of studies are available in this handbook as part of the curriculum plan for each specialty. Request for Change of Status forms are available on the Vanderbilt University School of Nursing website at www.nursing.vanderbilt.edu/current/forms.html. Copies are to be filed with the faculty adviser and the School of Nursing registrar.

Students who wish to alter the required program of studies may petition to do so by giving justification for the request and proposing an alternative program of study, which must be approved by the academic adviser, Specialty Director, and Senior Associate Dean for Academics.

VANDERBILT UNIVERSITY: CAMPUS RECREATIONAL OPPORTUNITIES

SARRATT STUDENT CENTER

The Sarratt Student Center offers a wide variety of activities for students, faculty, and staff. Programs include exhibits in the Sarratt Gallery, films in the Sarratt Cinema, art studios, the Overcup Oak restaurant and pub, and conference and meeting rooms available by reservation.

Hours of Operation:
Fall and Spring semesters: 24 hours a day (card access after 12:00 a.m. for students only)
Summer semester: Monday – Friday, 7 a.m. – 5 p.m. (varies per event)
Summer hours are posted on the door

*NOTE: hours and access are limited during breaks

The Sarratt Student Center sponsors many other events and activities throughout the year that enrich the cultural life of the University. The student-run Vanderbilt Programming Board offers various activities throughout the academic year. The Sarratt Box Office, located on the first floor of Sarratt Student Center, sells tickets for most campus events and is a Ticketmaster outlet. Ticketmaster Box Office hours are 10:00 a.m. to 7:00 p.m. Monday – Saturday (hours are limited during breaks and the summer) and payment methods include cash, Commodore Card, Visa, and MasterCard. Tickets to most Vanderbilt events are significantly discounted for undergraduate and graduate students. Call (615) 343-3361 for information regarding upcoming events. For more information, go to http://www.vanderbilt.edu/studentcenters.

VANDERBILT OFFICE OF CAMPUS RECREATION

The Office of Campus Recreation sponsors a wide spectrum of indoor and outdoor activities and sports for students, faculty and staff. Programs include Intramurals, Outdoor Recreation, Club Sports, Informal Recreation, Aquatics, and Youth Programs. The Office also oversees the Vanderbilt Recreation and Wellness Center, a state-of-the-art facility that includes 14,000 sq. ft. of fitness space, a field house featuring a turf field and 300 meter track, 25-yard multipurpose pool, strength and aerobic conditioning room, 3 basketball / volleyball courts, auxiliary Gym, 4 lane bowling alley, 6 racquetball courts, 2 squash courts, indoor elevated track (9.2 laps / mile), 10 multipurpose activity rooms, demo kitchen, lounge with big-screen TV, Smoothie King and more! All fee paying students may use the center and memberships are available to all others. Call (615) 343-6627 for information on membership, specific activities and center hours.

For more information, go to http://www.vanderbilt.edu/recreationandwellnesscenter.

VUSN: STUDENT ORGANIZATIONS

GRADUATE/PROFESSIONAL NURSING COUNCIL

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

The Graduate Council solicits members through a self-nomination process. Interested DNP students are encouraged to complete a self-nomination form, which is given to all new students at Orientation. Each representative serves a one-year term (September - August). DNP Graduate Council meetings will be held 3 times per year, during on-campus intensive weeks.

If representatives are absent from more than two Council meetings without legitimate and/or unforeseen cause, they will be removed from the Council.

SIGMA THETA TAU INTERNATIONAL

Founded in 1922 by six nursing students at Indiana University, Sigma Theta Tau International, the Honor Society of Nursing, is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice. Members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. The Iota chapter is based at the Vanderbilt University School of Nursing, and was the eighth chapter founded in 1953. Sigma Theta Tau has grown over the years to include more than 90 countries and territories, and the 406 chapters are located on 503 college and university campuses in the U.S. and countries including Canada, Hong Kong, Pakistan, South Korea, Australia and Taiwan.

Membership is by invitation to baccalaureate and graduate nursing students, who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Criteria for membership as a graduate student are:

1. Completed at least one fourth of the graduate program
2. Grade point average of at least 3.5 on a 4.0 scale (via official transcript)

The application deadline for membership in Iota chapter is in spring and will be announced. http://www.nursing.vanderbilt.edu/organizations/STT/.

ASIAN AMERICAN PACIFIC ISLANDER

Given the nurse's position as the foremost patient advocate, VUSN AAPI Student Nurses aims to use our deeply personal experiences as minorities within the healthcare system to give a voice to Asian American and Pacific Islander clients by increasing awareness of the health

disparities unique to these populations and through advocacy from a place of true understanding. Ultimately, we aim to support and enrich both the experiences of students and clients through education, open dialogue, networking, and advocacy. For further information, please contact vusnaapi@gmail.com or refer to the webpage at: www.vusnaapi.wordpress.com.

