VANDERBILT UNIVERSITY
SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE
STUDENT HANDBOOK
2013-2014

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 person 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 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 University School of Nursing

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Doctor of Nursing Practice Program
Academic Calendar 2013-2014
Students and faculty are responsible for reviewing key dates and deadlines
The VUSN online calendar is located at: http://www.nursing.vanderbilt.edu/calendar.html

Fall Semester 2013	
August 26-30	DNP Fall Intensive
August 30	Last day to drop a class without a W grade remaining on transcript
September 2	Labor Day Holiday
October 16	Last day to withdraw from courses without academic penalty
November 23-December 1	Thanksgiving Break
December 6	• Deadline for successful completion of scholarly project for December graduation • Last day of Fall Classes • Pinning Ceremony for December Graduates
December 13	December Pinning Ceremony
December 14	Degree conferral for December graduates
December 17	Final grades posted for Fall semester
Spring Semester 2014	
January 13-16	DNP Spring Intensive
January 17	Last day to drop a class without a W grade remaining on transcript
January 20	MLK Holiday
February 28	Last day to withdraw from courses without academic penalty
March 1-9	Spring Break
April 14	Deadline for successful completion of scholarly project for May graduation
April 18	Last day of Spring classes
April 29	Final grades posted for Spring semester
May 8	• Sigma Theta Tau Scholarly Project Presentation event for graduates in May 2014, December 2013 and August 2013 • Pinning Ceremony for May Graduates
May 9	• Commencement for May 2014, Dec. 2013 and Aug. 2013 graduates • Degree conferral for May graduates
Summer Semester 2014	
May 5-8	DNP Summer Intensive
May 9	Last day to drop a class without a W grade remaining on transcript
May 26	Memorial Day Holiday
June 13	Last day to withdraw from courses without academic penalty
July 4	Independence Day Holiday
July 25	Deadline for successful completion of scholarly project for August graduation
August 3	Pinning Ceremony for August Graduates
August 5	Final grades posted for Summer semester
August 8	Degree conferral for August graduates

 DNP Program Office

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

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Nashville, TN   37240
Telephone: (615) 343-8419
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The following faculty and staff are responsible for the management and administration of the program:

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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:

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PROGRAM INFORMATION:
ACADEMIC REQUIREMENTS AND REGULATIONS

DNP Program and Curriculum

Purpose

The Doctor of Nursing Practice program 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.

Philosophy

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

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

Accreditation

The Vanderbilt University School of Nursing is approved by the Tennessee Board of Nursing. The DNP program meets recommendations of the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties, and is fully accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, Phone (404) 975-5000.

D.N.P. Program Objectives

Central to the D.N.P. curriculum is the application of evidence-based practice methods within practice settings throughout the program of study. Evidence-based practice is classically defined as the integration of best research evidence with clinical expertise and patient values to facilitate clinical decision making.

The terminal objectives of the D.N.P. program are to produce a practice scholar who will be able to:

1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes;
2. Apply clinical scholarship and available evidence to make clinical and system decisions that reflect professional values and ethical standards;
3. Develop, test, and disseminate standards of care, clinical practice models and health policy using informatics, organizational and systems leadership skills;

4. Advocate for clinical prevention, population health initiatives and evidence-based health policy through collaboration with other professionals and stakeholders.

Overview

THE D.N.P. program 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. Admission to the post-master's D.N.P. program is through the School of Nursing. 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 D.N.P. 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.

Degree Requirements

The program requires 74 credit hours of study of which 39 may be transferred from master's work, pending review and approval. The curriculum includes 35 hours of required coursework and can be completed either full time in four semesters or part time in six semesters. Full-time and part-time study options are available. Courses are delivered using a combination of formats with one on-site intensive experience each semester, comprised of 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. A hallmark of the practice doctorate is the successful completion of a scholarly project. The scholarly project embraces the synthesis of both coursework and practice application, a deliverable product reviewed and evaluated by a faculty mentor and scholarly project committee. Dissemination modes include a scholarly presentation. The nature of the scholarly projects varies; projects are related to advanced practice in the nursing specialty and benefit 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, e.g., clinical agency, health department, government, community group. Types of scholarly projects may include: quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; the design and use of databases to retrieve information for decision-making, planning, evaluation; the design and evaluation of new models of care; designing and evaluating health care programs.

<u>Curriculum Overview</u>

The program requires 35 credit hours of study of which 6 may be transferred from another D.N.P. 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
NURS 410 Evidence-Based Practice I: The Nature of Evidence (2 credit hours)
NURS 412 Informatics for Scholarly Practice (2 credit hours)
NURS 414 Statistics in Health Sciences (3 credit hours)
NURS 420 Integrative Application of Evidence-Based Practice I (1 credit hour)
NURS 422 Evidence-Based Practice II: Evaluating and Applying Evidence (3 credit hours)
NURS 424 Epidemiology (3 credit hours)
NURS 430 Integrative Application of Evidence-Based Practice II (1 credit hour)
NURS 432 Health Care Economics and Finance (3 credit hours)
OR **NURS 434** Advanced Health Economics and Finance (3 credit hours)
NURS 440 Integrative Application of Evidence-Based Practice III (2 credit hours)
NURS 442 Quality Improvement and Patient Safety (3 credit hours)
NURS 444 Management of Organizations and Systems (3 credit hours)
OR **NURS 445** Evidence-Based Management in Health Care Organizations and Systems (3 credit hours)
NURS 452 Health Policy (2 credit hours)
NURS 454 Legal and Ethical Environment (3 credit hours)

Core Coursework
Required for all VUSN DNP Students

NURS 410. Evidence-Based Practice I: The Nature of Evidence. This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the Doctor of Nursing Practice (DNP). Methods by which nursing knowledge is generated and levels of evidence informing nursing practice will be investigated. Students will identify and analyze concepts relevant to their topic of interest. Pre/corequisite: 414. **Fall.** [2] Christenbery and Donaldson.

NURS 412. Informatics for Scholarly Practice. This course provides an overview of informatics, the transformation of data into information, knowledge, decisions and actions to improve outcomes. To take advantage of electronic data mines, scholars of the future will need to understand the basics of databases and the structure of vocabularies. Knowledge management to support evidence-based practice will be a critical skill. In addition, this course prepares the student to use available technology tools to present, interpret and organize data. Admission to the DNP program or permission of instructors. **Fall.** [2] Trangenstein and Weiner.

NURS 414. Statistics in Health Sciences. This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. The spectrum of topics encompasses most univariate parametric and nonparametric procedures, including correlational and repeated measures analyses. Across the varied topics, emphasis is placed on: 1) becoming knowledgeable of the underlying logic of each statistical technique, 2) the appropriate use and underlying assumptions of the procedure, 3) interpretation of results from statistical software, and 4) evaluation of published results using statistical procedures. Admission to the DNP program or permission of instructors. **Spring and Fall.** [3] Gordon

NURS 420. Integrative Application of Evidence-Based Practice I. This is the first of a four-course series that provides the DNP student with mentored opportunities to develop an independent, analytic scholarly project proposal focusing on problems of practice within specific populations. To complete the objectives of this course successfully, the student is expected to practice a minimum of 125 hours in a practice area related to their topic of interest. Prerequisite: 410, 412, 414, 424; Pre/corequisite: 422. **Spring and Fall.** [1] Love and McArthur.

NURS 422. Evidence-Based Practice II: Evaluating and Applying Evidence. This course will build on Evidence-Based Practice I by preparing DNP students to evaluate evidence designed to improve clinical outcomes related to their identified topic of interest, and to translate the evidence into practice environments. Prerequisite: 410, 412, 414; Pre/corequisite: 422, 442. **Spring.** [3] Donaldson and Moore.

NURS 424. Epidemiology. Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people. Concepts of health, risk and disease causality are examined. Implications for development of data-based programs for disease/injury prevention and control as well as policy implications will be discussed. Prerequisite: 414. **Summer and Fall.** [3] Rogers and Moore.

NURS 430. Integrative Application of Evidence-Based Practice II. In this second course of a three-course series, the DNP student works with a faculty mentor to refine the design and begin implementing the

scholarly project. Students must successfully complete an oral presentation of the project prior to implementation. To complete the objectives of this course successfully, the student is expected to practice a minimum of 125 hours in a practice area related to their topic of interest. Each student will be required to submit individual objectives at the beginning of the semester. Prerequisite: 410, 412, 414, 420, 422, 442; Pre/corequisite 432, 444. **Spring and Summer.** [1] McArthur.

NURS 432. Health Care Economics and Finance. This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost/benefit analysis and health care entrepreneurism. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment. Students take either N432 or 434. Prerequisite: 410, 412, 414, 422; Pre/corequisite: 420. **Summer and Fall.** [3] Watters and Harris.

NURS 434. Advanced Health Care Economics and Finance. This course addresses advanced application of economic theory, financial principles and financial modeling in the health care market. Theory and application are integrated and aimed at preparing the student to assume an executive-level DNP role in large and complex health care organizations. Prerequisite: 410, 412, 414, 422; Pre/corequisite: 420. **Summer and Fall.** [3] Watters and Harris.

NURS 440. Integrative Application of Evidence-Based Practice III. In this final course of a three-course series, the DNP student evaluates the scholarly project specific to a population of interest within a practice setting. In order to successfully complete the objectives of this course, the student is expected to practice a minimum of 250 hours in a practice area related to their topic of interest. Prerequisite: 410, 412, 414, 420, 422, 424, 430, 432, 442, 444; Pre/corequisite: 452, 454. **Summer and Fall.** [2] Overstreet and McArthur.

NURS 442. Quality Improvement and Patient Safety. This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within their own organizations. Prerequisite: 410, 412, 414; Pre/corequisite: 420, 422. **Spring and Summer.** [3] TBA

NURS 444. Management of Organizations and Systems. This course synthesizes leadership theory and organizational models within the context of the health care industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations. Prerequisite: 410, 412, 414, 420, 424, 442; Pre/corequisite: 430, 432. **Spring and Summer.** [3] Pilon.

NURS 445. Evidence-Based Management in Healthcare Organizations and Systems. This course is designed for DNP students with demonstrated competencies in organizational theory and behavior, leadership principles and practices, and organizational structure and culture through prior graduate education and career history. These experienced nurse managers will apply evidence-based management methodology to their work environments. The DNP role is explored as an important catalyst for transforming traditional organizational decision making and policy development to an evidence-based approach. Prerequisite: 410, 412, 414, 420, 422, 424, 442; Pre/corequisite: 430, 432. **Spring and Summer.** [3] Pilon

NURS 452. Health Policy. This course addresses health policy from the perspectives of evidence development, analysis and economic impact within a socio-political context. There is a secondary focus on the role of regulation within the U.S. health care system. The DNP contribution to health policy development is explored. Prerequisite: 410, 412, 414, 420, 442; Pre/corequisite: 430, 440, 444. **Spring and Fall.** [3] Cull.

