## MPH Pre-Approved Courses

(as of 10-17-14)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department / Program</th>
<th>Credit Hours</th>
<th>Instructor</th>
<th>Semester</th>
<th>Description</th>
<th>Prerequisite courses or level (undergraduate or graduate)</th>
<th>MPH Core or GH track competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT H-280</td>
<td>Introduction to GIS and Remote Sensing</td>
<td>Anthropology</td>
<td>3</td>
<td></td>
<td></td>
<td>Computerized graphics and statistical procedures to recognize and analyze spatial patterning. Spatial data-collection, storage and retrieval; spatial analysis and graphic output of map features. Integration of satellite imagery with data from other sources through hands-on experience. Assumes basic knowledge of computer hardware and software.</td>
<td>Undergraduate</td>
<td>Core = 1, 3, 5, 8 Cross-Cutting = GH = 1, 2</td>
</tr>
<tr>
<td>ANT H-240</td>
<td>Medical Anthropology</td>
<td>Anthropology</td>
<td>3</td>
<td>Behague</td>
<td>Spring</td>
<td>Biocultural aspects of human adaptations to health, disease, and nutrition. Non-Western medical and psychiatric systems. Effects</td>
<td>Undergraduate</td>
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</tbody>
</table>
of cultures on the interpretation, diagnosis, and treatment of illness. Case studies from Africa, Oceania, Latin America, and the contemporary United States. [3] (SBS)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 250</td>
<td>Anthropology of Healing</td>
<td>3</td>
<td>Conklin</td>
<td>Fall</td>
<td>Ritual, symbols, belief, and emotion in health, illness, and therapeutic processes. Practices and politics of healing in western and non-western societies, including shamanism, faith healing, ecstatic religious experience, alternative medicine, and biomedicine. Mind-body interactions, medical pluralism, relations between patients and healers, and</td>
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<tr>
<td>Course Code</td>
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<td>Department</td>
<td>Credits</td>
<td>Instructor</td>
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<tr>
<td>ANT H-312</td>
<td>GIS for Anthropological Research</td>
<td>Anthropology</td>
<td>3</td>
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<tr>
<td>BCH M-327-01</td>
<td>Scientific Communication</td>
<td>Biochemistry</td>
<td>2</td>
<td>Schey</td>
<td>Fall</td>
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Graduate Core = 1, 3, 5, 8
Cross-Cutting = GH = 1, 2

Graduate Core = 2, 7
Cross-Cutting = 1
GH = 5, 6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
<th>Type</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| BIO S-351-01 | Statistical Collaboration in Health Sciences | 3       | Davidson   | Fall   | First course of two on collaboration in statistical science. Students are exposed to a variety of problems that arise in collaborative arrangements. The course's goal is to sharpen students' consulting skills while exposing them to the application of advanced statistical techniques in routine health science applications. The importance of understanding and learning the science underlying collaborations will be emphasized. Students will role-play with real investigators, discuss real consulting projects that have gone awry, and face real-life problems such as opaque scientific | Graduate     | Core = 2, 4, 6, 7, 8, 15, 17  
Cross-Cutting = 6  
GH = 5, 6 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Instructor</th>
<th>Time</th>
<th>Departmental Clinic</th>
<th>Core/Cross-Cutting</th>
<th>GH</th>
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<tbody>
<tr>
<td>BMI F-300-01</td>
<td>Foundations of Biomedical Informatics</td>
<td>3</td>
<td>Johnson/Weinberg</td>
<td>Fall</td>
<td>Departmental clinics run concurrently.</td>
<td>Core = 1, 2, 5, 7, 9, 14, 15</td>
<td>GH = 5</td>
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</table>

This introductory course examines the unique characteristics of clinical and life science data and the methods for representation and transformation of health data, information, and knowledge to improve health care. Principles of information security and confidentiality are taught, along with functional components of information systems in clinical settings and the use of databases for outcome management. Through skill modules and

direction poor scientific formulation, lack of time, and ill-formulated messy data. Students will engage in several consulting projects that will involve the use of a wide range of biostatistics methods from design to analysis. Course content will also make use of departmental clinics that are run concurrently.
weekly programming exercises, the course provides an introduction to methods underlying many biomedical informatics applications, including information retrieval, medical decision making, evaluation of evidence, and knowledge representation. The historical evaluation of the field of biomedical informatics is taught concurrently, using examples of landmark systems developed by pioneers in the field.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI F-315-01</td>
<td>Methodological Foundations Of Biomedical Informatics</td>
<td>3</td>
<td>Giuse</td>
<td>Spring</td>
<td>In this course, students will develop foundational concepts of computation and analytical thinking that are instrumental in solving challenging problems in biomedical informatics. The course will use lectures and projects directed by co-instructors and guest lecturers.</td>
</tr>
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</table>

Graduate Core = 9, 14, 15
Cross-Cutting = GH = 1, 2, 5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>BMI F-316A-01</td>
<td>Scientific Communication Biomedical Informatics</td>
<td>Miller/Rosenbloom</td>
<td>Fall</td>
<td>The course will enhance students' skills in written and oral scientific communication. An introductory segment covers categories of scientific writing, the peer review process, and ethical issues in research communication. Through a two-semester sequence, it provides direct, hands-on experience in writing papers, abstracts, and grant proposals; critiquing and copy editing; and preparing and giving presentations for scientific meetings.</td>
</tr>
<tr>
<td>BMI F-316B-01</td>
<td>Scientific Communication Biomedical Informatics</td>
<td>Rosenbloom</td>
<td>Spring</td>
<td>The course will enhance students' skills in written and oral scientific communication. An introductory segment covers categories of scientific writing, the peer review process, and ethical issues in research communication. Through a two-semester sequence, it provides direct, hands-on experience in writing papers, abstracts, and grant proposals; critiquing and copy editing; and preparing and giving presentations for scientific meetings.</td>
</tr>
</tbody>
</table>
sequence, it provides direct, hands-on experience in writing papers, abstracts, and grant proposals; critiquing and copy editing; and preparing and giving presentations for scientific meetings.

The purpose of this course is for students to understand the organizational world in which they will spend most of their professional lives. A better understanding will lead to strategies to build partnerships with physicians, researchers, hospitals, and academic organizations. In turn, better understanding will lead to working more closely as a team in planning future directions and implementing technological programs and changes. This course provides an overview of theoretical concepts as well as the practical tools.

Prerequisite: BMIF 300 is a required prerequisite. Graduate

Core = 14, 15
Cross-Cutting = 6
GH = 2, 5
for the student to understand and work effectively with two major topic areas: (1) understanding the health care environment; and (2) understanding organizational informatics, including the implementation of informatics systems and the concepts of behavioral change management.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Program</th>
<th>Core</th>
<th>Cross-Cutting</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI F-340-01</td>
<td>Clinical Information Systems and Databases</td>
<td>3</td>
<td>Giuse</td>
<td>Fall</td>
<td>Graduate</td>
<td>Core = 9</td>
<td>GH = 1, 3, 5</td>
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<tr>
<td></td>
<td>Biomedical Informatics</td>
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<td></td>
<td>This course builds on material covered in Methodological Foundations of Biomedical Informatics (BMIF 315) by introducing and developing concepts in distributed systems and network computing: OSI stack, protocols, TCP/IP, Sockets, and DNS; clinical database concepts: synchronization, concurrency, deadlock, full-text databases; distributed database services, including high-availability techniques; and</td>
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architectural considerations in the design of clinical information systems. The VUMC clinical database architecture is used as a case study. 

Prerequisite: for Biomedical Informatics students, BMIF 315 or permission of instructor; for non-Biomedical Informatics students, coding ability in some standard procedural or object-oriented computer language, preferably PERL.