AMERICAN ASSEMBLY FOR MEN IN NURSING

The mission of American Assembly for Men in Nursing (AAMN) is to provide a framework for nurses, as a group, to meet, to discuss and influence factors which affect men as nurses. Members of AAMN have a voice in local, state and national events that impact nursing and male nurses. The National Board of Directors, Chapter Leaders, and Committee Members are all members of the national Assembly. Refer to the webpage at: http://www.nursing.vanderbilt.edu/organizations/aamn/index.html.

BLACK STUDENT NURSES ORGANIZATION

In the early 1990s, the Black Student Nurses Organization (BSNO) was founded by a group of Vanderbilt University School of Nursing African-American students. The students felt a need for an organization that focused on the socio-cultural needs of African-American nursing students. BSNO also focused on mentoring of first-year nursing students by second-year students. A host of activities were held during the year to assist students with exploring the roles of advanced practice nurses in the health work force. Since that time, the BSNO has served as a resource network for many students. In 2005, several of the BSNO members became charter members of the Nashville Chapter of the National Black Nurses Association. By this professional affiliation, the BSNO will continue to make local and national contributions to nursing.

LGBTQI LIFE

As a component of Vanderbilt's Office of the Dean of Students, the Lesbian, Gay, Transgender, Queer, and Intersex (LGBTQI) Life office is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. Visitors are invited to use our DVD library for resources about LGBTQI issues and culture. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community and coordinates the Safe Zone Ally program. The Office of LGBTQI Life is located in the K.C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit www.vanderbilt.edu/lgbtqi.

LGBT @ VUSN

The Mission of LGBT @ VUSN is: to provide support for LGBTQI students and allies at VUSN; to promote a welcoming and inclusive culture at VUSN for LGBTQI students and allies; to facilitate education of faculty and students on LGBTQI issues; to promote inclusion of LGBTQI health content in the curriculum at VUSN; to serve the LGBTQI community in Nashville. We

are involved in activities to coordinate the facilitation of these goals. For more information contact: natalie.paul@vanderbilt.edu.

NURSING STUDENTS FOR CHOICE

Nursing Students for Choice (NSFC) is a national non-profit organization dedicated to reproductive health advocacy. NSFC strives to make choice a reality for all women, recognizing that nurses are frontline health care practitioners, patient advocates, and community health educators. For more information please visit http://www.nursingstudentsforchoice.org.

NSFC is a national grassroots organization dedicated to advancing and securing reproductive health and justice for all. Recognizing that nurses are frontline health care practitioners, patient advocates, and community health educators, NSFC fulfills its mission by (i) advocating for substantially increased reproductive health and abortion training for nurses; (ii) organizing a nationwide network of nursing student activists; (iii) supporting the leadership of nursing students and all nurses in the reproductive justice movement; (iv) collaborating across the nursing profession and with other health care providers to maximize resources and expertise; and (v) creating a new generation of reproductive health and abortion provider nurses.

VUSN: TRADITIONS

STUDENT EVENTS

A number of formal and informal student events are planned each year.

Martin Luther King, Jr. Day:
Each January students are invited to participate in lectures and a reception for speakers who may be visiting the school.

Pinning Ceremony:
At the end of each semester, students who complete their DNP requirements are invited to attend a pinning ceremony.

SCHOOL OF NURSING PINS

The Dean of the School of Nursing purchases an official School of Nursing pin guard for each DNP graduate. The pin guard will be awarded in May, August, and December at the pinning ceremonies to students who have completed all degree requirements. Students who complete the DNP program in August or December have the option to attend the May pinning if they will be traveling to campus for commencement.

Students completing the post-master's certificate do earn academic credit that is reflected on a VUSN transcript, but they do not receive a master's degree or a Vanderbilt University School of Nursing pin. The pin is presented only to those students who complete an MSN at VUSN, and the pin guard is presented only to those students who complete a DNP at VUSN.

CLASS PICTURE – COMPOSITE

Students who intend to graduate in August or December of 2015, or May 2016 will be eligible to have their pictures taken for the master composite which hangs in Godchaux Hall.

A photographer will be on campus during the January Intensive session to take individual photographs. A notice via e-mail will be sent advising you when and where to sign up. The cost is approximately $25.00 for your picture proofs and an 11 x 14 copy of the master composite. It is important that every effort is made to schedule an appointment when the photographers are on campus, as makeups are difficult and costly. You will have the opportunity to purchase additional photographs if you wish. Regalia will be provided for the purpose. For additional information, contact Sarah Ramsey, 217 Godchaux Hall (615) 343-3334.