NURS 454. Legal and Ethical Environment. This course provides a comprehensive analysis of the legal, regulatory and ethical environments that impact DNP practice. Prerequisite: 410, 412, 414, 420, 422, 424, 430, 432, 442, 444; Pre/corequisite: 440, 452. **Summer and Fall.** [3] Thomson-Smith.

Elective Courses
4 Elective Credit Hours Required for all VUSN DNP Students*

-Nurse Faculty Loan recipients are required to take N466 & N467-

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MHS-311-01: Ethics in Global Health. Overview of ethical issues and standards in global health, particularly ethics in international research. Serves as repeat credit for students who have completed VIGH 5244 or IGHM 5244. **Spring** [1] Staff

MHS-314-01: Global Health Politics and Policy. Global health problems facing the world's populations today and efforts taken to improve health at a global level. Political movements of global health issues in the US and among the G8 nations from 2000-2011. Serves as repeat credit for students who have completed VIGH 5250 or IGHM 5250. **Spring** [1] Staff

MHS-316-01: Case Studies in Tropical Diseases . Tropical diseases and parasitology in a clinical case study format. Serves as repeat credit for students who have completed VIGH 5249 or IGHM 5249. **Spring** [1] Staff

Nursing 325A : Palliative Care I: Advanced Illness and Palliative Care. This is the first of two courses in the palliative care focus and is designed to provide advanced practice nurses with the knowledge, skills, and attitudes important to providing care for clients and family members living with advanced illness. Paradigms are explored which link traditional models of both palliative and hospice care to the broader and deeper context of advanced illness in all developmental stages of life and living. The course emphasizes the importance of a holistic perspective and an understanding of the client and family as individuals with diverse spiritual and cultural needs and expectations. Learning activities assist students to identify and recognize their own feelings, needs, and issues regarding chronic care, acute care, advanced care, and issues pertaining to death and dying so that they can effectively serve the multicultural needs of clients and families in a variety of advanced illness and palliative care contexts. Content includes societal, physical, psychological, ethical, and spiritual aspects of living and dying. Other concepts of critical significance in the course include those related to symptom assessment, control, and management; ethical decision making; and therapeutic communication. **Spring** [2] Lindstrom and Gilmer.

N325B: Palliative Care II: Multidisciplinary Aspects of Loss, Grief, Death & Bereavement . This is one of two palliative care electives and presents selected theory and practice components of spirituality, loss and grief, and culture dimensions of advanced illness. The course is designed to develop the knowledge and skills necessary for therapeutic and compassionate interactions with those facing advanced illness and death. Students will apply a wide range of ideas, beliefs, and understandings from multiple disciplines to end-of-life patient care

scenarios. Learning activities will assist the students to critically recognize their own feelings, learning needs, and biases regarding end of life care so that they can effectively serve the needs of clients, families and staff in the palliative care trajectory. Pre/Corequisite: 305A/B, 307A, 308, 309A, 325C. **Summer** [2] Lindstrom and Gilmer.

Nurs381B: Networks & Internet Applications for Health Care Providers. This course explores the structure and function of networks and Internet applications as they relate to their use within health care. Topics covered included basic concepts of network architecture, standard protocols, information services available and issues of network security. Fall [2] Gordon.

Nursing 381G: Consumer Health Care Informatics. This course addresses the consumer's use of electronic information systems and applications to improve their medical outcomes and their health care decisions. How informatics solutions impact the health care partnership of provider and patient is explored. Various technology and applications that empower consumers are reviewed. Studies that evaluate the effectiveness of health care informatics in patient outcomes are included. **Spring** [2] Trangenstein.

Nursing 460A: Obesity and Weight Control Part 1: Biology, Physiology and Epidemiology. Nationwide and worldwide the obesity epidemic is growing and this has led to a significant number of adults and children with obesity-related comorbidities such as hypertension, dyslipidemia, type 2 diabetes and cardiovascular disease. Awareness of this trend necessitates greater understanding of the link between adiposity and metabolic disease. This course will review the biological and physiological control of food intake and energy balance. The course will evaluate the metabolic pathways in which food and macronutrient intakes are utilized to provide energy and mechanisms by which body weight and health are influenced. Public health issues associated with obesity, energy and macronutrient intakes will be discussed as well as the adequacy of intakes in meeting recommended requirements at various life stages. Critical evaluation of peer-reviewed literature will be used to study prevention and risk factors of overweight and obesity, consequences with regard to metabolic syndrome and other chronic disease states, and public health issues. This course builds on undergraduate/graduate preparation in anatomy, physiology and biochemistry. Pre/Corequisite: 410A, 422. **Spring** [2] Silver.

N460B: Obesity & Weight Control Part II: Management & Practice. Weight management and treatment of overweight, obesity, metabolic syndrome and other obesity related comorbidities requires multidisciplinary efforts. This course will build on the knowledge obtained in part 1 to provide the student with a comprehensive understanding of national and organizational guidelines as well as current evidence based standards of care. The course will review the role of various health care providers in screening and assessment of body weight and energy balance. Patient management issues specific to age groups across the life cycle will be discussed as well as differences in practice and management by health care setting. The course content will include use of the scientific evidence to evaluate current dietary, pharmaceutical and surgical treatment models, strategies to optimize outcomes as well as identification and management of adverse outcomes. Pre/Corequisite: 410A, 422. **Summer** [2] Silver.

N462: Management of Psychiatric Issues for Non-Mental Health Clinical Providers. Non-Mental Health Clinical providers are assessing, evaluating, diagnosing, and treating mental health problems despite limited training and supervision in these areas. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope

of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, biochemistry within a cultural context. **Fall** [2] Love.

Nursing 464: Independent Study (Contract between student and faculty sponsor (and advisor), variable credits [1-4]). Individualized study with content related to the student's practice and scholarly project. A contract is made between the student and faculty adviser, with copies for the student, faculty adviser, program director, and student's academic record. The student is responsible to identify study objectives, identify DNP competencies that are addressed within the course, specify the primary DNP competency related to this study and negotiate learning activities and evaluation method. **Fall, Spring, Summer.** Prerequisite: Consent of faculty adviser. [Variable credit 1-3] Staff.
The independent study agreement is available at: https://www.nursing.vanderbilt.edu/current/forms.html
Students must print the form, fill it out, collect appropriate signatures, and return to VUSN Registrar, Logan Key.

Nursing 466: Curriculum Strategies for Health Professional Education. (Required course for students who have received a Nurse Faculty Loan) This course introduces the student to the foundations of learning theory and learning styles. The impact of technology on learning practices and the appropriate use of technology to facilitate learning are emphasized. Students will create electronic elements for effective learning and use a course management system. Copyright and fair use issues are discussed. Overall curriculum strategies that integrate content, organization, informatics and sequencing of courses are discussed. Students will design a learning program that integrates learning styles, technology use and a course management system. Prerequisite: Admission to the DNP program or consent of faculty. **Fall and Spring** [3] Krau.

N467: Educational Evaluation for Learning in the Health Profession. (Required course for students who have received a Nurse Faculty Loan) This course explores issues related to evaluating educational offerings that employ technology. The advantages and disadvantages of both traditional and more novel approaches to evaluation are discussed. Students will learn how to create online surveys along with principles of test and survey management. Issues surrounding online testing including access, privacy, and data input accuracy and are emphasized. Overall program benchmarks are explored. **Fall and Summer** [3] Krau.

N468: Advanced Concepts in Nursing Education. This course is designed to facilitate expertise in the application of advanced educational concepts, principles, and theories related to nursing education in the academic setting. The underlying premise for the value of such knowledge is that nurse educators encounter situations and issues that warrant systematic consideration, and reflection. Moreover, students will acquire competence in facilitating learner development and role socialization, review accreditation parameters for nursing programs, and explore various aspects and topics such as legal, ethical and socio-cultural factors related to the role of the nurse educator. Prerequisites: 466, 467. **Fall** [3] Krau.

N469: Lean Methodology in Healthcare. This course focuses on the analysis and application of Lean principles to improve a process or system. This course builds on the quality improvement principles learned in NURS 442 (Quality Improvement and Patient Safety). Topics include a history of the Toyota production system including how to identify the eight wastes in healthcare, how to implement 5S, A3 concepts, data collection, and value stream mapping of current state and future state processes. Prerequisite: 442. **Fall and Spring** [2] Crutcher and Leming-Lee

Additional Options and Important Notes

In addition to the above selections, post-masters and DNP students have the option to enroll in Vanderbilt University School of Nursing Specialty (MSN) nursing courses or an independent study to fulfill the elective requirements. The elective course must provide content applicable to the student's current or potential practice or the scholarly project.

Procedure:

1) Prerequisite: Approval of student's advisor and the course coordinator

2) The student must submit a written request for the elective approval to the student's advisor.

*300-level elective courses begin the week prior to the DNP Intensive each semester. Make sure that you are in contact with course instructors for direction on how to participate in course orientations on-line.

*Some Global Health electives are not offered in distance learning format, but are open to any (local) DNP students able to attend classes on campus.