<p>| BMI F-370-01 | Evaluation Methods in Biomedical Informatics | Biomedical Informatics | 3 | Gadd | Fall | Students are introduced to health information technology evaluation, with exposure to study design, including sampling, appropriate use of controls; data collection, including human subjects research considerations; analysis, including testing for statistical significance, definitions of sensitivity and specificity, ROC | Graduate | Core = 2, 4, 5, 7, 15, 17 Cross-Cutting = 3 GH = 3 |</p>
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>CE-259</td>
<td>Geographic Information Systems (GIS)</td>
<td>3</td>
<td>Camp</td>
<td>Spring</td>
<td>Principles of computerized geographic information systems and analytical use of spatial information. Implementing GIS in project design, field spatial data acquisition methods including global positioning systems (GPS), data processing, management, visualization, and analysis using leading GIS software. Includes individual projects.</td>
</tr>
<tr>
<td>ECO-268</td>
<td>Economics of Health</td>
<td>3</td>
<td>Savelyev</td>
<td>Spring</td>
<td>An examination of some of the economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, supply of services, pricing of services, cost of care, financing</td>
</tr>
</tbody>
</table>

**Additional Information:**

- Undergraduate Core: 5, 8
- Cross-Cutting: 2
- GH: 1, 3

- Undergraduate Core: 14, 15, 17
- Cross-Cutting: 6
- GH: 1, 5
mechanisms, and their impact on the relevant markets. Prerequisite: 231.

<table>
<thead>
<tr>
<th>ECON-312A/B</th>
<th>Health Economics</th>
<th>Economics</th>
<th>3</th>
<th>Fall</th>
<th>Savelyev/Morro</th>
<th>Conceptual and empirical analysis of demand for health, medical services, and insurance; decisions by physicians and hospitals about price, quantity, and quality of services; technological change; and structure and performance of the pharmaceutical industry.</th>
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<tbody>
<tr>
<td>ECON-357-01</td>
<td>International Trade and Economic Development</td>
<td>Economics</td>
<td>3</td>
<td>Spring</td>
<td>Saggi</td>
<td>Selected topics concerning the exchange and transfer of goods and resources between less- and more-developed countries. Possible topics include: the international monetary system, the SDR-aid link, dependence and imperialism, the role of trade in economic growth, foreign exchange strategies, and the structure of</td>
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</tbody>
</table>

Graduate Core = 2, 3, 14, 15 Cross-Cutting = GH = 5, 6

Graduate Core = 16 Cross-Cutting = 6 GH = 1, 7
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECON-358A-01</td>
<td>Special Topics in Development Policies</td>
<td>Economics</td>
<td>3</td>
<td>Kelly</td>
<td>Fall</td>
<td>Selected topics in the economic analysis of problems in developing countries.</td>
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<tr>
<td>ECON-358B-01</td>
<td>Special Topics in Development Policies</td>
<td>Economics</td>
<td>3</td>
<td>Saggi</td>
<td>Spring</td>
<td>Selected topics in the economic analysis of problems in developing countries. May be repeated for credit more than once if there is no duplication in topic.</td>
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<tr>
<td>ECON-366A-01</td>
<td>Topics in Economic History: Microeconomic</td>
<td>Economics</td>
<td>3</td>
<td>Collins</td>
<td>Spring</td>
<td>This course will examine various microeconomic aspects of long-term development. Topics may include: the demographic transition, changes in labor force behavior, development of institutions, industrialization, migration, health, measurement of living standards and inequality. Students are</td>
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Graduate Core = 11
Cross-Cutting = 2, 6
GH = 1, 2, 4, 7

Graduate Core = 16
Cross-Cutting = 6
GH = 1, 7

Graduate Core = 16, 18
Cross-Cutting = 6
GH = 1, 2, 7
expected to become familiar with various large-scale microeconomic databases containing historical information, such as the Integrated Public Use Microdata Samples of the United States Census.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Term</th>
<th>Instructor</th>
<th>Description</th>
<th>Core</th>
<th>Cross-Cutting</th>
<th>GH</th>
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<tbody>
<tr>
<td>EDP 3500</td>
<td>Special Topics in Education Policy - Prog Evaluation</td>
<td>3</td>
<td>Spring</td>
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<td>Explores special issues or topics related to education. May be repeated with change of topic.</td>
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<td>2, 3</td>
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<tr>
<td>EHL P-3320</td>
<td>International/Comparative Issues in Education</td>
<td>3</td>
<td>Fall</td>
<td>Heyneman</td>
<td>This course covers education outside the United States, including primary, secondary, and higher education. Depending on student demand, it can cover any country in any region. It is designed for those who intend to enter the field of education policy or administration and who need to be able to bring knowledge and experience with education in diverse global contexts to bear on issues of policy and practice. Ed.D. 3rd</td>
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<td></td>
<td>Leadership and Policy Studies (Education Policy)</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type</td>
<td>Term</td>
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<tr>
<td>ELP-3210-01</td>
<td>Resource Allocation and Deployment</td>
<td>3</td>
<td>Staff</td>
<td>Summer</td>
<td>This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. &quot;Resource,&quot; in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to</td>
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<td>Leadership and Policy Studies</td>
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<td></td>
<td>(Education Leadership and Policy)</td>
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</table>
| EMG T-749 | Organizational Behavior | Exec. MBA | 2 | Friedman | Spring | This course is about managing people in organizations. Topics include action planning, managing groups and teams, how to motivate people, power and influence in organizations, leadership, and managing oneself. The course uses cases to analyze real-world managerial situations, and each student is asked to analyze management situations in their current workplace. | Graduate | Core = 15, 17, 19  
Cross-Cutting = 6  
GH = 5, 6 |
<p>| EMG T-751 | Cross-Cultural Management | Exec. MBA | 2.5 | Smiley | Fall | In this course, students will develop cultural intelligence through exposure to the dilemmas and opportunities that arise within international and multi-cultural work environments needed when dealing with a global business environment. Strategies for adopting organizational practices that address these issues will be discussed. The focus of the course is on the interaction between people in international work settings rather than interactions between specific countries and/or cultures. The second part of the course addresses the human resources implication of global business, including the significance of multinational complexity and diversity (cultural, economic, demographic, etc.) as well as the interplay among | Graduate | Core = 15  Cross-Cutting = 3, 4, 5, 6  GH = 5, 6 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Degree</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>EMG T-803</td>
<td>Economics of Health Care Delivery</td>
<td>Exec. MBA</td>
<td>2</td>
<td>Van Horn/Lawrence</td>
<td>Fall</td>
<td>This course introduces students to the institutional and regulatory detail that impacts the fundamental business challenges within the health care industry. The course will establish a base comfort level and understanding of the complex interrelationships among the players in the industry, how this structure has evolved over time, and how these challenges are addressed.</td>
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</tbody>
</table>

Graduate Core = 15  
Cross-Cutting = 6  
GH = 2, 7
system-wide challenges are likely to affect business policy in the future. Students will develop an improved ability to frame the important questions and utilize innovative practices that will drive successful business strategy.

<table>
<thead>
<tr>
<th>EMG T-809-01</th>
<th>Health Care Accounting</th>
<th>Exec. MBA</th>
<th>2</th>
<th>Leone</th>
<th>Spring</th>
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</thead>
</table>

The impact of business issues facing the health care industry on service sector organization will be addressed. Students will apply organizational frameworks to assess the effectiveness of alternative organizational models including departmental organization, service line organization, and coordination of service delivery across functionally organized delivery to maximize delivery system performance.