GRADUATION AND COMMENCEMENT

To participate in the Commencement ceremony, degree candidates must have satisfactorily completed all curriculum requirements, have passed all prescribed examinations, and be free of all indebtedness to the University. The University holds its annual Commencement ceremony in

May at the end of the spring semester. A student completing DNP degree requirements will be officially graduated at the close of the semester in which the degree is earned with the graduation date recorded on the student's permanent record. Graduations are posted on diplomas three times per year: May, August, and December. Students who graduate at the close of summer semester (August) or the fall semester (December) join spring graduates in the next graduation ceremony (May). Those unable to do so may receive their diplomas by mail.

INVESTITURE

The School of Nursing Investiture Ceremony immediately follows the University Commencement ceremony in May. It is at Investiture that each graduate is adorned or "invested" with the academic hood signifying completion of the DNP degree. A reception for all the graduates and their families and friends follows the Investiture ceremony. Specific instructions concerning Commencement and Investiture are mailed to August, December, and May graduates during the month of March.

Graduates will receive information from both the School of Nursing and the University Commencement Office. For further information regarding Commencement and Investiture, contact Sarah Ramsey, 217 Godchaux Hall (615) 343-3334 or the Commencement Office at www.vanderbilt.edu/commencement.

HONORS AND AWARDS

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 degree or Doctor of Nursing Practice degree. In order to receive the Founder's Medal, the graduate must attend Commencement and Investiture.

APPENDICES

Appendix A: DNP Scholarly Project Proposal and Final Project Checklist

This checklist is for the student and Chair's use to ensure all elements of the project proposal and final project are completed. All forms can also be found on the VUSN website at:
http://www.nursing.vanderbilt.edu/current/dnpscholarly.html

Goal Date	Actual Date	Item	Notes
		CITI Course	
		Scholarly Project Committee Appointment Form (1 of 3)	
		Submit Letter of Understanding Form to DNP Program Department Education Specialist	
		Project proposal paper draft approved	
		Project proposal paper approved	
		Project proposal presentation slides sent to Committee	
		Project proposal presentation	
		Scholarly Project Proposal Evaluation Form (2 of 3) signed and submitted to DNP Program Department Education Specialist	
		IRB Submission Vanderbilt	
		IRB Submission (outside agency, if applicable)	
		IRB Approval Vanderbilt	*Begin project only after IRB approval
		IRB Approval (outside agency, if applicable)	*Begin project only after IRB approval
		Execute Scholarly Project	
		DNP Scholarly Project presentation scheduled	
		DNP Scholarly Project paper approved	
		DNP Scholarly Project presentation slides sent to Committee	
		DNP Scholarly Project presented	
		DNP Scholarly Project Evaluation Form (3 of 3) signed and submitted to DNP the Program Department Education Specialist	
		Submit Project Abstract (template will be provided) to DNP Program Department Education Specialist. Must be approved by Committee Chair	
		Submit final Portfolio to DNP Program Department Education Specialist via Box.com	
		Close project with IRB, if required	*Project must be closed with the IRB prior to graduation

VANDERBILT School of Nursing

Doctor of Nursing Practice Program

FORM 1 of 3
Appendix B: Scholarly Project Committee Appointment Request

Name of Student: _____

Proposed Scholarly Project Topic: _____

_____

_____

Committee Membership Composition:

COMMITTEE: _____
  CHAIRPERSON Printed Name   Signature   Date

COMMITTEE: _____
  MEMBER   Printed Name   Signature   Date

COMMITTEE: _____
  MEMBER   Printed Name   Signature   Date
  (if applicable)

APPROVAL:

      DNP PROGRAM DIRECTOR:

      Terri Allison
      _____
      Printed Name   Signature   Date

      ASSOCIATE DEAN FOR ACADEMICS:

      Mavis Schorn
      _____
      Printed Name   Signature   Date

Appendix C: Proposal Paper Evaluation Tool

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80 ***	Unacceptable = 0	Comments	Score
1. APA format Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	• APA format correct. • References correct. • Appendices correct.	• APA format with some errors. • References with some errors. • Appendices with some errors.	• APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors.	• APA format is not used. • References not cited. • Appendices not used.		
2. Writing Scholarship	• Professional written communication. • Correct grammar is used.	• Some errors in written communication. • Some errors in grammar.	• Frequent errors in written communication. • Frequent errors in grammar.	Written communication and grammar lack professionalism.		
3. Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
4. Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
5. Purpose/aims/ objectives	Purpose/ aims/ objectives clearly stated.	Purpose/ aims/ objectives can be inferred but are not explicit.	Purpose/ aims/ objectives unclear.	Purpose/ aims/ objectives not included.		
6. Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem stated with minimal discussion.	Background not included.		