PROGRAMS OF STUDY

Part Time Track (Post Master's)

	Course	Cr/ Hrs	Semester/Year Plan to Take	Semester/Year Completed	Comment
		(4)	**Semester I**		
N410	Evidence-Based Practice I: The Nature of Evidence	2	Fall		
N412	Informatics for Scholarly Practice	2	Fall		
		(6)	**Semester II**		
N414	Statistics in Health Sciences	3	Spring		
N422	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
		(6)	**Semester III**		
N424	Epidemiology	3	Summer		
N442	Quality Improvement & Patient Safety	3	Summer		
		(4)	**Semester IV**		
N420	Integrative Application of Evidence-Based Practice I	1	Fall		
N432 *or* N434	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**		
N430	Integrative Application of Evidence-Based Practice II	1	Spring		
N444 *or* N445	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		
N452	Health Policy	2	Spring		
		(5)	**Semester VI**		
N440	Integrative Application of Evidence-Based Practice III	2	Summer		
N454	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**		
N410	Evidence-Based Practice I: The Nature of Evidence	2	Fall		
N412	Informatics for Scholarly Practice	2	Fall		
N414	Statistics in Health Sciences	3	Fall		
N424	Epidemiology	3	Fall		
		(9)	**Semester II**		
N420	Integrative Application of Evidence-Based Practice I	1	Spring		
N422	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
N442	Quality Improvement & Patient Safety	3	Spring		
	Elective	2	Spring		
		(9)	**Semester III**		
N430	Integrative Application of Evidence-Based Practice II	1	Summer		
N432 *or* N434	Health Care Economics and Finance --- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N432)*	3 ------ 3	Summer		
N444 *or* N445	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**		
N440	Integrative Application of Evidence-Based Practice III	2	Fall		
N452	Health Policy	2	Fall		
N454	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
N399A	Scientific Underpinnings for Advanced Nursing Practice	3	Complete in MSN Program		*Completion of N399A and N399B is considered equivalent to N410.*
N399B	Conceptualization and Integration of Evidence for Advanced Nursing Practice	3	Complete in MSN Program		
		(2)	**Semester I**		
N410	Evidence-Based Practice I: The Nature of Evidence	2	Fall		*VUSN MSN graduates exempted from N410*
N412	Informatics for Scholarly Practice	2	Fall		
		(6)	**Semester II**		
N414	Statistics in Health Sciences	3	Spring		
N422	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
		(6)	**Semester III**		
N424	Epidemiology	3	Summer		
N442	Quality Improvement & Patient Safety	3	Summer		
		(4)	**Semester IV**		
N420	Integrative Application of Evidence-Based Practice I	1	Fall		
N432 or N434	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**		
N430	Integrative Application of Evidence-Based Practice II	1	Spring		
N444 or N445	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		
N452	Health Policy	2	Spring		
		(5)	**Semester VI**		
N440	Integrative Application of Evidence-Based Practice III	2	Summer		
N454	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
N399A	Scientific Underpinnings for Advanced Nursing Practice	3	Complete in MSN Program		*Completion of N399A and N399B is considered equivalent to N410.*
N399B	Conceptualization and Integration of Evidence for Advanced Nursing Practice	3	Complete in MSN Program		
		(8)	**Semester I**		
N410	Evidence-Based Practice I: The Nature of Evidence	2	Fall		*VUSN MSN graduates exempted from N410*
N412	Informatics for Scholarly Practice	2	Fall		
N414	Statistics in Health Sciences	3	Fall		
N424	Epidemiology	3	Fall		
		(9)	**Semester II**		
N420	Integrative Application of Evidence-Based Practice I	1	Spring		
N422	Evidence-Based Practice II: Evaluating and Applying Evidence	3	Spring		
N442	Quality Improvement & Patient Safety	3	Spring		
	Elective	2	Spring		
		(9)	**Semester III**		
N430	Integrative Application of Evidence-Based Practice II	1	Summer		
N432 *or* N434	Health Care Economics and Finance --- Advanced Health Care Economics and Finance *Experienced health care leaders should take N434 instead of N432)*	3 ------ 3	Summer		
N444 *or* N445	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**		
N440	Integrative Application of Evidence-Based Practice III	2	Fall		
N452	Health Policy	2	Fall		
N454	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.

DNP Scholarly Project Process

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 mentor/advisor and scholarly project committee. Dissemination modes include the final scholarly paper and a scholarly presentation; preparation of a manuscript for submission for consideration for publication in a peer-reviewed journal is suggested. 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 advisor 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 identify a faculty member from the School of Nursing to serve as Chair.

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 N420.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
- 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 both the Proposal and final Project presentations.

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 Scopia conferencing, Skype, 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 may opt to develop a written contract reflecting agreed upon expectations and timelines. The contract should take 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. Throughout these three courses, students are expected to practice a minimum of 500 hours in an area related to their practice inquiry.

N420 Integrative Application of Evidence-Based Practice I

- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio
- Identification and refining of topic of interest
- Submission of Scholarly Project Committee Appointment Request form (see Appendix B)
- Begin development of scholarly project proposal paper

The following project elements may be accomplished in N420:

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

N430 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 Proposal Manuscript Grading Rubric (see Appendix C)
- Successfully present scholarly project proposal
  - Submit completed Proposal Oral Grading Rubric (see Appendix C)
- Submit DNP Scholarly Project Proposal Presentation Evaluation Form (see Appendix D) signed by Committee Chair and members to the DNP Program Director who will obtain the signature from the Senior Associate Dean for Academics
- Submission of Institutional Review Board (IRB) documents

The following project element may be accomplished in N430:

- Begin implementation of scholarly project upon IRB approval

N440 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 and final paper
  - Submit completed Project Manuscript Grading Rubric (see Appendix E)
- Successfully present scholarly project
  - Submit completed Project Oral Grading Rubric (see Appendix E)
- Submit signed DNP Scholarly Project Presentation Evaluation form (see Appendix F) to the DNP Program Director who is responsible for obtaining signatures from the Senior Associate Dean for Academic Affairs.

The grade for the project proposal manuscript/presentation and the final project manuscript/presentation will be based on the attached rubrics (see Appendices C and D). The rubrics will be completed by the Committee Chair after consultation with committee members. An electronic, PDF copy of the rubric will be returned to the student and the student will submit the rubrics and the manuscripts/presentations to the appropriate integrative course.

The project proposal manuscript, oral presentation, and corresponding grade rubrics and Project Proposal Presentation Evaluation Form will be submitted to N430 no later than two weeks prior to the date semester grades are due to the Registrar. The final project manuscript, presentation, corresponding rubrics and Project Evaluation Presentation Form will be submitted to N440. The submission of the approved final paper to the DNP Program Department Education Coordinator 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 manuscript using the appropriate grade rubric prior to submitting the paper for a formal grade evaluation by the Chair and committee members.

Form	Chair and Committee	Student	Course
Scholarly Project Committee Appointment Request Form (Appendix B)		• Obtain signatures of all committee members • Send form to DNP Program Education Coordinator for Program Director and Sr. Assoc. Dean signatures • Education Coordinator will return form to student • Student submits form to Integrative course no later than two weeks prior to end of course	N420
Proposal Manuscript Grading Rubric (Appendix C)	1. Committee Chair in consultation with committee members completes form 2. Chair sends electronic PDF copy of completed form to student	3. Student submits to Integrative Course • Written proposal manuscript • Proposal Manuscript Grading Rubric no later than two weeks prior to end of course	N430
Proposal Oral Presentation Grading Rubric (Appendix C)	1. Committee Chair in consultation with committee members completes form 2. Chair sends electronic PDF copy of completed form to student	3. Student submits to Integrative Course • Oral presentation slides • Proposal Oral Presentation Grading Rubric no later than two weeks prior to end of course	N430
DNP Scholarly Project Proposal Presentation Evaluation Form (Appendix D)	1. Committee Chair in consultation with committee members completes form 3. Chair sends form to DNP Program Director	2. Student signs form following presentation	N430
IRB Submission Form		Student submits IRB documents to	N430

		Integrative Course	
Project Manuscript Grading Rubric (Appendix E)	1. Committee Chair in consultation with committee members completes form 2. Chair sends electronic PDF copy of completed form to student	3. Student submits to Integrative Course • Written project manuscript • Project Manuscript Grading Rubric no later than two weeks prior to end of course	N440
Project Oral Presentation Grading Rubric (Appendix E)	1. Committee Chair in consultation with committee members completes form 2. Chair sends electronic PDF copy of completed form to student	3. Student submits to Integrative Course • Oral presentation slides • Project Oral Presentation Grading Rubric	N440
DNP Scholarly Project Presentation Evaluation Form (Appendix F)	1. Committee Chair in consultation with committee members completes form 3. Chair sends form to DNP Program Director	2. Student signs form following presentation	

Project Progression

Progression in the Integrative Application courses is dependent upon completion of all 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 rubrics.   These three Integrative Application courses are the mechanism by which student progression is monitored. The rubrics will be completed by Committee chair in consultation with committee members and the student will submit the rubrics and the manuscripts/presentations to the appropriate integrative course. The project proposal manuscript, presentation and grading rubrics will be submitted to N430. The final project manuscript, presentation and grading rubrics will be submitted to N440. Students may require an extension to complete the scholarly project process beyond the three semesters of the Integrative Application courses. If course expectations are not met in an Integrative Application course, the student will receive an Incomplete in the course until all requirements are met. Upon conversion of the incomplete to a grade in the course, the student may progress to the next Integrative Application course in the sequence the next semester the course is offered.

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 N422. The IRB application is submitted **only after** the Chair and Committee 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. Contracting with Committee members regarding expectations throughout the process is encouraged. Students should expect to complete multiple revisions of the written proposal before achieving final approval from the Committee Chair and members. 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 rubrics give detailed guidance of the criteria included in the manuscript and the presentation (See Appendix C). The presentation may be at the School of Nursing or via synchronous web-conferencing, such as Scopia. 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 in the Integrative Application courses. The manuscript/presentation grade rubrics will be completed by Committee Chair after consultation with the committee members and the student will submit the rubrics and the manuscripts/presentations to the appropriate integrative course. The project proposal manuscript and presentation will be submitted to N430 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 Presentation 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 Director who will forward the form to the VUSN Senior Associate Dean for Academics.

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.

Suggested Timeline for Written and Oral Scholarly Project 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 rubrics give detailed guidance of the grading criteria included in the manuscript and the presentation (See Appendix E). A cumulative score ≥ of 2.7 points/B- must be achieved to pass the written proposal manuscript and the presentation. The following components of the proposal are *required*:

I. Introduction
- Introduction to problem "Why this project and why now"
- Statement of the problem
- Purpose/specific aim(s) and/or objectives
- Background (what led to the problem) of problem of interest
- Significance (why is it important) of problem related to healthcare, nursing, and advanced practice nursing
- Impact of project on system or population

II Literature Review/Concepts/Theory
- 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
- Application of a theoretical or conceptual framework for project

III   Methodology
- Project design
- Data collection tools, including a discussion of their validity and reliability
- Plan for data analysis
- Resources needed/ Project budget and justification

Final Project Paper and Presentation

The DNP student must successfully complete the final scholarly project paper and oral presentation to be eligible for graduation. The attached rubrics give detailed guidance of the grading criteria included in the manuscript and the presentation (See Appendix E). A cumulative score ≥ of 2.7 points/B- must be achieved to pass the written project manuscript and the presentation. The oral 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, Committee members and the DNP Program Education Coordinator. The DNP Program Department Education Coordinator will coordinate the process, such as scheduling the room and arranging for audiovisual needs.

The presentation will be facilitated by the Committee Chair. The DNP student will make a presentation of 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 DNP student is then excused while Committee members deliberate on the outcome of the presentation. The manuscript/presentation rubrics (see Appendix E) will be completed by the Committee Chair after consultation with committee members and a written evaluation with recommendations, as appropriate, will be documented on the DNP Scholarly Project Presentation Evaluation Form and signed by the student and all committee members. (see Appendix F). A copy must be submitted to the DNP Program Director who will forward the form to the Senior Associate Dean for Academics.