Graduate Core = 14, 15, 16
Cross-Cutting = 6
GH = 1, 3, 5, 6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>EMG T-818-01</td>
<td>Health Care Finance</td>
<td>2</td>
<td>Wedig</td>
<td>Spring</td>
<td>The course focuses on the unique attributes of financial management for health care organizations including the not-for-profit nature of many service providers as well as the unique characteristics of delivery channels and payor systems. This course utilizes real industry data to explore financial and accounting practices and controls through the eyes of the senior executives who use this information to assess company performance and plan for the future.</td>
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<tr>
<td>EMG T-857-01</td>
<td>Strategies for High-Performance Health Care Organizations</td>
<td>2</td>
<td>Lehman</td>
<td>Summer</td>
<td>This course integrates operational process based concerns around service delivery with the means for value creation, inter-organizational linkages, and the structure of work among providers. Particular focus will be on the structure of work, delegation and definition of roles, reward and</td>
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**Graduate**

**Core = 14, 15**

**Cross-Cutting = 6**

**GH = 3, 5**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Term</th>
<th>Description</th>
<th>Semester Credits</th>
<th>Cross-Cutting</th>
<th>GH</th>
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<tbody>
<tr>
<td>EMG T-878-01</td>
<td>Configuring and Optimizing Health Care Operations</td>
<td>Stallings</td>
<td>2</td>
<td>Summer</td>
<td>This course will help students understand and assess the operational efficiency, effectiveness, and efficacy of health service delivery. Conceptual frameworks from the operations course including lean production will be extended and applied within the context of hospitals and other medical service providers, group practices and insurance companies.</td>
<td>Graduate</td>
<td>Core = 14, 15</td>
<td>GH = 5, 6</td>
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<tr>
<td>ENV E-264</td>
<td>Environmental Assessments</td>
<td>Clarke</td>
<td>3</td>
<td>Fall</td>
<td>Design and conduct of environmental assessments to evaluate risks posed by infrastructure systems or environmental contamination. Impact analyses for sources, infrastructure modifications, due</td>
<td>Graduate</td>
<td>Core = 3, 12, 15</td>
<td>GH = 2, 4</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Instructor</td>
<td>Semester</td>
<td>Description</td>
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<tr>
<td>EPID-315-01</td>
<td>Scientific Writing I Epidemiology</td>
<td>1</td>
<td>Epplein</td>
<td>Spring</td>
<td>Participatory course in which students develop skills in presenting research results in manuscripts, abstracts, and posters. Students work in small groups to write and critique published and unpublished manuscripts, with a focus on understanding the essential components of a scientific manuscript or presentation, as well as the process of publishing in the peer-reviewed literature and managing reviewer and editor comments and requests.</td>
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<tr>
<td>EPID-325-01</td>
<td>Scientific Writing II - Proposal Development in Epidemiology</td>
<td>Epidemiology</td>
<td>2</td>
<td>McPheeters</td>
<td>Spring</td>
<td>Scientific Writing II - Proposal Development in Epidemiology. Participatory course in which each student develops a high quality, detailed research proposal suitable for submission to NIH or AHRQ that includes both a technical proposal and a draft budget justification. Includes lecture, in-class exercises and group processes.</td>
<td>Graduate</td>
<td>Core = 1, 2, 3, 4 Cross-Cutting = 1 GH = 1, 5</td>
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<tr>
<td>FNE-275</td>
<td>Financial Management</td>
<td>Financial Economics</td>
<td>3</td>
<td>Kimball, Damon</td>
<td>Fall</td>
<td>Analysis of cases representing capital budgeting, forecasting cash flow, risk assessment, capital structure, mergers and acquisitions. Seminar.</td>
<td>Undergraduate</td>
<td>Core = 14 Cross-Cutting = 1, 6 GH = 1, 5</td>
</tr>
<tr>
<td>HGEN-371 (or MP&amp;B-371)</td>
<td>Tutorial in Statistical and Population Genetics</td>
<td>Human Genetics (or Molecular Physiology and Biophysics)</td>
<td>1</td>
<td></td>
<td>Spring</td>
<td>The class meets once weekly. Graduate students critically evaluate research publications in areas statistical methods in human genetic analysis and in the area of human population genetics. Also, there are faculty presentations on ancillary science skills, such as oral and poster</td>
<td>Graduate</td>
<td>Core = 1, 2, 3, 5, 7, 8, 17 Cross-Cutting = 1, 6 GH = 1, 3</td>
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</tbody>
</table>
This course will cover in detail the study design and methods of modern genetic epidemiology. This will include concepts of familial aggregation, linkage analyses, population genetics as it is applied to studies of human traits, and association studies, both candidate genes and genome-wide association. The concept of linkage disequilibrium and its use in disease-gene studies will be extensively discussed. The underlying principles of each approach will be developed and current methods and software programs used to perform these will be discussed. Emphasis will be...
placed on the advantages and disadvantages of each approach and how to best design a genetic epidemiology study.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
<th>Instructor(s)</th>
<th>Undergraduate Core</th>
<th>Cross-Cutting</th>
<th>GH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 280</td>
<td>Modern Medicine</td>
<td>3</td>
<td>Scientific, social, and cultural factors influencing the rise of modern medicine. Europe and the U.S., 1750 to the present.</td>
<td></td>
<td></td>
<td>Core = 1, 3, 15</td>
<td>1, 6</td>
<td>1, 2</td>
</tr>
<tr>
<td>HOD 2535</td>
<td>Health Policy</td>
<td>3</td>
<td>This course presents broad perspectives for understanding health policy within historical, political, and economic contexts. Lectures and assignments will primarily focus on health policy in the United States with a particular emphasis on the Tennessee State Legislature and Metropolitan Davidson County. Opportunities are available for</td>
<td>Fall</td>
<td>Turner, Bethune</td>
<td>Core = 1, 14</td>
<td>1</td>
<td>1, 2, 7</td>
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</tbody>
</table>
application to national and international issues. Learners will be provided with a foundation from which to base their work, including an overview of the U.S. health care system and public health infrastructure, as well as a framework for conducting policy analyses.

| HOD 3300-01 | Program Evaluation | Human and Organizational Development | 3 | Suiter | Fall | This course is a masters-level introduction to evaluation research. It is designed for people who expect to work as agency directors, educational administrators, program directors, in-house evaluators, or evaluation consultants and who want to work with community agencies to evaluate the organization's programs. At the end, students will be able both to conduct local evaluations and to communicate and

| Graduate | Core = 11, 14, 15, 17 | Cross-Cutting = 1, 5, 6, 7 | GH = 1-7 |
work with professional evaluators. The course covers multiple approaches and types of evaluations and how they are embedded in social and political contexts. It also includes practical techniques for program developers and administrators, such as needs assessment, performance evaluation, goal attainment scaling, cost-benefit analysis, qualitative approaches, and approaches to evaluation that take time and funding constraints into account.