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80 ***	Unacceptable = 0	Comments	Score
7. Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance stated with minimal discussion.	Significance not included.		
8. System or Population Impact	System/population impact clearly stated and discussed.	System/population impact stated with some discussion.	System/population impact stated with minimal discussion.	System/ population impact not included.		
9. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations	• Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.	• Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.	• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.	• Evidence not included.		

10. Concepts Concepts/ definitions	Concepts clearly identified and comprehensively defined.	Concepts identified and adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
11. Framework Conceptual/theoretical framework	Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives.	Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives.	Conceptual framework not identified.		
12. Project Design	• Project design supports identified problem.• Project design is comprehensive.• Project design has logical flow.	• Project design marginally supports identified problem.• Project design is sufficient but not comprehensive.• Project design has inconsistent logical flow.	• Project design does not support identified problem.• Project design has limited or no logical flow.	• Project design not identified.		
13. Data Collection Tools	• Data collection tools comprehensively described. • Tools selected appropriate to project design.	• Data collection tools adequately described. • Tools selected relate to project design.	• Data collection tools poorly described. • Tools selected poorly relate to project design.	• Data collection tools not included.		
14. Data Analysis	• Plan for data analysis appropriate to methodology. • Plan for data analysis comprehensively described.	• Plan for data analysis appropriate to methodology. • Plan for data analysis adequately described.	• Plan for data analysis inappropriate to methodology. • Plan for data analysis poorly described.	• Plan for data analysis not included.		
15. Resources Needed/Budget Justification	Resources needed for project comprehensively identified and proposed budget included.	Resources needed for project identified and proposed budget included.	Resources needed for project and proposed budget incomplete.	Resources needed for project and budget not included.		
					Total	0

Committee Chair:

#REF!

Date:

***All criteria must be met at the Marginal level or higher <u>and</u> a score greater than B-/2.7 for student to progress.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

<u>Appendix C</u>: Proposal Oral Presentation Evaluation Tool

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80***	Unacceptable = 0	Comments	Score
1. Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
2. Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
3. Purpose/aims/obje ctives	Purpose/ aims/ objectives clearly stated.	Purpose/ aims/ objectives can be inferred but are not explicit.	Purpose/ aims/ objectives unclear.	Purpose/ aims/ objectives not included.		
4. Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem stated with minimal discussion.	Background not included.		
5. Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance stated with minimal discussion.	Significance not included.		
6. System or Population Impact	System/population impact clearly stated and discussed.	System/population impact stated with some discussion.	System/population impact stated with minimal discussion.	System/ population impact not included.		
7. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations	• Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.	• Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.	• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.	• Evidence not included		
8. Concepts Concepts/ definitions	Concepts clearly identified and comprehensively defined.	Concepts identified and adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
9. Framework Conceptual/theoretic al framework	Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/obje ctives.	Conceptual framework identified and adequately discussed in relation to purpose/aims/obje ctives.	Conceptual framework identified and poorly discussed in relation to purpose/aims/objective s.	Conceptual framework not identified.		

10. Project Design	• Project design supports identified problem. • Project design is comprehensive. • Project design has logical flow.	• Project design marginally supports identified problem. • Project design is sufficient but not comprehensive. • Project design has inconsistent logical flow.	• Project design does not support identified problem. • Project design has limited or no logical flow.	• Project design not identified.		
11. Data Collection Tools	• Data collection tools comprehensively described. • Tools appropriate to project design.	• Data collection tools adequately described. • Tools relate to project design.	• Data collection tools poorly described. • Tools poorly relate to project design.	• Data collection tools not included.		
12. Data Analysis	• Plan for data analysis appropriate to methodology. • Plan for data analysis comprehensively described.	• Plan for data analysis appropriate to methodology. • Plan for data analysis adequately described.	• Plan for data analysis inappropriate to methodology • Plan for data analysis poorly described.	• Plan for data analysis not included.		
13. Resources Needed/Budget Justification	Resources needed for project comprehensively identified and proposed budget included.	Resources needed for project identified and proposed budget included.	Resources needed for project and proposed budget incomplete.	Resources needed for project and budget not included.		
14. Presentation Design	Presentation well-organized.	Presentation somewhat organized.	Presentation poorly organized.	Presentation disorganized.		
15. Slides	Slides are clear, succinct and demonstrate professional quality.	Slides are generally clear, succinct and demonstrate adequate quality.	Slides are inconsistent in design and quality.	Slides are unclear and poorly designed.		
16. Oral Presentation	Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.	Presenter has professional appearance and demeanor, is somewhat prepared, answers to questions are incomplete.	Presenter has professional appearance and demeanor, is poorly prepared and has difficulty answering questions.	Presenter is unprepared.		
					Total	0