If a student fails to pass the final presentation, a plan for remediation will be developed by the Committee, the DNP Program Director and the student. This plan will be submitted to the Senior Associate Dean for Academic Affairs, School of Nursing, 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 semester end 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 to the DNP Program Department Education Coordinator. The project l manuscript and presentation and grade rubrics will be submitted to N440 no later than two weeks prior to the end of course.

Suggested Timeline for Scholarly Project Presentation & Paper

- After collaboration between student, Committee Chair and committee members, date and time requests for the final presentation submitted to DNP Program Department Education Coordinator no later than 4 weeks after the first day of the final semester. All committee members must agree and be available on the presentation date.
- First draft of the paper to the Committee Chair at least six weeks before the projected presentation. Multiple revisions of the paper may be necessary.

- Submit a revised draft of the paper to Project Committee Members following Committee Chair's approval at least 2 weeks before projected final presentation.
- The final copy of the paper and slide presentation should be submitted to the Committee Chair and all members I week before the projected final presentation.
- A mock presentation with the Committee Chair prior to the final presentation is optional.

The final presentation date must be coordinated with the DNP Program Department Education Coordinator following confirmation with Committee members.

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 rubrics give detailed guidance of the criteria included in the manuscript and the presentation. The following components of the project paper are *required*:

I. Introduction
- Introduction to problem – "Why this project and why now"
- Statement of the problem
- Purpose/specific aim(s) and/or objectives
- Background(what led to the problem) of problem of interest/Significance (why is it important) of problem related to healthcare, nursing, and advanced practice nursing
- Significance of problem related to healthcare, nursing, and advanced practice nursing
-
- Impact of project on system or population

II Literature review/Concepts/Theory

- 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
- Application of theoretical or conceptual framework for project

III. Methodology
- Project design – organization and implementation
- Data collection tools

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

V.   Discussion of project results
- Relate project results to theoretical or conceptual framework, aims, objectives; that is, did the project results support or not support the framework/aims/objectives. Why or why not?
- Discuss impact of results on practice
- Discuss overall strengths and limitations of project
- Discuss plan for dissemination of project
- Future implications for practice

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

Appendices: Scholarly Project Documents

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	
		Submit Letter of Understanding Form to DNP Program Department Education Specialist	
		Project proposal paper approved	
		Project proposal presentation slides sent to Committee	
		Project proposal presentation	
		Scholarly Project Proposal form 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 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 Advisor/Committee Chair.	
		Submit final Portfolio to DNP Program Department Education Specialist via Vshare: http://its.vanderbilt.edu/vshare	
		Close project with IRB	*Project must be closed with the IRB prior to graduation

VANDERBILT V 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 Donaldson_____
      Printed Name   Signature   Date

      ASSOCIATE DEAN FOR ACADEMIC AFFAIRS:

      Mavis Schorn_____
      Printed Name   Signature   Date

Appendix C:
Proposal Manuscript Grading Rubric

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points***	Unacceptable = 0	Comments	Score
APA format Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	• APA format is correctly utilized. • Reference list inclusive and written appropriately. • Appendices included, as appropriate.	• APA format is utilized with some errors. • Reference list with some errors. • Appendices with some errors.	• APA format is utilized with frequent errors. • References with frequent errors. • Appendices with frequent errors.	• APA format is not utilized. • References not cited. • Appendices not utilized		
Writing Scholarship	• Professional written communication used. • 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.		
Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
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.		
Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem with minimal discussion.	Background not included.		
Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance implied but minimal discussion.	Significance not included.		
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.		
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.		
Concepts Concepts/definitions	Concepts clearly identified and comprehensively defined.	Concepts identified, adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points***	Unacceptable = 0	Comments	Score
Framework Conceptual/theoretical framework	Conceptual framework comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives adequately articulated.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives poorly articulated.	Conceptual framework not identified.		
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. • Logical flow is inconsistent.	• Project design does not support identified problem. • Project design has limited or no logical flow.	• Project design not identified.		
Criteria	**Excellent = 4 points**	**Satisfactory = 3 points**	**Marginal = 2 points*****	**Unacceptable = 0**	**Comments**	**Score**
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 described. • Tools selected poorly relate to project design.	• Data collection tools not described.		
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.		
Resources Needed/Budget Justification	Comprehensive identification of resources needed for project and budget is included.	Identification of resources needed for project and budget is included.	Resources needed for project and proposed budget incomplete.	Resources and budget not included.		
					Total	0
To calculate rubric score:				**A = 4**	**B- = 2.7**	
Total number of points achieved/total number of rubric categories = quality points				**A- = 3.7**	**C+ = 2.3**	
Example: 60 points/15 categories = 4 = A				**B+ = 3.3**	**C = 2.0**	
				B = 3.0	**F = 0**	
***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.**						

Appendix C:
Proposal Oral Presentation Grading Rubric

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points	Unacceptable = 0	Comments	Score
Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
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.		
Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem with minimal discussion.	Background not included.		
Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance implied but minimal discussion.	Significance not included.		
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.		
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		
Concepts Concepts/definitions	Concepts clearly identified and comprehensively defined.	Concepts identified, adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
Framework Conceptual/theoretical framework	Conceptual framework comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives adequately articulated.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives poorly articulated.	Conceptual framework not identified.		
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. • Logical flow is inconsistent.	• Project design does not support identified problem. • Project design has limited or no logical flow.	• Project design not identified.		

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points	Unacceptable = 0	Comments	Score
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 described. • Tools selected poorly relate to project design.	• Data collection tools not described.		
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 described.	• Plan for data analysis inappropriate to methodology • Plan for data analysis poorly described.	• Plan for data analysis not included.		
Criteria	**Excellent = 4 points**	**Satisfactory = 3 points**	**Marginal = 2 points**	**Unacceptable = 0**	**Comments**	**Score**
Resources Needed/Budget Justification	Comprehensive identification of resources needed for project and budget is included.	Identification of resources needed for project and budget is included.	Resources needed for project and proposed budget incomplete.	Resources and budget not included.		
Presentation Design	Presentation is well-organized.	Presentation is somewhat organized.	Presentation poorly organized.	Presentation disorganized.		
Slides	Slides are clear, succinct and demonstrate professional quality.	Slides are generally clear, succinct and demonstrate adequate quality.	Slides are inconsistent in clarity and quality.	Slides are unclear and poorly designed.		
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

To calculate rubric score:					A = 4
Total number of points achieved/total number of rubric categories = quality points					A- = 3.7 B+ = 3.3
Example: 64 points/16 categories = 4 = A					B = 3.0
					B- = 2.7
***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.					C+ = 2.3 C = 2.0 F = 0

VANDERBILT V School of Nursing

Doctor of Nursing Practice Program
FORM 2 of 3
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: _____

_____

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 Donaldson
_____
Printed Name   Signature   Date

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS:

Mavis Schorn
_____

Printed Name   Signature   Date

Appendix E:
Project Manuscript Grading Rubric

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points	Unacceptable = 0	Comments	Score
APA format Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	• APA format is correctly utilized. • Reference list inclusive and written appropriately. • Appendices included, as appropriate.	• APA format is utilized with some errors. • Reference list with some errors. • Appendices with some errors.	• APA format is utilized with frequent errors. • References with frequent errors. • Appendices with frequent errors.	• APA format is not utilized. • References not cited. • Appendices not utilized		
Writing Scholarship	• Professional written communication used. • 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.		
Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
Problem Statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
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.		
Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem with minimal discussion.	Background not included.		
SignificanceSignificance to health care, nursing, advance practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance implied but minimal discussion.	Significance not included.		
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.		
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.		

	Excellent	Satisfactory	Marginal	Unacceptable		
Concepts Concepts/definitions	Concepts clearly identified and comprehensively defined.	Concepts identified, adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
Framework Conceptual/theoretical framework	Conceptual framework comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives adequately articulated.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives poorly articulated.	Conceptual framework not identified.		
Criteria	**Excellent = 4 points**	**Satisfactory = 3 points**	**Marginal = 2 points**	**Unacceptable = 0**	**Comments**	**Score**
Project Design Organization Implementation	• Project design correlates with identified problem. • Project design is comprehensive and organized. • Implementation strategies identified and comprehensively discussed.	• Project design marginally correlates with identified problem. • Project design is sufficient but needs improved organization • Implementation strategies identified and adequately discussed.	• Project design does not correlate with identified problem. • Implementation strategies identified but poorly discussed.	• Project design not identified. • Implementation strategies not identified or discussed.		
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 described. • Tools selected poorly relate to project design.	• Data collection tools not described.		
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.		
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.		
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.		
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.		

Dissemination Plans	Plans for dissemination of project comprehensively discussed.	Plans for dissemination of project adequately discussed.	Plans for dissemination of project poorly discussed	Plans for dissemination of project not discussed		
Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed.	No future implications included.		
					Total	0
To calculate rubric score:						
Total number of points achieved/total number of rubric categories = quality points						
Example: 76 points/19 categories = 4 = A						
***All criteria must be met at the Marginal level or higher and a score greater than B-/2.7 for student to progress.**						
A = 4						
A- = 3.7						
B+ = 3.3						
B = 3.0						
B- = 2.7						
C+ = 2.3						
C = 2.0						
F = 0						

Appendix E:
Project Oral Presentation Grading Rubric

Criteria	Excellent = 4 points	Satisfactory = 3 points	Marginal = 2 points	Unacceptable = 0	Comments	Score
Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
Problem Statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
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.		
Background	Background and context of problem clearly stated and discussed.	Background and context of problem stated with some discussion.	Background and context of problem with minimal discussion.	Background not included.		
Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance implied but minimal discussion.	Significance not included.		
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.		

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		

Concepts Concepts/definitions	Concepts clearly identified and comprehensively defined.	Concepts identified, adequately defined.	Concepts identified but poorly defined	Concepts not identified.		
Framework Conceptual/theoretical framework	Conceptual framework comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives adequately articulated.	Conceptual framework identified. Congruency between conceptual framework purpose/aims/ objectives poorly articulated.	Conceptual framework not identified.		

Project Design
    Organization
    Implementation
	• Project design correlates with identified problem.
	• Project design is comprehensive and organized
	• Implementation strategies identified and comprehensively discussed.
		• Project design marginally correlates with identified problem.
		• Project design is sufficient but needs improved organization
		• Implementation strategies identified and adequately discussed.
			• Project design does not correlate with identified problem.
			• Implementation strategies identified but poorly discussed.
				• Project design not identified.
				• Implementation strategies not identified or discussed.		