<table>
<thead>
<tr>
<th>HOD - 3450</th>
<th>Ethnographic Research Methods in Communities</th>
<th>Human and Organizational Development</th>
<th>3</th>
<th>Spring</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through empirical data collection on human behavior in communities, ethnography and other qualitative research methods build hypotheses and theory grounded in the values, beliefs, and aspirations of different societies and cultures. This course introduces</td>
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Core = 1, 3, 11, 18, 19
Cross-Cutting = 3, 4, 5
GH = 1, 2, 3, 4, 7
and explores the tools and techniques of ethnography and their uses in (1) research problem conceptualization, delineation of assumptions, and generation of culturally competent hypotheses and (2) identification and construction of data sets, field research to collect data, and theory building and practical application derived from data analysis. The course is explicitly interdisciplinary.
Introduction to applied community studies, including change theory, research, and intervention at multiple levels from community psychology, sociology and other disciplines. The course will help students develop a thesis, project, paper, or dissertation topic and proposal. Readings focus on meanings, types and significance of community; issues of diversity, difference, deviance, labeling, and stigma; ecological theory, research and environmental and setting/systems-level interventions; social movements;
social capital and community cognitions and behaviors; stress, coping, adaptation, and social support; prevention and promotion programs and coalitions; organizational and institutional change; faith communities; community organizing, development, mobilization and social action; assessing and informing local-to-national policies; community change around the world.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HOD 3500</td>
<td>Community Health Theory and Practice</td>
<td>3</td>
<td>Suiter</td>
<td>This course is divided into three components. Part 1 provides background on the public health model, health education and the role of community health educators in public health. Part 2 investigates socio-environmental factors influencing health-related behavior. The role of groups, institutions and social structures in encouraging healthy or unhealthy behavior is covered. Part 2 also provides background and evaluation in interventions designed to improve health behavior through changes in the social environment; economic, social and political structures and practices creating barriers to effective interventions. Part 3 investigates behavior change theories directed</td>
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</tbody>
</table>
toward individuals. A variety of health behavior change models targeting psychosocial approaches are presented and the application of these theories into community health education programs are stressed. Students will gain exposure to the use of theory in health education and be introduced to how to translate theoretical models into intervention strategies for program Development.
| HOD 3510 | Survey of Preventative Interventions | Human and Organizational Development | 3 | This course surveys preventive interventions related to health and developmental outcomes. Course readings explore programs, policies, and practices that have been found effective in preventing poor outcomes. Particular emphasis is focused on issues related to program implementation, program evaluation, organizational capacity, and other issues that may influence program outcomes. Readings explore a variety specific outcomes (e.g., substance abuse, high school dropout, obesity), and program settings (schools, social service organizations, neighborhoods) to provide exposure to wide variety of applications of prevention programs and frameworks. | Graduate | Core = 3, 10, 11, 12, 19  
Cross-Cutting = 1, 6  
GH = 2, 3, 4 |
| HOD 3520 | Human Development and Preventative Science | Human and Organizational Development | 3 | This course introduces students to science-based preventive intervention strategies and model programs that target youth and/or families. Activities will facilitate critical thinking; increase skills and capacities for program development, and understanding of the interactions of human development, socio-contextual processes, preventive interventions, and social behavioral change. | Graduate | Core = 10, 11, 15, 19  
Cross-Cutting = 4, 5  
GH = 2, 3, 4, 6 |
| **HOD 3530** | **Public Policy Development and Advocacy in Mental Health** | **Human and Organizational Development** | **3** | **This course will provide students with a hands on-opportunity to learn about the health (including mental health) policy development process. Students will gain an understanding of the different ways in which health policies are made through the legislative, executive, and judicial branches of government, as well as the role of the media and advocates/stakeholder groups in shaping health policy. Students will also gain practical experience designing and implementing a campaign aimed at changing health policy. Specifically, students will be asked to select a problem that has policy implications, and then develop a policy analysis and advocacy strategy around their chosen topic.** | **Graduate** | **Core = 1, 3, 16, 18**
**Cross-Cutting = 2, 6**
**GH = 7** |
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Credits</th>
<th>Offered</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD 3600</td>
<td>Community Development and Urban Policy</td>
<td>Human and Organizational Development</td>
<td>3</td>
<td>Fall</td>
<td>Fraser</td>
<td>Provides the beginning graduate student with an introduction to theory, practice and research in community development (CD) and in urban social policy. It has a laboratory portion in which the student works on a CD project in the local community and uses that to propose to the relevant authorities, a new social policy to implement the findings of the CD project.</td>
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<td>Graduate Core = 11 Cross-Cutting = 1, 2, 3, 4, 6, 7 GH = 1, 3, 4, 7</td>
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<tr>
<td>HOD</td>
<td>Course Title</td>
<td>Credits</td>
<td>Instructor</td>
<td>Term</td>
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<tr>
<td>-3640</td>
<td>Global Dimensions of Community Development</td>
<td>3</td>
<td>Perkins</td>
<td>Fall</td>
<td>The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity.</td>
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Graduate Core = 3, 11, 12, 14, 16  
GH = 1, 4, 6, 7
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Department</th>
<th>Units</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD 3960-02</td>
<td>Special Topics - NotForProfit Management</td>
<td>Human and Organizational Development</td>
<td>3</td>
<td>Friedman</td>
<td>Fall</td>
<td>May be repeated with a change in topic. [1-4]</td>
<td>Graduate</td>
<td>Core = 15, Cross-Cutting = GH = 5</td>
</tr>
<tr>
<td>IDIS-5250</td>
<td>Current Trends in the Financing of Health Care.</td>
<td>School of Medicine (Interdisciplinary Studies)</td>
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<td>This elective will examine how health care is financed and changes in store with the health care reform law. It is designed to familiarize students with current mechanisms of health care reimbursement for hospitals, physicians, and other components of the health care delivery system. Students will look at how the system will change under the Patient Protection and Affordable Care Act. First and second year.</td>
<td>Graduate</td>
<td>Core = 14, 15, Cross-Cutting = GH = 4, 5</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Instructor</td>
<td>Term</td>
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<td>IEP M-3110-01</td>
<td>International Organizations and Economic Development, Policy &amp; Organization</td>
<td>3</td>
<td>Heuser</td>
<td>Fall</td>
<td>This course will begin with reading of major contributors to human capital theories in the 1950s from both market and planned economies. It will then move on to cover issues of educational planning and the different methods to answer questions of how much a society should invest in education. Designed as a survey of issues, the course will familiarize students with the different views over investing in education, the methods to evaluate the effectiveness of those investments, and the analytic trends within international agencies and national governments when education investments are rationalized. Initially open to International Education Policy and Management Graduate Core = 3, 11 Cross-Cutting = 6 GH = 1, 2, 4</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>School</td>
<td>Credits</td>
<td>Instructor</td>
<td>Description</td>
<td>Level</td>
<td>Core Courses</td>
<td>Cross-Cutting Courses</td>
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<tr>
<td>IGH M 5248</td>
<td>Medical Anthropology</td>
<td>School of Medicine</td>
<td>1</td>
<td>Audet</td>
<td>This course provides a framework for students to investigate and learn about the study of pain, illness, suffering, and healing in cultures around the world. This course is designed to introduce students to a broad range of medical anthropology topics, theoretical approaches and research techniques by examining case studies on chronic illness, sorcery and traditional healing, modern pandemics, as well as</td>
<td>Graduate</td>
<td>Core = 1, 2, 3, 11, 12, 18</td>
<td>Cross-Cutting = 3, 4, 5 GH = 1, 2, 3, 4</td>
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</tbody>
</table>
treatment and illness expectations. Within these discussions, our focus will be comparative, investigating illness, misfortune, and healing in a number of societies from Mozambique, Uganda, South Africa, France, the United States, and Japan. Students will develop an appreciation for the culturally specific nature of illness, allowing them to better understand and treat patients from diverse cultural backgrounds.
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Term</th>
<th>Instructor</th>
<th>Description</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>IGH M-5255-10</td>
<td>Global Health Nicaragua</td>
<td>School of Medicine</td>
<td>Spring</td>
<td>Desai</td>
<td>This twelve-week course is designed to expose medical students to the basic health care systems of Nicaragua centered around a one-week trip to the country. Students will gain a basic understanding of the health care disparities between Nicaragua and Nashville; understand the role of a visiting health care provider in global health stewardship; understand the role of DM, HTN, and nutrition among the Nicaraguan people. Students will work to educate Nicaraguan patients in diabetes, nutrition and cardiovascular health, and will educate the Vanderbilt community through a poster session upon their return. The class will be composed of didactic and small group case-based learning, several small group project designs, journal club, and clinic.</td>
<td>Graduate</td>
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<td>Core = 2, 3, 11, 16</td>
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</table>
| LAW 728-01 | Establishment and Management of Nonprofit Organizations | 1 | Summar Spring | This course will prepare students to interact with nonprofit organizations in a variety of capacities, from board member to founder to adviser. Topics discussed will include nonprofit corporations, tax exempt organizations, the role and duties of the board of directors, standards of conduct and fiduciary duties of directors, conflicts of interest, record-keeping, annual
| Graduate | Core = 14 | Cross-Cutting = GH = 5, 6 |
compliance, indemnification and protection of board members, board operations, and the board-staff relationship. In addition, students will discuss the process for forming a new organization, including drafting governance documents and the application to the IRS for recognition of tax exempt status. These issues will be examined in an interactive setting using real world examples.

| LAW-771 | Poverty Law | Law School | 2 | Coleman, Bonnyman, Johnson | Spring | Graduate | Core = 1, 11, 16 | Cross-Cutting = 3 | GH = 1 |
financial support. We will pay special attention to the impact of contemporary welfare reform and health care reform efforts.

| LAW-773 | Genetics, Medicine, and Law | Law School | 2 | Clayton | Spring | Graduate | Core = 1, 3, 11  
Cross-Cutting = 1, 2, 3  
GH = 1, 3 |
prenatal diagnosis, and the current debate about newborn screening, to see how these predictions have played out and what we can expect in the future, and to propose more effective responses.