Committee Chair:

Date:

***All criteria must meet the Marginal level or higher <u>and</u> a score at least a B-/2.7/80% for a student to successfully complete the course.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

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Appendix D: DNP Scholarly Project Proposal

Name of Student: _____

Date and Time: _____

Proposed Scholarly Project Title: _____

_____

EVALUATION: **Approved** ☐   **Approved (with minor recommendations)** ☐   **Not approved** ☐

Remarks: _____

_____

Dissemination Plan: Scholarly Paper ☐ or Journal Article ☐ **AND** Slide Presentation ☐ or Poster Presentation ☐

STUDENT: _____

| | Printed Name | Signature | Date |

Committee:

COMMITTEE: _____
  CHAIR   Printed Name   Signature   Date

COMMITTEE: _____
  MEMBER   Printed Name   Signature   Date

COMMITTEE: _____
  MEMBER   Printed Name   Signature   Date
  (if applicable)

DNP PROGRAM DIRECTOR:

Terri Allison
_____
Printed Name   Signature   Date

ASSOCIATE DEAN FOR ACADEMICS:

Mavis Schorn
_____
Printed Name   Signature   Date

<u>Appendix E</u>: Project Paper/Journal Article Evaluation Tool

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80***	Unacceptable = 0	Comments	Score
1. APA format or format appropriate to selected journal Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	• APA format correct. • Reference correct. • Appendices correct.	• APA format with some errors. • References with some errors. • Appendices with some errors.	• APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors.	• APA format is not used. • References not cited. • Appendices not used.		
2. Writing Scholarship	• Professional written communication. • Correct grammar is used.	• Some errors in written communication. • Some errors in grammar.	• Frequent errors in written communication. • Frequent errors in grammar.	Written communication and grammar lack professionalism.		
3. Introduction, Problem Statement, and Purpose/Aims/ Objectives	Introduction, problem, and purpose/aims/ objectives clearly stated and discussed.	Introduction, problem, and purpose/ aims/ objectives stated with some discussed discussion.	Introduction, problem, and purpose/aims/ objectives stated with minimal discussion.	Introduction, problem, and purpose/aims/ objectives not included.		
4. Background, Significance (to health care, nursing, advanced practice)**, and System/ Population Impact**	Background, context of problem, significance, and system/population impact clearly stated and discussed.	Background, context of problem, significance, and system/population impact stated with some discussion.	Background, context of problem, significance, and system/population impact stated with minimal discussion.	Background, context of problem, significance, and system/population impact not included.		
5. Synthesis Synthesis of EvidenceAppraisal Strengths/weaknesses Gaps/limitations	• Comprehensive appraisal of evidence.• Evidence is synthesized.• Comprehensive discussion of strengths, weaknesses, gaps and limitations.	• Adequate appraisal of evidence.• Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.	• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.	• Evidence not included.		
6. Concepts (Concepts/definitions) and **Framework** (Conceptual/theoretical framework)	• Concepts clearly identified and comprehensively defined. • Conceptual framwork clearly identified and comprehensively discussed in relation to purpose/aims/ objectives.	• Concepts identified and adequately defined. • Conceptual framework identified and adequately discussed in relation to purpose/aims/ objectives.	• Concepts identified but poorly defined. • Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives.	• Concepts not identified. Conceptual framework not identified.		