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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 described. • Tools selected poorly relate to project design.	• Data collection tools not described.		
Criteria	**Excellent = 4 points**	**Satisfactory = 3 points**	**Marginal = 2 points**	**Unacceptable = 0**	**Comments**	**Score**
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.		
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.		
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.		
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.		
Dissemination Plans	Plans for dissemination of project comprehensively discussed.	Plans for dissemination of project adequately discussed.	Plans for dissemination of project poorly discussed.	Plans for dissemination of project not discussed.		
Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed.	No future implications included.		
Presentation Design	Presentation is well-organized.	Presentation is somewhat organized.	Presentation poorly organized.	Presentation disorganized.		

Slides	Slides are clear, succinct and demonstrate professional quality.	Slides are generally clear, succinct and demonstrate adequate quality.	Slides are inconsistent in clarity and quality.	Slides are unclear and poorly designed.		
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
To calculate rubric score:						
Total number of points achieved/total number of rubric categories = quality points						
Example: 80 points/20 categories = 4 = A						
***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.**						
A = 4						
A- = 3.7						
B+ = 3.3						
B- = 2.7						
C+ = 2.3						
C = 2.0						
F = 0						

VANDERBILT V School of Nursing

Doctor of Nursing Practice Program

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:

Terri Donaldson
_____
Printed Name   Signature   Date

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS:

Mavis Schorn
_____
Printed Name   Signature   Date

VANDERBILT UNIVERSITY SCHOOL OF NURSING: ACADEMIC POLICIES AND NEW STUDENT REQUIRMENTS

ACADEMIC POLICIES

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 C in a didactic course, and no grade below B in a course with a clinical or practice component.
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 MSN program through the pre-specialty component must complete all pre-specialty courses within two calendar years and the specialty curriculum within three calendar years. Leaves of absence are counted in this time frame.

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.

M: Missing a final examination. The designation of M is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade F is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor. The grade M must be removed in the next semester or the grade

automatically will be converted to F.

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 semester or the grade automatically will be converted to 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 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 present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

Change of Course:
Dropping a Course: The first five class days of the semester are allocated for necessary changes of course. Courses may be dropped without entry in the final record within two weeks of the first day of classes. Courses may be dropped only after consultation with the student's adviser and the course instructor. Dropping a course may affect the sequencing of the program of study and may change the student's expected date of completion of the course work.

Withdrawing from a Course: Students may withdraw from courses and receive the grade W (withdrawal) according to VUSN policy. For nursing courses, 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 course is half completed. A student must be in good academic standing to be eligible to withdraw from a course.

Repeat Courses: Students enrolled in the MSN program may repeat a course only with the permission of the MSN Student Admissions and Academic Affairs Committee (SAAA).
1.   A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2.   Nursing courses may be repeated only once.

Students who do not earn at least a B in a course with a practicum component must repeat that course. Students may repeat only one course one time. If a student makes below the required grade (B - for courses with a practicum component, C - for didactic courses) in another course, the student will be dismissed. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicting withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point

average and progress toward a degree.

Core Courses: Students enrolled in the specialist nursing component are required to earn a minimum grade of C in the core courses component (399a, 399b, 395). Students who earn C grades in these courses, however, must have sufficient grade points to maintain a cumulative grade point average of B, or a 3.0 on a 4.0 scale.

Probation: Students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed at the end of each semester. Students 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. 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 or removed from probation, letters are sent to the student, the student's adviser, and the program director.

If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student 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 Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, program director, and/or 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/clinical 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 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 CertifiedBackground.com using package code, VA14bc, upon return. Follow the 'Order Now', Students link on the Certified Background homepage."

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

Students must earn a B - in any course with a clinical component. If a student earns less than a B -, the course must be repeated and the student will not be able to progress in the clinical sequence until a B - grade is earned.

To progress from the pre-specialty component to the specialist nursing component, students must (a) complete 43 hours of the generalist component with at least a C - in each didactic course and a B- in each clinical course, and (b) earn at least a 3.0 cumulative grade point average.

Students who earn less than a C - in 395, 399a, and 399b may not enroll in the final specialty practicum until 395, 399a, and 399b have been successfully repeated.

Students must hold an active Tennessee nursing license or valid license in a compact state in order to begin a 300-level clinical course.

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 level or specialty director. If the problem still persists, the student should make an appointment with Mavis Schorn, senior associate dean for academics. At the

time of the appointment with Dean Schorn, the student should bring 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.

NEW STUDENT REQUIREMENTS:

Criminal Background Check: Upon acceptance, **all** entering students must complete a background check through Certified Background. Please follow the directions below and use the code provided. *Enrollment is contingent upon satisfactory evaluation of the results of the background check.*

Disclosure of offenses post-background check completion: Current VUSN students (includes full & 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 Healthcare 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.

Go to www.CertifiedBackground.com *Do not complete background check more than 3 months prior to orientation.*

DNP students enter package code: **VA14bc**
Enter your payment information – Visa, Master Card (credit or debit), or money order mailed to Certified Background (NOTE: *there is a processing fee for this service*). Follow the online instructions to complete your order.

Medical Information: Review and complete: DNP Student Medical & Health Requirements Checklist available at:http://www.nursing.vanderbilt.edu/clinicalplacement/PDF/clinicalreq_cklst_dnp.pdf

CURRENT STUDENT REQUIREMENTS

Disclosure of offenses post-background check completion:
Current VUSN students (includes full & 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 Healthcare 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.

Student Requirements When Returning from Leave of Absence

Any VUSN student (includes full- and 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 complete a new background check upon return. Enter **package code VA14bc** in the "Place Order" box on the Certified Background.com homepage.

VANDERBILT UNIVERSITY: HONOR CODE

HONOR CODE

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 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 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.

The following are Honor Code violations:

1. Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements.

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 of 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, 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, toan 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 four Pre-Specialty students, four

Specialty students, and one member from either the Pre-Specialty or Specialty year. A Pre-Specialty alternate and a Specialty alternate are elected if a sufficient number of students run for election. 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 meeting 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.
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.

Article IX – Hearing:

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, 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 VANDERBILT UNIVERSITY SCHOOL OF NURSING HONOR COUNCIL

<u>Investigation:</u>

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.

    c. The investigators read the statement of charges issued to the accused and any statement written by the accused.

    d. 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 be 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.

After the Hearing:

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 7 of the Undergraduate Student Handbook.)

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, Greek, club or other organizational affiliation, or evidence of past prejudice.

3. Council members are not allowed to serve as character witnesses in any cases.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: 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. 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 Assistant 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.

She 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, feel free to call Dr. Weiner at (615) 936-2581 or email her (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, Terry Walker, is located in Room 216. 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 office of Student Affairs sponsors workshops related to student life (i.e. stress reduction, résumé preparation, interviewing skills, NCLEX preparation). The Assistant Dean for Student Affairs also serves as the adviser to the Graduate Nursing Council and all other student organizations. Mrs. Ramsey is available daily from 9 AM until 5:00 PM. If you wish to schedule an appointment, please contact her at (615) 343-3334 or see her assistant. You can leave a message on voicemail 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 (Counseling Center, Chaplain, 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 (DIRECTOR OF ADMISSIONS)

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 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 for NCLEX, national certification exams, etc.
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

SCHOOL OF NURSING 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 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 email 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 studies 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. Assuring that students meet graduation requirements
3. Serving as a resource to students for problem-solving related to academic progress such as difficulties with testing, paper writing, or clinical decision-making
4. Initiating meetings to discuss student's plan for success if student receives a mid-term deficiency or is placed on probation
5. Making recommendations to the Senio Associate Dean for Academics if student needs a leave of absence or wishes to withdraw
6. 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

OFFICE OF ACADEMIC ENHANCEMENT

Drs. Rolanda Johnson and Jana Lauderdale serve as additional faculty resources to students who need supplemental academic support during the Pre-Specialty and Specialty components of the MSN program. Dr. Johnson and Dr. Lauderdale are available to provide assistance with study, test-taking, and writing skills. Students who experience academic difficulty should contact the course faculty and Dr. Johnson or Dr. Lauderdale as soon as possible to initiate a plan for improvement.

You may contact Dr. Johnson at her office, 315 Godchaux Hall, or by phone at (615) 343-7879, or by e-mail at rolanda.johnson@vanderbilt.edu. You may contact Dr. Lauderdale at her office, 218 Godchaux Hall, or by phone at (615)343-2228, or by email at jana.lauderdale@vanderbilt.edu.

VUSN: COMPUTING SERVICES

FRIST NURSING INFORMATICS CENTER (FNIC)

Student Computer Labs – 240 Frist Hall
Hours:

Monday-Thursday	7:00 a.m. – 9:00 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. The students Vanderbilt username and password must be used to access this website.

Staff:

Jerry Murley	Asst. Dean for Educational Informatics	615-343-3300
Mazo Freeman	Program Coordinator	615-343-3950 or 615-480-6770
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 or 615-775-6946
Keith Wood	Graphics Manager	615-895-2748
Dina Bahan	Sr. Graphics Designer	615-343-2965
Diana Vasquez	Web Coordinator	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
John DeVinney	Network Technician	615-343-2724 or 615-491-2143

The Frist Nursing Informatics Center (FNIC) student computer lab is equipped with 27 Dell Precision T1500 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 below). (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 2.66GHz processor, 2 GB RAM, a 250 GB hard drive, a 17" HP flat panel monitor, a 48X CD-RW/DVD, USB access for a personal thumb drive, and Windows 7. Each also has Microsoft Office 2010 Professional (Access, Excel, Word and PowerPoint) installed. All lab PCs are on the VUSN network and are connected to one of three Hewlett-Packard LaserJet P3015 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 Frist Hall lab has an HP ScanJet 8200 color scanner. The room 240CA Frist Hall

lab contains an HP ScanJet 5590 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 email 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 email system
2. OAK (Blackboard), 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

All enrolled students are eligible for a VUnetID and e-password. You can get these through a self- service process by going to http://www.vanderbilt.edu/epassword/.
(FNIC lab computers at VUSN have a shortcut icon for this Web page in the desktop Applications folder.) Click on "Activate VUnetID" and follow the onscreen instructions. To obtain your VUnetID, you must enter your name as it appears in your Vanderbilt records (i.e., on your class schedule), omitting any suffix such as "Jr.", your Social Security (or equivalent) number, and your date of birth.
You will have the same VUnetID for as long as you remain a student at Vanderbilt. If you make a printed copy of your authorized VUnetID and include your password on the same sheet of paper, be sure to store this document in a safe location.