<table>
<thead>
<tr>
<th>LAW -774</th>
<th>Health Law and Policy</th>
<th>Law School</th>
<th>3</th>
<th>Blumstein</th>
<th>Fall</th>
<th>Graduate</th>
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<tbody>
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<td>Core = 12, 14, 15</td>
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<td>Cross-Cutting = 6</td>
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<td>GH = 7</td>
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<tr>
<td>LAW-836</td>
<td>International Protection of Human Rights</td>
<td>Law School</td>
<td>3</td>
<td>This course studies and critically assesses the rules, institutions, and legal and political theories that seek to protect basic liberties for all human beings. The course emphasizes (1) specific “hot button” subjects within human rights law (such as the death penalty, hate speech, women’s rights, and lesbian and gay rights); (2) the judicial, state common law and federal emergency treatment legislation (EMTALA); selected issues related to persons with disabilities; selected issues related to ERISA; federal anti-kickback and anti-self-referral legislation; hospital governance and hospital-physician relationships, including limitations on the corporate practice of medicine; institutional and professional liability; selected antitrust issues.</td>
<td>Graduate</td>
<td>Core = 1, 12, 13, 17, 18 Cross-Cutting = 1, 2, 3, 5, 6 GH = 1, 2, 4, 7</td>
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</tbody>
</table>
| LAW -840 | Health Policy | Law School | 2, 3 | Blumstein | Fall | This course is intended as a follow-up course to Health Law and Policy. It is an overview of the health care system and an introduction to the market for health services. Student presentations on topics of particular interest form the core of the seminar-style offering. Topics that may be considered include: specific components of the Affordable Care Act, such as Accountable Care Organizations, health insurance exchanges, and including Supreme Court litigation of its constitutionality; personnel issues | Graduate | Core = 14, 15 
Cross-Cutting = 1, 6 
GH = 7 |
(e.g., licensure); financing issues (e.g., public and private health insurance); regulatory issues (e.g., varied regulatory legislation, antitrust, fraud, and abuse); comparison of market and regulatory responses; the roles of health maintenance organizations, specialty hospitals, and for-profit institutions in the health field; problems of cost containment; the value of human life; allocation of decision-making authority (e.g., Baby Doe); organ transplantation.

Enrollment limited. Prior completion of Health Law and Policy course is strongly recommended.
<p>| LAW-899 | Bioethics and the Law | Law School | 2 | Examination of emerging legal concepts reflecting the rapid developments in modern medicine and the moral concerns of society. Emphasis upon judicial decisions and philosophical analyses dealing with issues such as genetic manipulation, novel modes of procreation, human experimentation, nature of consent regarding medical procedures, control of drugs, definitions of death, implications of euthanasia. | Graduate | Core = 1, Cross-Cutting = 1, 2, 3, GH = 1, 2, 7 |
| LOP-3130 | Strategy and Analytics | Leadership and Policy Studies (Leadership and Organizational Performance) | 3 | Doyle | Fall | This interdisciplinary skill development course designed to introduce students to the critical accounting, financial, strategic and analytical tools (including Excel) needed to understand how organizations work and to evaluate how well they are performing. It is structured as a hands-on course and students will | Graduate | Core = 14, 15, Cross-Cutting = 6, 7, GH = 5, 6, 7 |</p>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>LOP-3150</td>
<td>Evaluation of Organizational</td>
<td>Savage</td>
<td>Fall</td>
<td>Study of the theory and practice of program evaluation as it is applied to various program or process initiatives in an organizational setting. Special attention to integration of evaluation and performance, evaluation strategies including balanced scorecards, measuring key results and indicators, assessing returns on expectations and investment, and crafting the role of evaluation in providing evidence to secure, create, and implement any process or change initiative that adds value.</td>
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<td></td>
<td>Performance</td>
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<td>Use start-up organizations and strategies (for-profit, not-for-profit, and public sector) as a microcosm in which to explore the analytics of effective organizational performance. Initially open to LOP majors. Will open to others July 24th if the class is not full.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Department</td>
<td>Credits</td>
<td>Instructor</td>
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<tr>
<td>LOP-3220</td>
<td>Consultation Skills</td>
<td>Leadership and Policy Studies (Leadership and Organizational Performance)</td>
<td>3</td>
<td>Vona</td>
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<tr>
<td>LOP-3240-01</td>
<td>Leading and Facilitating Groups</td>
<td>Leadership and Policy Studies (Leadership and Organizational Performance)</td>
<td>3</td>
<td>Tobey</td>
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</table>
design and implementation of group process interventions, including strategic processes, data reduction, action planning, process reviews, learning and development, decision-making, brainstorming, teams, and structured meetings. (weekends)