7. Project Design (OrganizationImplementation) **and Data Collection Tools**	• Project design supports identified problem. • Project design is comprehensive and organized. • Implementation strategies identified and comprehensively discussed. • Data collection tools appropriate to project design and comprehensively described.	• Project design marginally supports identified problem. • Project design is identified but needs improved organization. • Implementation strategies identified and adequately discussed. • Data collection tools relate to project design and adequately described.	• Project design is identified with problem. • Implementation strategies identified but poorly discussed. • Data collection tools described but poorly relate to project design.	• Project design not identified. • Implementation strategies not identified or discussed. • Data collection tools not included.		
8. Data Analysis and Results	• Data analysis appropriate to design. • Results comprehensively described. • Tables and figures support the discussion. • Tables and figures are well designed.	• Data analysis appropriate to design. • Results adequately described. • Tables and figures somewhat support the discussion. • Tables and figures are adequately designed.	• Data analysis appropriate to design. • Results poorly described. • Tables and figures unrelated to the discussion. • Tables and figures are poorly designed.	• Data analysis is not included or inappropriate to design. • Results are not described.		
9. Relationship of Results to framework/aims/ objectives	Results are clearly linked to framework/ aims/ objectives.	Results are adequately linked to conceptual framework purpose/aims/ objectives.	Results are poorly linked to conceptual framework purpose/aims/ objectives.	Results are not linked to framework/ aims/ objectives.		
10. Impact of Results on Practice	Impact of results clearly stated and comprehensively discussed.	Impact of results stated with some discussion.	Impact of results implied with minimal discussion.	Impact of results not included.		
11. Strengths/limitations of Project	Strengths and limitations of project comprehensively discussed.	Strengths and limitations of project adequately discussed.	Strengths and limitations of project poorly discussed.	Strengths and limitations of project not discussed.		
12. Dissemination Plan and Rationales	Plan for dissemination of project comprehensively discussed with rationale.	Plan for dissemination of project adequately discussed with minimal rationale.	Plan for dissemination of project poorly discussed with no rationale.	Plan for dissemination of project not discussed		
13. Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed with no rationale.	No future implications included with no rationale.		
					Total	0

Committee Chair:

Date:

****For journal article grading, select categories appropriate to author guidelines and recalculate total number of categories to be graded.

To calculate rubric score: Total number of earned points in all criteria / total number of criteria = grade

***All criteria must meet the Marginal level or higher <u>and</u> a score at least a B-/2.7/80% for a student to successfully complete the course.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

Appendix E: Project Oral Presentation Evaluation Tool

Criteria	Excellent = 100 - 94	Satisfactory = 93-87	Marginal = 86-80***	Unacceptable = 0	Comments	Score
1. Introduction, Problem Statement, and Purpose/Aims/ Objectives	Introduction, problem, and purpose/aims/objectives clearly stated and discussed.	Introduction, problem, and purpose/ aims/ objectives stated with some discussion.	Introduction, problem, and purpose/aims/ objectives stated with minimal discussion.	Introduction, problem, and purpose/aims/ objectives not included.		
2. Background, Significance (to health care, nursing, advanced practice)**, and System/ Population Impact**	Background, context of problem, significance, and system/population impact clearly stated and discussed.	Background, context of problem, significance, and system/population impact stated with some discussion.	Background, context of problem, significance, and system/population impact stated with minimal discussion.	Background, context of problem, significance, and system/ population impact not included.		
3. Synthesis Synthesis of Evidence Appraisal Strengths/ weaknesses Gaps/limitations	• Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.	• Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.	• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.	• Evidence not included		
4. Concepts (Concepts/definitions) and **Framework** (Conceptual/theoretical framework)	• Concepts clearly identified and comprehensively defined. • Conceptual framwork clearly identified and comprehensively discussed in relation to purpose/aims/objectives.	• Concepts identified and adequately defined. • Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives.	• Concepts identified but poorly defined. • Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives.	• Concepts not identified. • Conceptual framework not identified.		
5. Project Design (Organization and Implementation) **and Data Collection Tools**	• Project design supports identified problem. • Project design is comprehensive and organized. • Implementation strategies identified and comprehensively discussed. • Data collection tools appropriate to project design and comprehensively described.	• Project design marginally supports identified problem. • Project design is identified but needs improved organization. • Implementation strategies identified and adequately discussed. • Data collection tools relate to project design and adequately described.	• Project design is identified with problem. • Implementation strategies identified but poorly discussed. • Data collection tools described but poorly relate to project design.	• Project design not identified. • Implementation strategies not identified or discussed. • Data collection tools not included.		