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.

Accessing OAK (Blackboard): OAK (Online Access to Knowledge) 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, and slide presentations, via the Internet. OAK can be accessed from http://www.vanderbilt.edu/oak/ or via Quick Links to OAK (Blackboard) on all VUSN Web

pages. Use your VUnetID to access this system.

Vmail Access and Help: Vmail Outlook Web Access https://email.vanderbilt.edu/ is the email 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), John DeVinney (343-2724) or John Norfleet (343-3400) at VUSN.

Wireless Internet at VUSN: Those who have laptops with wireless cards 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 laptop computers.

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 or streamed on the Web; however, the course coordinator determines access policies for these resources.

Media Resource Library: FNIC instructional resources, including video and audio tapes, CDs, DVDs, 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 copiers available for student use at

Eskind Biomedical Library, where VUSN maintains a second set of printed course reference materials. Paper copies cost ten cents each; the copiers require a Commodore card. In addition, Eskind has scanners 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 the FNIC computer lab.

RESOURCES FOR DISTANCE ACCESS STUDENTS

Some 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) courses offered in concentrated blocks of time on campus (approximately 5 days around a weekend, three times per semester), (2) online conferencing, and (3) digital video and distributed learning methods that allow for continued faculty contact between sessions. In addition, clinical placement can be arranged in the student's "home" area provided a suitable agency and preceptor are available.

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 the class presentation via video delivered by a computer. This viewing can take place as the session is being taught (called synchronous delivery) or via audio or video files that are captured for later use (called asynchronous delivery). These files are typically large and require faster Internet connections for smooth delivery. 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 uVerse service offered by AT&T. Satellite (HughesNet) or 3G cell systems (VerizonWireless, 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 speeds are therefore recommended for those students who want to view synchronous class materials. For reference purposes, video is pressed to a CD or DVD and is available in the media library. Usually a free software player must be installed in order to play lecture media.

Expectations for Student Home Computer and Other Resources:
1.   A multimedia-capable computer with a 2 GHz Intel® Pentium® 4 dual core 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 XP with Service Pack 3 or later or Macintosh OS X 10.6 or better**

f. Microsoft Office 2010 (Windows), or 2011 (Mac)

2. Cable or DSL Internet service (3G cellular cards, and satellite connections are not recommended)

3. Shareware/free software:

a. Microsoft Internet Explorer 8.x or better or Firefox 9.0 or better

b. Adobe Acrobat Reader X or better
(http://www.adobe.com/prodindex/acrobat/readstep.html)

c. Microsoft Security Essentials (http://www.nursing.vanderbilt.edu/techtools.html

d. Adobe Flash Player (http://www.adobe.com)

e. QuickTime Player (http://www.apple.com/quicktime/download/)

f. Scopia and/or Microsoft Communicator/Lync (http://its.vanderbilt.edu/uc/lync)

g. Other resources:

i. 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

A fast Internet connection through a cable or telephone company (broadband) is strongly recommended for all students and required for distance students. The Informatics specialty requires broadband. Macintoshes must have at least OS X 10.6+, 2GB RAM, Intel processor, fast Internet connection, Firefox 9.x+ Web browser. (Macintosh owners who use Windows with Bootcamp should install appropriate Windows virus protection and Windows OS updates on a frequent schedule for adequate security.)

VANDERBILT UNIVERSITY: CAMPUS SUPPORT SERVICES FOR STUDENTS

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 Vanderbilt card, Discover, Visa, MasterCard, and American Express cards. Please call (800) 288-2665 for more information or visit www.vanderbilt.bncollege.com.

CAMPUS COMMUNICATIONS

The University Calendar: The online Calendar provides event information for scheduled University and Nashville events. You can access the Calendar from the Vanderbilt home page 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 on Monday, Wednesday, and Friday. 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. Classified ads can be placed by calling the advertising office at (615) 322-2424.

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 email 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 or (615) 421-8873
Walking Escorts	(615) 421-8888

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

The 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.

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 illicit 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 students 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, 2800 Vanderbilt Place, 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 centers 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. Parents in a Pinch 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 a 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-orientated programs aimed at promoting and valuing equality and diversity in the university's faculty, staff, and student body. The EAD's core values include equity, 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 students 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 Disabilites 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 students 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 you believe, however, that some aspect of your academic record was affected by your disability, you 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) 936-1401
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) 322-8095
Law	School of Law, 21st Ave.	(615) 322-2568
Management	Owen Graduate School of Management, 21st Ave.	(615) 322-2970
Music	Blair School of Music, Blakemore Ave.	(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 that can be accessed through the University's Acorn Plus network. There are two bibliographic databases associated with Acorn Plus. Medline concentrates on medical and scientific topics while Wilson is a more general bibliographic source. Searches can be completed on all terminals located in the libraries, and the nationwide cooperative network allows material to be acquired from other libraries.

OFFICE OF THE UNIVERSITY CHAPLIN AND RELIGIOUS LIFE

The Office of Religious Life includes professional administrators and clergy representing numerous faith traditions who are available for pastoral counseling, crisis intervention and religious, theological, and spiritual discernment. The Director of Religious Life advocates for student religious organizations and sponsors interfaith programming in addition to the annual Holocaust Lecture Series, Project Dialogue and the Martin Luther King Jr. Day of Commemoration. Religious Life can assist students with finding an on-campus religious community as well as provide information regarding off-campus religious or spiritual resources. Visit www.vanderbilt.edu/religiouslife, or call: (615) 322-2457.

PSYCHOLOGICAL AND COUNSELING CENTER

The Center, located at 2015 Terrace Place (across the street from the Baker Building), offers services to Vanderbilt Students that include individual and group psychotherapy, psychiatric services, LD/ADHD assessment, reading and study skills counseling, alcohol and drug evaluations/counseling, and community outreach.

A variety of treatment services are available to students at the PCC. Service options are integrated based upon unique clinical needs with treatment plans developed and provided to students. Psychologists, social workers, and professional counselors are available to help with issues such as: depression, anxiety, eating and body image, stress, grief, or issues related to the transition to college.

Psychiatrists and psychiatric nurse practitioners are available to provide medication evaluations, consultation, medication management, and crisis intervention.

Alcohol and drug specialists are available for evaluations and counseling.

A reading and study skills specialist is available to help with time management, test-taking skills, reading skills and test anxiety reduction.

Group Therapy: Sessions are available for a number of issues including LGBTQI issues, eating and body image issues, general psychotherapy, and more. Please call the Center if you would like information regarding current groups.

Support Groups: These are available on a variety of topics to help students learn coping skills to deal with stress in order to maintain a level of function.

To make an appointment: Call (615) 322-2571 (on campus 2-2571) and ask about the service you are interested in. Due to heavy volume, it may take a few weeks to get an initial appointment. If you feel you are in an emergency situation, please tell the staff member when you call.

If you need immediate help, please call the Psychological and Counseling Center, the Crisis Line at 244-7444 or visit your nearest emergency room.

Access My Health at Vanderbilt, an on-line 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. With the exception of Learning Disability/Attention Deficit Hyperactivity Disorder Assessment, our services are without charge to students.

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 you and your provider. Your written permission is required before any information about you, including acknowledgement of your contact with the Center, is released to anyone. Parents, deans, friends, and others do not have access to information from the center, unless you authorize us (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 www.vanderbilt.edu/pcc

STUDENT HEALTH CENTER

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office.
The following primary care health services are provided to students registered in degree-seeking status:

VUSN DNP Student Handbook 2013-2014

1.   Visits to staff physicians and nurse practitioners
2.   Routine procedures
3.   Education information and speakers for campus groups
4.   Routine laboratory tests performed at the SHC
5.   Specialty clinics held at the SHC. Most visits are free of charge, but here are small co-pays for some procedures, and for medications or supplies purchased at the Student Health Center

These SHC primary health services are designed to complement the students own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

The entire medical staff is composed of physicians and nurse practitioners who have chosen student health as their primary interest and responsibility.

The Zerfoss Student health Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday and 8:30 a.m. until noon on Saturday (except during scheduled breaks and summer). Students should call ahead to schedule appointments (615) 322-2427. A student with an urgent problem will be given an appointment that same day, or "worked in" if no appointment is available. When the Health Center is closed, students needing acute medical care may go the Emergency Department of Vanderbilt University Medical Center. They will be charged by the VU Medical Center for Emergency Department Services. Students may also call (615) 322-2427 for twenty four hour emergency phone consultation, which is available seven days a week (except during summer and scheduled academic breaks). On call Student Health professionals take calls after regular hours. Calls between 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department Triage staff. More information is available on the web (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.

If students are covered by their own health insurance, they must waive the University insurance coverage. Students may waive insurance coverage at www.gallagherkoster.com. Please note this process is not applicable to international students. They will be referred to the

International Student and Scholar Service in order to waive their insurance.

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. For more information about insurance coverage, call Kristy Miller, Insurance Liaison at Student Health at (615) 343-4688.

THE WOMEN'S CENTER

As part of the Dean of Students office, the Margaret Cuninggim Women's Center welcomes all members of the Vanderbilt community to take part in our events and resources related to women's and gender topics.

Our Gender Matters program offers co-curricular programming aimed to increase awareness of the influence that gender has in our lives; in addition, Gender Matters provides individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, body image, eating disorders, pregnancy and reproduction, sexual health, and more.

Project Safe is a support and resource referral hub for those affected by power-based personal violence (sexual assault, partner violence, stalking, and bias-related violence). Through the Green Dots violence prevention campaign, we also coordinate a campus-wide effort to involve all members of the Vanderbilt community in creating a safer campus.

The Women's Center is open Monday through Friday, 8 a.m. to 5 p.m. For more information, please call (615) 322-4843.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: 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 healthcare 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 healthcare 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 healthcare 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). Additionally, 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.

EXPOSURE TO BLOOD AND BODY FLUIDS

What should you do: If a student has an exposure to blood or body fluids (i.e. a needle stick, splash to eyes or mouth, or contact with non-intact skin) during a clinical rotation, these are the steps that should be taken:
1.   Immediate First Aid at the Work Site
   a. Wash the exposed area immediately with soap and water.
   b. Flush eyes or mouth with tap water for 15 minutes.
   c. Remove contacts immediately if eyes are exposed.

d. Obtain the name, medical record number, and location of the patient source of the exposure. You will give this important information to the Employee Health Service practitioner at the clinical agency.

e. Contact your clinical instructor/supervisor immediately.