<p>| LOP-3270-01 | Leading Globally Diverse Organizations | Leadership, Policy &amp; Organization | 3 | Doyle | Spring | The goal of this course is to enable students to improve an organization's ability to work effectively across potential barriers imposed by culture, race, gender, and other dimensions of diversity. Students will explore the political, financial, and organization-specific issues with a focus on developing strategies to enhance inclusivity. Open to LOP majors October 22-28. Open to all students Oct 29th. | Graduate | Core = 11, 16 Cross-Cutting = 2, 3, 4, 5, 6 GH = 1, 5, 6 |
| LPO-3200-01 | Grants, Policy, and Administration | Leadership, Policy &amp; Organization | Spring | Grants from government and private sources provide crucial funding to universities, K-12 schools, hospitals, law enforcement agencies, social service agencies, and non-profit organizations. There is a constant demand for grant funding and for grant personnel who understand the range and complexity of grant funding sources. This course will ensure participants gain a practical understanding of grant theory, grant policy, grant funding research methods, and effective application of that knowledge in order to secure and/or disseminate appropriate grant funding for their organization or project. Since this course is designed to focus on grant policy development and grant administration, a primary focus will be placed on developing skills related to | Graduate | Core = Cross-Cutting = 1, 6 GH = 5, 6, 7 |</p>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
<th>Level</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>LPO-3460-01</td>
<td>Special Topics in Ldrshp &amp; Policy Studies - Strat. Ldrship &amp; Mgmt/Non-Profit</td>
<td>Heuser</td>
<td>Fall</td>
<td>Explores special issues or topics related to leadership and policy studies. May be repeated with change of topic. (weekends)</td>
<td>Graduate</td>
<td>Core = Cross-Cutting = 1, 6 GH = 5, 6, 7</td>
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organizational internal and external strategic planning, capacity building and the creative and disciplined execution of grant funds. (weekends)
| MGT        | Social Enterprise and Entrepreneurship | School of Management | 2 | Schorr | Spring | Social Enterprise & Innovation will explore the spectrum of activity in the growing social enterprise arena, where business models and entrepreneurial approaches are increasingly being used to directly address social and environmental issues. Topics addressed will explore nonprofit, hybrid, and for-profit social enterprise models, and the intersection of social entrepreneurship with capital formation issues, international development, technology & innovation, global health, cross-sector models, and microfinance as a case study in social enterprise & innovation. Course content will include a combination of instructor lecture, readings on focus areas, guest speakers representing the leading social entrepreneurs and social enterprises | Graduate | Core = Cross-Cutting = 4, GH = 1, 2, 4, 5, 7 |
Students from the graduate schools of business, medicine, and nursing will work together in teams throughout the course to facilitate interdisciplinary learning. Topics to be covered throughout the course include: key readings in research and innovation in quality improvement science, leadership and teambuilding for quality improvement, change management, organizational design for the
continuous learning organization, and the business case for quality improvement. Students will also participate in an introductory simulation at Vanderbilt's CELA lab and have access to resources at VUMC to bring a real-world perspective to the course. (1 credit per mod). This is a two mod course: 459 C&D in recent years, there has been a surge in the efforts to apply management principles to improve health care delivery. Although a growing number of health care organizations have adopted various management innovations (e.g., lean production, team-based structures, etc.), the results - measurable improvements in the efficiency, efficacy, and quality of care delivery - have been mixed. This course examines the
mixed results in the light of the distinctive features of health care organizations. We will discuss how these organizational features lead to ineffective implementation of management innovations, and identify managerial strategies for successfully leading process improvement initiatives in health care organizations.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>School</th>
<th>Semester</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>MGT 500-01</td>
<td>Medical Devices and Life Sciences / Health Care Technology Trends</td>
<td>School of Management</td>
<td>Spring</td>
<td>Holroyd</td>
<td>The discovery, development, and commercialization of new technologies drives innovation in the health care industry. Life sciences, defined as biotechnology, pharmaceuticals, devices, and diagnostics, are a critical component of the health care system. The real world orientation of the class will allow students to bring to bear their core learning to date in the context of a dynamic interactive and problem solving approach.</td>
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<td>Graduate</td>
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<td></td>
<td>Core = 2, 3, 10, 17 Cross-Cutting = 6 GH = 1, 5, 6, 7</td>
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</table>
Multiple strategies exist for a budding company or promising product in its growth cycle, but many viable options and resources are overlooked. Few strategies can be executed successfully without a thorough understanding of the unique market dynamics and a focused tactical plan to address the market demands. The class will explore and analyze: What drives this market. What are the unique challenges. What creates a real barrier to entry. How are opportunities identified, their value assessed and protected, and successful products/companies developed.
| MGT -502 | Health Care Innovation and Evaluation | School of Management | 2 | Burcham | Fall | Health care is evolving with wave after wave of new technologies, insurance models, information systems, governmental regulations, genetic discoveries, and institutional arrangements continuously impacting the system. Entire organizations in health care are devoted either to promoting innovations (selling the latest drug, imaging system, medical device, software package, or Internet site) or preventing innovations from disrupting the status quo (by counter-detailing, keeping drug reps away from doctors, requiring certificates of need, or disallowing reimbursement). Successful innovation hinges on numerous factors, including serendipity of discovery, wise paths taken in the past, investment decisions in the | Graduate | Core = 14, 15 Cross-Cutting = 6 GH = 2, 7 |
present, a vision of the future, and access to new technologies via mergers and acquisitions and strategic alliances. These factors manifest themselves in terms of favorable market structures, the possession of key resources and capabilities, and successful ties with other organizations upstream and downstream in the value chain. This course focuses on the current state of innovation within the health care industry worldwide with very specific emphasis on the state of health care innovation in the U.S.
MGT 503 Health Care Economics and Policy
School of Management
2
Van Horn/Cooper
Fall
Introduces students to the institutional detail of the health care industry which affects the fundamental business challenges in delivery, financing, and technology companies. The objective of the course is to establish a base comfort level and understanding of the complex interrelationships among the players in the industry and how this structure has evolved over time. Students will understand the shortcomings of current systems and the important issues which must be addressed to create value in health care systems. Students will leave the course with an improved ability to frame the important questions in health care which will drive business strategy.
Prerequisite: MGT 501.
Graduate
Core = 14, 15
Cross-Cutting = 6
GH = 1, 7
<table>
<thead>
<tr>
<th>MGT 505</th>
<th>Health Care Law and Regulation</th>
<th>School of Management</th>
<th>2</th>
<th>Van Horn/Cooper</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a brief overview of the U.S. health care system and a focused look at health care policy processes and implications. It includes an analysis of what policy is, how it is implemented, the effects of various policy decisions, and real life examples of policy in action. The course recognizes that health care services consume an ever-increasing percentage of the gross domestic product and thus have far-ranging impact on the economy of the United States and the lives of all of us as individuals. The course, therefore, is designed for graduate students from a variety of disciplines who are interested in how policy affects the delivery of health services, the economic landscape, and society in general.</td>
<td>Graduate</td>
<td>Core = 14, 15</td>
<td>Cross-Cutting = 6</td>
<td>GH = 1, 7</td>
<td></td>
</tr>
<tr>
<td>MGT -506</td>
<td>Health Care Information Technology</td>
<td>School of Management</td>
<td>2</td>
<td>(Staff)</td>
<td>Spring</td>
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<td>The course is an introduction to the role of information technology in the health care industry. Although designed around technology applications for health care, the course focuses on critical issues around IT management applicable across any industry. Whether you are directly responsible for managing an IT group or will interact significantly with an IT department, the concepts developed in this course should prove valuable. Designed around a strategic level, health care IT implementation project, the course explores several IT related topics including the role of IT in organizational strategy, technology procurement, needs assessment, project management, economic justification, user support and</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>School of Management</td>
<td>Credits</td>
<td>Instructor</td>
<td>Offered Semester</td>
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<tr>
<td>MGT 507-01</td>
<td>Health Care Finance and Accounting</td>
<td>School of Management</td>
<td>2</td>
<td>Goodman/Lomika</td>
<td>Spring</td>
</tr>
</tbody>
</table>

This course was developed to focus on the unique aspects of financial management of health care organizations. The unique financial issues of the health care service organizations are due to the not-for-profit nature of many service providers. Another aspect of health care organization finance is that there are many unique industries within the industry that require specialized financial knowledge. These include biotech, pharma, payors,
real estate, and academic medical centers to list a few. Nashville is unique among American cities for being home to a variety of health care companies. This course is designed to explore many of the financial nuances of several of these companies through the eyes of the business and financial executives who manage these companies. The broad objective of this course is to permit you to explore the financial structure and financial performance of area companies within the health care industry by something more than text reading and class lecture, but also interaction with health care industry leadership.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>School of Management</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
<th>Type</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT-509-01</td>
<td>Modeling and Analysis of Health Care Data</td>
<td>School of Management</td>
<td>2</td>
<td>Van Horn</td>
<td>Spring</td>
<td>This course will focus on the key managerial questions in the health care industry, the unique institutional data that is available, and how to develop models to address these questions. Topics will include benchmarking financial, operational, and clinical performance at both and organizational and market level. Students will be required to develop a basic familiarity with SAS programming.</td>
<td>Graduate</td>
<td>Core = 5, 6, 7, 8, 9, 14, 15 Cross-Cutting = 6 GH = 5, 6</td>
</tr>
<tr>
<td>MGT-559B</td>
<td>Project Pyramid</td>
<td>School of Management</td>
<td>3</td>
<td>Victor/Residente</td>
<td>Spring</td>
<td>The course meets once a week and will feature lectures, discussions, and interactive presentations from successful social entrepreneurs. Students will examine the current methods of poverty alleviation with a focus on some of the more controversial issues as well as the innovative and entrepreneurial ways in which</td>
<td>Graduate</td>
<td>Core = 11 Cross-Cutting = 1, 6, 7 GH = 1-7</td>
</tr>
</tbody>
</table>
people engaged in domestic and international development are attempting to alleviate creatively the conditions of poverty. Designed to provide a discourse on the relation between different graduate disciplines and their perspectives on poverty and the methods for alleviating it, the course is followed by an optional opportunity to complete a project (either local or international) to implement the findings.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Declared Department</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MGT 559 D</td>
<td>Project Pyramid Immersion</td>
<td>School of Management</td>
<td>1</td>
<td>Schorr/Victor</td>
<td>Students travel in teams to international destinations to work with the local communities on service projects.</td>
</tr>
<tr>
<td>MHP E 5522 -01</td>
<td>Leadership Theory and Behavior</td>
<td>Health Professions Education</td>
<td>3</td>
<td>Doyle</td>
<td>Spring This course provides an overview of the theories and best practices correlated to effective leadership. The major foci will be an examination of leadership competencies; customization of leadership</td>
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</table>