6. Data Analysis and Results	• Data analysis appropriate to design. • Results comprehensively described. • Tables and figures support the discussion. • Tables and figures are well designed.	• Data analysis appropriate to design. • Results adequately described. • Tables and figures somewhat support the discussion. • Tables and figures are adequately designed.	• Data analysis appropriate to design • Results poorly described. • Tables and figures unrelated to the discussion. • Tables and figures are poorly designed.	• Data analysis is not included or inappropriate to design. • Results are not included.		
7. Relationship of Results to framework/aims/ objectives	Results are clearly linked to framework/ aims/ objectives.	Results are adequately linked to conceptual framework/aims/ objectives.	Results are poorly linked to conceptual framework/aims/ objectives.	Results are not linked to conceptual framework/aims/ objectives.		
8. Impact of Results on Practice	Impact of results clearly stated and comprehensively discussed.	Impact of results stated with some discussion.	Impact of results implied with minimal discussion.	Impact of results not included.		
9. Strengths/limitatio ns of Project	Strengths and limitations of project comprehensively discussed.	Strengths and limitations of project adequately discussed.	Strengths and limitations of project poorly discussed.	Strengths and limitations of project not included.		
10. Dissemination Plan and Rationale	Plan for dissemination of project comprehensively discussed with rationale.	Plan for dissemination of project adequately discussed with minimal rationale.	Plan for dissemination of project poorly discussed with no rationale.	Plan for dissemination of project not discussed.		
11. Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed.	No future implications included.		
12. Presentation Design	Presentation is well-organized.	Presentation is somewhat organized.	Presentation poorly organized.	Presentation disorganized.		
13. Presentation Format (Elements include: test/font, text alignment/directio n, color/design, layout, transition/animati on, smart art, shapes, tables/charts, graphics/pictures, audio/video)	Format is clear, succinct and demonstrate professional quality.	Format is generally clear, succinct and demonstrate adequate professional quality.	Format is inconsistent in clarity and professional quality.	Format is unclear and poorly designed.		

Poster or Slides must be students own work

14. Oral Presentation	Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.	Presenter has professional appearance and demeanor, is somewhat prepared and answers to questions are incomplete.	Presenter has professional appearance and demeanor, is poorly prepared and has difficulty answering questions.	Presenter is unprepared.		

			Total	0
1316	1218	1120		

Committee Chair:

Date:

***All criteria must meet the Marginal level or higher <u>and</u> a score at least a B-/2.7/80% for a student to progress.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

VANDERBILT School of Nursing

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FORM 3 of 3

Appendix F: DNP Scholarly Project Final Presentation Evaluation

Name of Student: _____

Date and Time: _____

Scholarly Project Title:_____

_____

EVALUATION: **Approved** ☐   **Approved (with minor recommendations)** ☐   **Not approved** ☐

Remarks:_____

_____

STUDENT:_____
               Printed Name   Signature   Date

Committee:

COMMITTEE:_____
  CHAIR   Printed Name   Signature   Date

COMMITTEE:_____
  MEMBER   Printed Name   Signature   Date

COMMITTEE:_____
  MEMBER   Printed Name   Signature   Date
  (if applicable)

DNP PROGRAM DIRECTOR:

<u>Terri Allison</u>_____
Printed Name   Signature   Date

ASSOCIATE DEAN FOR ACADEMICS:

<u>Mavis Schorn</u>_____
Printed Name   Signature   Date

Appendix G: PROGRAMS OF STUDY

Part Time Track (Post Master's)

	Course	Cr/ Hrs	Semester/Year Plan to Take	Semester/Year Completed	Comment
		(4)	**Semester I**		
N8010	Evidence-Based Practice I: The Nature of Evidence	2	Fall		
N8012	Informatics for Scholarly Practice	2	Fall		
		(6)	**Semester II**		
N8014	Statistics in Health Sciences	3	Spring		
N8022	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
		(6)	**Semester III**		
N8024	Epidemiology	3	Summer		
N8042	Quality Improvement & Patient Safety	3	Summer		
		(4)	**Semester IV**		
N8015	Integrative Application of Evidence-Based Practice I	1	Fall		
N8032 *or* N8034	Health Care Economics and Finance -- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N432)*	3 ------ 3	Fall		
		(6)	**Semester V**		
N8025	Integrative Application of Evidence-Based Practice II	1	Spring		
N8044 *or* N8045	Management of Organizations and Systems -- Evidence-Based Management in Health Care Organizations and Systems *(Experienced health care leaders should take N445 instead of N444)*	3 ------ 3	Spring		
N8052	Health Policy	2	Spring		
		(5)	**Semester VI**		
N8095	Integrative Application of Evidence-Based Practice III	2	Summer		
N8054	Legal and Ethical Environment	3	Summer		
		(4)	**Any**		
	Elective	2			*Electives may be taken any time during program of study.*
	Elective	2			
	TOTAL:	**35**			

Full Time Track (Post Master's)