2.   Important Notification and Documentation Procedure

a. On Campus:

i.   Report, in person, immediately to the Occupational Health Clinic (OHC) Monday-Friday, 7:30 am - 5:30 pm, 6th Floor of the Medical Arts Building (MAB).

ii.   When the Occupational Health Clinic is closed, report immediately to the Emergency Department for the initial assessment and treatment. All exposed students will be referred to the OHC for further evaluation and/or treatment on the next OHC workday. No appointment is necessary. It is imperative that the Occupational Health Clinic is also notified by the exposed student as soon as possible, by calling (615) 936-0955 to report the exposure.

iii.   Notify your clinical faculty member who must send a First Report of Injury Form to the Claims/Risk Management Office within 48 hours.

b. Off Campus:

i.   Should an exposure occur off campus, immediately complete Step 1.   Follow the agency/facility protocol for OSHA bloodborne pathogen emergency treatment.

ii.   Within 2 hours of exposure, contact the Vanderbilt Occupational Health Clinic at (615) 936-0955 (7:30 am - 5:30 pm Monday-Friday) for further instructions and follow-up care. If after hours, contact Vanderbilt University Medical Center Emergency Room at (615) 322-3391.

iii.   Notify your clinical supervisor and clinical course coordinator immediately.

3.   Assessment and Treatment of Your Exposure

a. The Occupational Health Service and/or the Emergency Department will...

i.   Document and assess your exposure. Administer Immune Globulin, Hepatitis B vaccine, Tetanus booster, Hepatitis B Immune Globulin and/or AZT (Zidovudine) if appropriate. Order screening

> tests for Hepatitis B, HIV, or Hepatitis C antibodies, or other test as appropriate.
>
> ii.   Order screening tests on the source for Hepatitis B, HIV and, if appropriate, other pathogens.
>
> iii.   Follow-up on all lab studies and advise you of the results and the need for any further treatment. Students will follow all of Step 3. Students are not eligible for worker's compensation.

Occupational Exposure Assessment Fee: All part-time and full-time students pay an occupational exposure fee of $40 annually. Any needed tests, medications, and follow-up care from any blood and body fluid exposure will be provided by VUMC Occupational Health Clinic at no charge to the student. If charges are incurred from a hospital other than Vanderbilt, the student should bring the invoice(s) to the Assistant Dean of Student Affairs for payment. The student should not pay the invoices directly.

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 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 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 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 email system
3. Emails from the Dean/Senior Associate Deans

Procedure:
Cancellation/Delay of Start Time for a Clinical Rotation:
      1. The decision to cancel or delay the start time of a clinical rotation will be made by the faculty member responsible for the clinical.
      2. Faculty will communicate with students the status of the clinical in one of the following manners:
            a.   voice mail message left on the faculty member's phone or
            b.   personal phone call to each student by the faculty member.

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:
OAK (Blackboard): Faculty will communicate instructions and/or cancellation of classes by:
      1. Creating an Announcement posting in OAK (Blackboard)
      2. Sending an email to students through the email function in OAK.

In the event of inclement weather, students are required to check OAK (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 OAK (Blackboard) system is not operational, instructions regarding the cancellation of classes will be posted by the course instructors through use of the Vanderbilt University voicemail 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 email 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.

Definitions: 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.

Procedure/Specific Information:
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 email 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 at all.

2. If an individual identifies themselves as a VUSN student in any online forum and/or use their Vanderbilt email 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 as 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 though 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 on-line 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 staff about posts made in online forums that relates to VUSN/VUMC in any way, students should alert their Program Director and contact VUMC News & Communications 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 CONDUCY 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.	<u>Personal Integrity</u>: 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.	<u>Professional Integrity</u>: 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.

4.	<u>Respect for Person and Property</u>: 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 for cell phone usage as well as addressing faculty and students in a respectful tone.

5.	<u>Smoking Policy</u>: 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. Additionally, 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.   <u>Weapons</u>: 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.   <u>Disclosure of offenses post-background check completion:</u> 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 Healthcare 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

<u>General Clinical Requirements</u>: The student ID badge is to have first and last names (no nicknames) and no titles. The lab coat is to be white, three-quarter length and have the VUSN nursing patch sewn on the left shoulder. Students are expected to be well groomed and in neat, clean attire at all times. Body piercing jewelry is to be worn in the earlobes only; visible tattoos are to be covered. Clothes should fit properly so as to be professional and appropriate.

<u>Pre-specialty Year Clinical:</u> In all clinical settings (for orientation, patient assignments, or clinic visits), the student is to wear professional dress (no jeans), closed toe shoes, the lab coat with the VUSN nursing patch sewn on left shoulder, and the identification badge clipped to the lapel or collar. Long hair should be off the collar. Fingernails should be short, clean and without polish or acrylic nails. Only a wedding band, watch and one small pair of stud earrings in the ear lobes may be worn during client care.

The student is to wear white or navy scrubs with the VUSN patch sewn on left shoulder, white full leather or non-canvas shoes, white socks and an identification badge. A plain white or navy short- sleeved T-shirt may be worn under the scrubs. Uniforms are to be clean and pressed. Lab coats are to be worn over the uniform to and from the unit but are not to be worn during the clinical experience. Uniforms are to be worn at the clinical site only. If a student is outside the hospital or off the unit dressed in uniform, a lab coat is to be worn.

If at an institution outside VUMC, the student is to follow the dress code for that facility. If there are conflicting guidelines, the student is to contact clinical faculty for direction.

Community Health Clinical: The type of clothing and requirement of lab coat vary with each clinical site and instructor.

Specialty Year Clinical: Requirements for type of clothing, lab coat and any deviation from the "general" clinical dress code are dependent on instructor and/or course syllabus information and/or clinical site.

<u>Classroom Dress Guideline</u>: 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, D.C. 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.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: OTHER GENERAL INFORMATION

CHANGE OF ADDRESS and TELEPHONE NUMBER

Students who change their local or permanent mailing address or telephone number are expected to notify the School of Nursing Registrar (211 Godchaux Hall) immediately. Candidates for degrees who are not in residence should keep the Nursing School Registrar informed of their current mailing address and telephone number.   You may change your address online in the YES system. You will need your VUNet ID and E- password. You may also find the form online at http://www.registrar.vanderbilt.edu/academicrec/address.htm

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.

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 see a faculty member. We suggest that you use e-mail or voice mail to arrange a time to see a faculty member. Please do not plan to just drop by.

Emergency Phone Calls: Please remember to give your families, day cares and babysitters your schedule each semester 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 receptionist, she will have to make a number of internal calls to find out your schedule and determine whether you are in class or in clinical. She will then have to make several more calls to reach you at your clinical site. All of these calls can take a lot of time and this system is not advisable in an emergency situation. If you have small children, you might want to consider investing in a pager or a cell phone equipped with a vibrating ringer. In any case, it is of utmost importance that you be diligent in informing caregivers where you are each day of the week.

E-mail: All full-time faculty, staff, and students can be reached via e-mail from any computer terminal in the Frist Nursing Informatics Center or through internet access. It is expected that students check e-mail frequently and use e-mail to communicate with faculty. E-mail is the preferred way for faculty and staff to contact students.

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.

Student Mailboxes: Student mailboxes are located in the Student Lounge. These mailboxes are for internal use only and are reserved for memos and messages to students from the school administration as well as correspondence from faculty members to students. Please do not use these mailboxes for personal correspondence from family or friends.

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

PARKING

<u>Distance students:</u> 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 would be Wesley Place Garage as it is located across the street from the School of Nursing. Additional assistance or questions should be directed to Central Parking in Nashville at (615) 259-3898.

<u>Students who live nearby:</u> Those who plan on using the resources available at Vanderbilt beyond the face-to-face block sessions, may purchase a regular week-day parking permit from VUMC Parking Facilities located on the ground level in the VUH Garage across from the hospital (615-936-1215). All VUSN students purchasing parking permits are required to park in the South Garage. Students need to present their VUMC ID, and current state vehicle registration certificate when registering. The student will receive an access card that operates the entry and exit gates, and a decal. Decals for additional vehicles may be obtained at no additional charge. Replacement cards for a lost card will incur a $5.00 charge.

Students who are already Vanderbilt employees may continue to use their valid access card for that garage.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: REGISTRATION

<u>Pre-Registration</u>: Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and pre-register for courses for the next semester. Priority for available space in a course is given to students who pre-register. Students are requested to have alternatives for any course that may not be obtainable.

<u>Registration:</u> Registration for classes is done by computer on Your Enrollment Systems (YES) (see calendar) 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 or only completing an incomplete grade are charged one-half credit hour tuition.

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 the new 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, catalog search and schedule. Within the class search carousel, you can view your cart and your enrolled classes by selecting the arrows next to the quick search or by using the links to 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), Subject Code (400), and Class Title (i.e., Foundations of Professional Nursing I).

2. "Search as you type" technology returns results after 3 characters have been typed 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 your cart as soon as the school's schedule is posted for your career. To enroll in all of the classes you have put into your cart, press the "select all" button at the bottom of the cart. To select a few at a time, use the checkboxes to the left of the cart to choose the classes and then click the "enroll" button at the bottom of the list of classes.

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 the "enroll" button has been selected. 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. If you receive an error message, you will have to click on the message to make it disappear. Success messages will disappear after five seconds.

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 P/NP (Pass/No Pass), 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 the black book with some additional information. This will show the type of component (lecture, lab, etc.) that are required for each course.

PROGRAM OF STUDIES AND THE ACADEMIC PLANNER

During the first semester of study, all students must update the academic planner in YES (YOUR ENROLLMENT SERVICES). Students will have an adviser registration hold effective for the second term of enrollment. This hold will be released by the faculty adviser after consultation with the student and adviser review of the academic planner.

To navigate to the student's Academic Planner:

Navigate to YES at http://yes.vanderbilt.edu. If using Internet Explorer for the browser, be sure to have at least version 7.0, although version 9.0 could yield errors.

1. Under the Applications tab choose Course Catalog.
2. On the right side of the screen click inside the gray box that says "PLANNER."
3. Once inside the planner, the Filter can be used to narrow the list by the semester for which it has been tagged.

To add a new course to the planner:

1. Go back to the Catalog Search and enter the course.
2. Click on the blue plus sign next to that course in the search results
3. Go to the Planner and the most recently added course(s) will appear at the bottom of the list.

To remove a course from your planner:

1. Click on the red "minus" icon next to the course in the planner list and it will be removed.

Tagging:

1. In the planner, click on the blue icon that looks like a tag next to the course.
2. In the window that appears, tags can be added by clicking on a term in the "Add Tags" section.
3. Tags can be removed by clicking on the red "minus" icon under "Current Tags."
4. DO NOT tag a course with more than one term.

Remember, the Academic Planner is NOT the same as registration. Registering for courses for each term is still required. See HOW TO REGISTER.