Graduate Core = 14, 17
Cross-Cutting = 6
GH = 4, 5, 6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Instructor</th>
<th>Description</th>
<th>Core/Cross-GH</th>
<th>GH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS-170</td>
<td>Politics of Health Medicine, Health, and Society</td>
<td>3</td>
<td>Fall</td>
<td>MacLeish</td>
<td>Strategies based on individual, team, and organization dynamics; and how leaders maximize personal and organizational effectiveness.</td>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>MHS-201</td>
<td>Fundamental Issues of Medicine, Health, and Society</td>
<td>3</td>
<td>Fall</td>
<td>Muse</td>
<td>Sociocultural analysis of the conflicts, definitions, inequalities, and structures of power that influence health.</td>
<td>Undergraduate</td>
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<tr>
<td>MHS-203</td>
<td>U.S. Public Health Ethics and Policy</td>
<td>3</td>
<td>Spring</td>
<td>Heitman</td>
<td>A multidisciplinary introduction to the study of medicine, health, and society, drawing on the perspectives of anthropology, economics, history, political science and policy studies, philosophy, religious studies, and sociology. Guest lectures by representatives of the various disciplines.</td>
<td>Undergraduate</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Textbook Title</td>
<td>Credits</td>
<td>Core</td>
<td>Cross-Cutting</td>
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<tr>
<td>MHS 320.01</td>
<td>Special Topics in the Social Foundations of Health: Economics for Future Health Professionals</td>
<td>Jones</td>
<td>Medicine, Health, and Society</td>
<td>1, 2, 3</td>
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<td>This course covers introductory economics concepts, both micro and macro, with a focus on applications in health economics and health policy. The course uses examples from economics to better understand health- and healthcare-related issues and examines the scope for government intervention in health markets.</td>
<td></td>
<td></td>
<td>Graduate</td>
<td>Core = 3, Cross-Cutting = 1, 6 GH = 1, 2, 7</td>
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<tr>
<td>MHS 320.02</td>
<td>Special Topics in the Social Foundations of Health: Conceptual and Methodological Challenges in Health Disparities Research</td>
<td>Myers</td>
<td>Medicine, Health, and Society</td>
<td>1, 2, 3</td>
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<td>This graduate seminar addresses conceptual and methodological issues that arise when designing and evaluating community interventions. Special attention will be given to ethnic &amp; socioeconomic health disparities and to the methodological issues that are faced in conducting research on these issues. The course examines multi-dimensional explanatory models and interventions for several social</td>
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<td>Graduate</td>
<td>Core = 11 Cross-Cutting = 6 GH = 2, 3,</td>
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problems, including substance abuse, violence, HIV/AIDS, cardiovascular disease and mental health will be discussed. Both individual-focused and community-focused intervention programs with high risk and impacted populations will be discussed.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Degree Program</th>
<th>Credits</th>
<th>Instructor</th>
<th>Semester</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MSC I-5000-01</td>
<td>Drug and Device Development</td>
<td>Master of Science in Clinical Investigation Program</td>
<td>3</td>
<td>Raj</td>
<td>Summer</td>
<td>This seminar-style course is designed to provide an overview of the drug and device development process. We will cover issues of drug discovery, pre-clinical drug development, Phase I through Phase IV human testing, device development, and the role of the FDA in regulatory affairs. First year.</td>
</tr>
<tr>
<td>MSC I-5016-01</td>
<td>Research Skills</td>
<td>Master of Science in Clinical Investigation Program</td>
<td>1</td>
<td>Orozco</td>
<td>Fall</td>
<td>This course offers basic instruction and practical advice on a variety of issues and skills related to the conduct of clinical research, often with computer</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Program</td>
<td>Credits</td>
<td>Instructor</td>
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<tr>
<td>MSC I-5029-01</td>
<td>Research Ethics and Scientific Integrity</td>
<td>Master of Science in Clinical Investigation Program</td>
<td>1</td>
<td>Heitman</td>
<td>Summer</td>
<td>This course is a systematic examination of the ethical concepts and standards of biomedical science and research integrity. Its aim is to provide trainees in the biomedical sciences and clinical research a framework in which to recognize, examine, resolve, and prevent ethical conflicts in their professional work. (May)</td>
</tr>
<tr>
<td>MSC I-5044-01</td>
<td>Clinical Trials</td>
<td>Master of Science in Clinical Investigation Program</td>
<td>3</td>
<td>Shyr</td>
<td>Fall</td>
<td>Design and data analysis for clinical trials in biomedical research. Primary topics include specification of objectives, ethical guidelines, randomization, blinding, design options, sample size determination and data analysis appropriate for non-standard designs such as crossover, nested, factorial and group</td>
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<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Instructor</td>
<td>Term</td>
<td>Description</td>
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<tr>
<td>NRS C-310-01</td>
<td>Health, Health Care, Research, And Public Policy</td>
<td>2</td>
<td>Swider</td>
<td>Spring</td>
<td>This course explores and critically analyzes theoretical and empirical approaches to understanding dynamic synergies between research, nursing practice, health care organization, and public policy and their impact on health. Strategies for dissemination, translation, and evaluation of evidence-based research findings to support health care practices and public policies to measurably improve health outcomes for selected populations and the student's phenomenon of interest will be supported.</td>
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Other topics include role of clinical trials in FDA drug approval process, meta-analysis and management of clinical trial data. Emphasis is on practical use of methods rather than formal statistical theory. |
<p>| NRS C-311-01 | Role of Scientist In Academe, Community, And World | PhD in Nursing Science Program | 1 | Minnick | Spring | This seminar course assists the student to develop a personal framework for behavior within academe, the scientific community, and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated citizen scientist in an interdependent world. Prerequisite: enrollment in the Ph.D. program or consent of faculty. | Graduate | Core = 18, Cross-Cutting = GH = 6 |
| NRS C-312-01 | Programs of Research And Grantsmanship | PhD in Nursing Science Program | 2 | Ridner | Fall | This course provides the foundational information necessary for developing a program of research. Focus is placed on acquiring practical skills necessary to develop a program of research, narrowing the focus of student's area of research, and for basic grantsmanship. Focus is placed upon developing the knowledge and practical skills necessary to investigate an area of research interest and draft a research proposal appropriate to current level of career development needs and/or phenomenon of interest. Prerequisite: enrollment in the Ph.D. program or consent of faculty. | Graduate | Core = Cross-Cutting = 6, 7 GH = |
| NRS C-368-01 | Contextual Nature Of Health And Health Behaviors | PhD in Nursing Science Program | 2 | Lauderdale | Fall | This course explores and critically analyzes theoretical and empirical approaches to understanding the interaction of health and environment in affecting health by examining contextual factors that impact health and health behaviors of various system levels. Examines disparity (e.g., social and economic) as a determinant of health among individuals and sub-populations. Critique selected models of health, health behavior, community organization, and health care delivery and their usefulness to understand and impact selected health phenomena and various ethno-cultural populations and communities. Students critically analyze and synthesize the literature related to a selected phenomenon of interest. | Graduate | Core = 10-19 Cross-Cutting = 2 GH = 4 |</p>
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Credits</th>
<th>Instructor</th>
<th>Session</th>
<th>Description</th>
<th>Core</th>
<th>Cross-Cutting</th>
<th>GH</th>
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<tbody>
<tr>
<td>NRS C-381-01</td>
<td>Current Topics In Health Services Research</td>
<td>PhD in Nursing Science Program</td>
<td>3</td>
<td>Buerhaus</td>
<td>Spring</td>
<td>This course is designed to assist the student to develop expertise concerning the objectives, support mechanisms, limitations, and controversies of current HSR research initiatives and HSR organizations. Examples of initiatives include (but are not limited to) those of the IOM, governmental and private safety studies, QI/OA consortia, JCAHO, IHI, and other projects. The student will be expected to assess</td>
<td>Graduate</td>
<td>Core = 14, 15</td>
<td>Cross-Cutting = 6, 7</td>
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</tbody>
</table>
### NRS C-382-01: Measuring Outcomes: Issues In Health Service Research Designs