	Course	Cr/ Hrs	Semester/Year Plan to Take	Semester/Year Completed	Comment
		(10)	**Semester I**		
N8010	Evidence-Based Practice I: The Nature of Evidence	2	Fall		
N8012	Informatics for Scholarly Practice	2	Fall		
N8014	Statistics in Health Sciences	3	Fall		
N8024	Epidemiology	3	Fall		
		(9)	**Semester II**		
N8015	Integrative Application of Evidence-Based Practice I	1	Spring		
N8022	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
N8042	Quality Improvement & Patient Safety	3	Spring		
	Elective	2	Spring		
		(9)	**Semester III**		
N8025	Integrative Application of Evidence-Based Practice II	1	Summer		
N8032 or N8034	Health Care Economics and Finance -- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N432)*	3 ------ 3	Summer		
N8044 or N8045	Management of Organizations and Systems -- Evidence-Based Management in Health Care Organizations and Systems *(Experienced health care leaders should take N445 instead of N444)*	3 ------ 3	Summer		
	Elective	2	Summer		
		(7*)	**Semester IV**		
N8095	Integrative Application of Evidence-Based Practice III	2	Fall		
N8052	Health Policy	2	Fall		
N8054	Legal and Ethical Environment	3	Fall		
	TOTAL:	**35**			

*Note- students enrolled for less than 9 credits in their final semester of study will still be considered full time.

VUSN MSN to DNP Seamless Progression - Part Time Track

	Course	Cr/Hrs	Semester/Year Plan to Take	Semester/Year Completed	Comment
N6050 *(previously: N399A)*	Scientific Underpinnings for Advanced Nursing Practice	3	Complete in MSN Program		*Completion of N6050 and N6060 is considered equivalent to N8010.*
N6060 *(previously: N399B)*	Conceptualization and Integration of Evidence for Advanced Nursing Practice	3	Complete in MSN Program		
		(2)	**Semester I**		
N8010	Evidence-Based Practice I: The Nature of Evidence	2	Fall		*VUSN MSN graduates exempted from N8010*
N8012	Informatics for Scholarly Practice	2	Fall		
		(6)	**Semester II**		
N8014	Statistics in Health Sciences	3	Spring		
N8022	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
		(6)	**Semester III**		
N8024	Epidemiology	3	Summer		
N8042	Quality Improvement & Patient Safety	3	Summer		
		(4)	**Semester IV**		
N8015	Integrative Application of Evidence-Based Practice I	1	Fall		
N8032 or N8034	Health Care Economics and Finance -- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N444)*	3 ------ 3	Fall		
		(6)	**Semester V**		
N8025	Integrative Application of Evidence-Based Practice II	1	Spring		
N8044 or N8045	Management of Organizations and Systems -- Evidence-Based Management in Health Care Organizations and Systems *(Experienced health care leaders should take N445 instead of N444)*	3 ------ 3	Spring		
N8052	Health Policy	2	Spring		
		(5)	**Semester VI**		
N8095	Integrative Application of Evidence-Based Practice III	2	Summer		
N8054	Legal and Ethical Environment	3	Summer		
		(4)	**Any**		
	Elective	2			*Electives may be taken any time during program of study.*
	Elective	2			
	TOTAL:	**33**			

MSN to DNP Seamless Progression - Full Time Track

	Course	Cr/ Hrs	Semester/Year Plan to Take	Semester/Year Completed	Comment
N6050 *(previously: N399A)*	Scientific Underpinnings for Advanced Nursing Practice	3	Complete in MSN Program		*Completion of N6050 and N6060 is considered equivalent to N8010.*
N6060 *(previously: N399B)*	Conceptualization and Integration of Evidence for Advanced Nursing Practice	3	Complete in MSN Program		
		(8)	**Semester I**		
N8010	Evidence-Based Practice I: The Nature of Evidence	2	Fall		*VUSN MSN graduates exempted from N8010*
N8012	Informatics for Scholarly Practice	2	Fall		
N8014	Statistics in Health Sciences	3	Fall		
N8024	Epidemiology	3	Fall		
		(9)	**Semester II**		
N8015	Integrative Application of Evidence-Based Practice I	1	Spring		
N8022	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
N8042	Quality Improvement & Patient Safety	3	Spring		
	Elective	2	Spring		
N8025		(9)	**Semester III**		
N8032 *or* N8034	Integrative Application of Evidence-Based Practice II	1	Summer		
N8044 *or* N8045	Health Care Economics and Finance -- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N432)*	3 ------ 3	Summer		
	Management of Organizations and Systems -- Evidence-Based Management in Health Care Organizations and Systems *(Experienced health care leaders should take N445 instead of N444)*	3 ------ 3	Summer		
N8095	Elective	2	Summer		
N8052		(7*)	**Semester IV**		
N8054	Integrative Application of Evidence-Based Practice III	2	Fall		
N6050 *(prev: N399A)*	Health Policy	2	Fall		
N6060 *(prev: N399B)*	Legal and Ethical Environment	3	Fall		
	TOTAL:	**33**			

*Note- students enrolled for less than 9 credits in their final semester of study will still be considered full time.