If you need additional help, please watch the helpful tutorial at http://www.vanderbilt.edu/helpcontent/wp/video/adv/sPlanner_and_Tags.swf

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, Program Director, and Senior Associate Dean for Academics.

Students on academic probation who wish to alter their program of study must petition for review by the Student Admissions and Academic Affairs Committee.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: LICENSURE AND CERTIFICATION

REGISTERED NURSE (RN) LICENSURE

Students are eligible to apply to the National Council on Licensure Examination (NCLEX) to become a Registered Nurse (RN) upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean. The following requirements must be met: (a) completion of the Pre-Specialty portion of the curriculum and (b) good academic standing (semester and cumulative grade point average of 3.0 or above), and (c) no grade below a C in a didactic course and no grade below a B in a clinical course, and no Incomplete grades. Students who are ineligible to take the NCLEX-RN after completing the appropriate sequence of courses will not be allowed to register for a course with a clinical component.

Students who are not Registered Nurses are required to take examinations specified by the Associate Dean to prepare for the NCLEX. Generally, an assessment test is administered to students after completion of Nursing 247B.

Students who are not successful on the first writing of the NCLEX will not be allowed to participate in a course with a clinical component. Once an RN license is obtained, the student may enroll in courses with a clinical component. The program of study for full-time students may be altered because of the delay in being able to participate in clinical courses.

Reporting NCLEX results: Students must notify their Program Director of their NCLEX results within 48 hours of receiving results and must turn in a copy of their RN Licensure to the Clinical Placement Office. Students who have failed the NCLEX will not be allowed to participate in any clinical activities until after they have successfully passed the NCLEX. Failure to notify the clinical instructor and Program Director of failure of the NCLEX will result in immediate dismissal from the school. Students must make an appointment with the Sr. Associate Dean for Academics and must submit a plan of study for preparation for the NCLEX second taking. Students must make contact for an appointment with the Sr. Associate Dean within a week of receiving results.

Preparation for the NCLEX: Pre-Specialty students are encouraged to complete the following activities in preparation for the NCLEX:
Review your individual results of the HESI assessment test. Students scoring less than an acceptable number on this assessment test are considered at high "risk" for not passing NCLEX on the first writing and will be required to re-take the assessment test.
Register for a review course. VUSN hosts a review course, generally offered through Kaplan and Associates. The four-day review course is based on the actual NCLEX Test plan and is taught by nursing practitioners/educators with special expertise in NCLEX reviews.

At the time of publication, the cost is approximately $400. The price includes computer software and home study materials. For more information, contact Kaplan at
2404 West End Avenue, Suite 201, Nashville, TN 37203, (615) 321-5199.

Assess how you study best for a major cumulative exam. Some students find it helpful to form study groups, purchase audio or videotapes or individualized computer software, or even use NCLEX review flash cards. Most students find that using a combination of strategies helps them feel confident about passing the NCLEX on the first writing.

Assess your level of test anxiety. If you have experienced test anxiety when taking standardized tests in the past or during nursing tests, please schedule an appointment with the Counseling Center in August prior to taking the NCLEX.

The Pre-Specialty curriculum gives students the theoretical knowledge necessary to be successful on the NCLEX; however, it is each student's responsibility to determine his/her mastery of the information and appropriately prepare to take the NCLEX

Each summer, a session is held by the Senior Associate Dean for Academics for students who anticipate taking the NCLEX during the fall semester. This session reviews student eligibility for taking the NCLEX, advises students regarding preparation, and provides students with all necessary forms for registering for NCLEX.

The NCLEX is administered in Nashville at the Pearson Professional Center, Riverview Office Bldg., 545 Mainstream Drive, Suite 410, Nashville, TN 37228 (Phone (615) 255-8672).

Students entering in the fall of 2013 must take the NCLEX and receive their RN licenses by October 15, 2014.

OUT OF STATE RN LICENSURE

It is recommended that all students receive their initial RN licensure in Tennessee. Students wishing to obtain an RN license in a state other than Tennessee will need to consult the State Board of Nursing in that state each year.

NATIONAL CERTIFICATION

Graduates are encouraged to become certified in their specialty and should consult their program directors for details. Certification is offered through several professional nursing organizations including the American Nurses' Association. Graduates of each specialty are eligible to sit for the certification exams specific to their specialty. Some exams require documented clinical work hours. For more information, please visit the website specific to your specialty:

Adult-Gerontology Acute Care Nurse Practitioner
American Nurses Credentialing Center (ANCC)

Adult-Gerontology Primary Care Nurse Practitioner
American Nurses Credentialing Center (ANCC)
American Association of Nurse Practitioners (AANP)

Family Nurse Practitioner
American Nurses Credentialing Center (ANCC)
American Association of Nurse Practitioners (AANP)

Neonatal Nurse Practitioner
The National Certification Corporation (NCC)

Nurse-Midwifery
American Midwifery Certification Board (AMCB)

Pediatric Acute Care Nurse Practitioner
Acute Care Certified Pediatric NP Examination
(CPNP-AC)

Pediatric Primary Care Nurse Practitioner
The Pediatric Nursing Certification Board (PNCB)

Psychiatric-Mental Health Nurse Practitioner (Family)
American Nurses Credentialing Center (ANCC)

Women's Health Nurse Practitioner
The National Certification Corporation (NCC)

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 am for students only)
Summer semester: Monday – Friday 7 am - 5 pm (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 am to 8 pm seven days a week (hours are limited during breaks and the summer) and payment methods include cash, check, 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/sarratt

STUDENT RECREATION CENTER

Vanderbilt students enjoy the use of the Student Recreation Center, a state-of-the-art facility that includes a weight room, indoor track, basketball courts, squash and racquetball courts, an aerobics room, and 36-meter by 25-yard pool. The Office of Campus Recreation sponsors a wide spectrum of personal indoor and outdoor activities and sport clubs for students. Call (615) 343-6627 for information on specific activities and center hours. There is no charge to use the Student Recreation Center.

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

VANDERBILT UNIVERSITY SCHOOL OF NURSING: STUDENT ORGANIZATIONS

GRADUATE/PROFESSIONAL NURSING COUNCIL

The purpose of the Graduate/Professional Nursing Council is to serve as a liaison between graduate and professional students, faculty and administration in the Vanderbilt University School of Nursing and the general university community. The Council provides a framework for vocalization of graduate and Pre-Specialty students' needs, serves as representatives for graduate and Pre-Specialty students, procures representatives to delegated VUSN and University committees, and promotes social interaction within and outside VUSN.

The membership of the Council is composed of voting student representatives currently enrolled at VUSN. The representation will be composed of 10 members and 2 alternates from the Pre- Specialty year (9 Pre-Specialty and 1 Pre-Specialty RN), and 10 members and 2 alternates from the graduate year.   The Graduate Council solicits members through a self-nomination process. Interested students are encouraged to complete a self-nomination form, which is given to all new students at Orientation. Graduate-year representatives must have completed all Pre-Specialty courses prior to election. Each representative serves a one-year term (September – August).

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:

- Completed at least one fourth of the graduate program
- 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/

BLACK STUDENT NURSES ORGANIZATOIN

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 the first-year nursing students by the 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.

AMERICAN ASSEMBLY FOR MEN IN NURSING

The mission of American Assembly for Men in Nursing 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

<u>VANDERBILT UNIVERSITY SCHOOL OF NURSING: TRADITIONS</u>

STUDENT EVENTS

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

1. A Pinning Ceremony is planned for the end of each semester after students complete their degree requirements

2. Brown-Bag Lunches and continental breakfasts with the Dean.

3. Martin Luther King, Jr. lecture and reception in January. Students are also invited to hear other speakers who may be visiting the School.

4. BBQ supper new students

5. All school party sponsored by the Graduate Student Council.

6. Student-to-student Mentoring Event – An opportunity for Specialty year students to meet with First year students to answer questions and offer advice.

CLASS PICTURE - COMPOSITE

Students who intend to graduate in May, August, or December of 2013 will be eligible to have their pictures taken for the master composite which hangs in the entry of Godchaux Hall.

A photographer will be on campus in December and January to take individual photographs. You will receive a notice via e-mail advising you when and where to sign up. The cost is $25.95 for your picture proofs and an 11 x 14 copy of the master composite. It is important that you make every effort 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. Health Systems Management students will be offered the option of submitting their own pictures. 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 degree requirements will be

officially graduated, however, at the close of the semester in which the degree is earned, with such graduation 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 school (August) or the fall semester (December) are encouraged to join spring graduates in the next graduation ceremony. 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 master's 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 Registrar's office. For further information regarding Commencement and Investiture, contact Sarah Ramsey, 217 Godchaux Hall (615) 343-3334.

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.

SCHOOL OF NURSING PINS

The Dean of the School of Nursing purchases an official School of Nursing pin for each graduate. You will be asked to complete an order form for your pin, including your school, program, name, address, and phone number and will have the opportunity at that time to add a guard or to upgrade the metal quality of the pin. You will be required to pay for only the addition of a guard or upgrade at the time your order is placed. The pin will be awarded in May, August and December at the pinning ceremonies to students who have completed all degree requirements.

VANDERBILT UNIVERSITY SCHOOL OF NURSING: FORMS

Vanderbilt University School of Nursing forms may be found on the VUSN web site at
http://www.nursing.vanderbilt.edu. Click on "Resources for Current Students," "Academic
Support Services, DNP Forms and Resources for Current Students and Faculty."

LOCATION OF OFFICES

Dean of the School of Nursing	Linda Norman	110 Godchaux
Senior Associate Dean for Academics	Mavis Schorn	215 Godchaux
Senior Associate Dean for Clinical & Community Partnerships	Bonnie Pilon	1024-C 18th Ave. S.
Senior Associate Dean for Research	Ann Minnick	415 Godchaux
Senior Associate Dean for Informatics	Betsy Weiner	260 Frist Hall
Senior Associate Dean, Administration and Operations	Becky Keck	105 Godchaux
Assistant Dean of 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 Practice	Terry Crutcher	1024-C 18th Ave. S.
Assistant Dean for Faculty Practice	Clare Thomson-Smith	A-1222 MCN
Assistant Dean for Educational Informatics	Jerry Murley	272 Frist Hall
Center for Research Development and Scholarship	Ann Minnick	415 Godchaux
Office of Alumni and Development	Susan Shipley	2525 West End
Office of Clinical Placement	LeAnn Ruderer	223 Godchaux
Office of VUSN Financial Services	Kristie Smith	212 Godchaux
Office of VUSN Registrar	Logan Key	211 Godchaux

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

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.