| PhD in Nursing Science Program | 3 | Minnick | Summe r | Graduate |

In this course, the student will develop expertise in the design, measurement, and analysis of studies employing the five generic outcomes of greatest interest in outcomes studies: satisfaction, cost-effectiveness, mortality, health-related quality of life, and morbidity. The student will also be expected to develop an overview including measurement and analysis plans for a condition-specific outcome. The impact of the researcher's decisions regarding conceptual models, the relative place of her/his research interest in the current HSR environment and to begin to function within the professional role of a health services researcher. Prerequisite: enrollment in the Ph.D. program or consent of faculty.

Core = 7, 8, 14, 15, 17
Cross-Cutting = 2,
GH = 1,
treatment definition, risk adjustment strategies, and the application of statistical techniques will be explored. At least one controversy attendant to each of the five generic outcomes will be debated in class. Prerequisite: completion of Research Design and Statistics I and II.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>NRS C-383</td>
<td>Issues in Health Services Research Intervention Studies</td>
<td>3</td>
<td>Minnick</td>
<td>Fall</td>
<td>The student will develop expertise in the design and execution of intervention studies in health services research. Emphasis will be placed on the selection of interventions and the valid and reliable execution of the interventions through examination of issues such as treatment fidelity, intervention duration, location and interventionist expertise. The intervention categories studied include: labor,</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>School of Nursing (Generalist Nursing Courses and Electives)</td>
<td>Credits</td>
<td>Course Description</td>
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<tr>
<td>NURS-228</td>
<td>Epidemiology and Population-based Nursing</td>
<td>School of Nursing (Generalist Nursing Courses and Electives)</td>
<td>2</td>
<td>This course provides the student with an opportunity to explore population-based health care principles of prevention, health maintenance and health promotion within the context of Healthy People 2010. Notably, the course will focus on how these principles are used to increase healthy lifespan, decrease discrepancies in health status and health outcomes for different populations and assure access to preventive services for all. It emphasizes epidemiologic principles and population-based</td>
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</table>

Strategies of attending to the execution and analysis of multilevel, multi-organizational studies will be addressed.
holistic health promotion/disease prevention as an integral part of populations at risk for illness, disability, or premature death. Further, the course explores population-based care models and environments in which health care is delivered: community agencies, neighborhoods/communities, schools, the family, and the workplace. Legislation and policy implications for primary, secondary, and tertiary care will be discussed. Limited to R.N. students.
<table>
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<tr>
<th>CRN</th>
<th>Course Title</th>
<th>Department</th>
<th>Credits</th>
<th>Term</th>
<th>Instructor</th>
<th>Description</th>
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</thead>
</table>
| NURS-381E-01 | Database Design for Health Care Applications | Master of Science in Nursing | 2       | Gordon | Spring     | The purpose of this course is to teach how to create online database applications in the health care field. While it is not the goal of this course to train the participants how to create full-fledged hospital management systems and electronic medical record systems, students will develop an understanding of the basic concepts underlying these systems by creating simple database applications on the Web. Database concepts including user interface design, table design, normalization, password protection, and data queries are basically the same regardless of the purpose of the application. Upon completion of this course, the students will have an appreciation and understanding of large scale database applications. | Graduate | Core = 5, 9  
Cross-Cutting = 6  
GH = 1 |
environments in their field and be able to communicate effectively with management system software developers using the appropriate terminology. Prerequisite: Knowledge of Web design and HTML.

| NURS-388-01 | Management Strategies for Health Care Systems | Master of Science in Nursing | 3 | Summer | Lerning-Lee | This course will focus on long-term strategic issues that will affect financing, organization and delivery of health care services. Market driven organizations/services are at the core of the course with emphasis on designing as well as operationalizing strategies at the executive and middle management levels as individuals and part of a team. | Graduate | Core = 14, 15  
Cross-Cutting = 6  
GH = 5, 6 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credits</th>
<th>Instructor</th>
<th>Start Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-389-01</td>
<td>Health Care Management of Populations</td>
<td>This course provides a framework for students to develop and apply both an ethical and a theoretical framework for population-based care management. Students develop a framework for measuring client satisfaction, quality of care, resource efficiency and explore principles of multidisciplinary collaboration.</td>
<td>3</td>
<td>Pilon</td>
<td>Summer</td>
<td>Graduate Core = 14, 15, 17, Cross-Cutting = 3, 6, GH = 1, 2, 5</td>
</tr>
<tr>
<td>NURS-392-01</td>
<td>Informatics of Evidence-Based Practice</td>
<td>This course addresses informatics techniques to bring the best available evidence about nursing to the point of care to support the patient's health and decision making. The relationship between standardized languages, electronic documentation systems, and evidence-based nursing practice are explored. Use of the Internet to select and customize nursing interventions, point of care devices,</td>
<td>2-3</td>
<td>Sengstack</td>
<td>Summer</td>
<td>Graduate Core = 3, 5, Cross-Cutting = 1, 2, GH = 2, 6</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Description</td>
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<tr>
<td>NURS 395</td>
<td>APN Role Within the U.S. Health Care Delivery System</td>
<td>3</td>
<td>This course provides students with an understanding of how the U.S. health care system works, including major components of both service delivery and financing of care. Students analyze and evaluate the health care delivery system, focusing on the role of the advanced practice nurse within the system. The relationships between and among the various stakeholders, including consumers, providers, payers, regulatory agencies, and policy makers, are explored as well as their impact on health care delivery.</td>
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</table>
| **NURS-445** | **Evidence-Based Management in Health Care Organizations and Systems** | School of Nursing (D.N.P Courses) | 3 | 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 | **Graduate** | Core = 14, 15  
Cross-Cutting = 2, 6  
GH = 6 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Level</th>
<th>Core/Cross-Cutting</th>
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</thead>
<tbody>
<tr>
<td>NURS-452</td>
<td>Health Policy</td>
<td>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, 422, 424, 442; Pre/Corequisite: 430, 442.</td>
<td>Graduate</td>
<td>Core = 1, 11 Cross-Cutting = 1, 2 GH = 7</td>
</tr>
<tr>
<td>Course</td>
<td>School of Nursing (D.N.P Courses)</td>
<td>Graduate</td>
<td>Core</td>
<td>Cross-Cutting</td>
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<tr>
<td>NURS-470</td>
<td>Global Health Engagement in Advanced Practice Nursing</td>
<td>2</td>
<td></td>
<td>1, 2, 3, 11</td>
</tr>
</tbody>
</table>

This course is designed for doctoral students interested in global health. This course will consist of 6 units focusing on key aspects related to nursing in the global health arena: Global disease burden associated with chronic and non-chronic illness, health disparities, health care workforce issues, evidence-based practice and effective program design and resource allocation. The course will focus on best practices for engaging in global health work with diverse communities from a cultural, ethical and clinical perspective. Students will engage in learning through readings, synchronous and asynchronous discussions, case studies and written assignments as well as AV presentations. This course is designed for students interested in caring for underserved communities.
populations locally and abroad and builds on undergraduate and graduate preparation in pathophysiology, health assessment, adult and pediatric primary care within a cultural context and the role of the advanced practice nurse.

PM-5410 Health Services in the Community
School of Medicine (Preventative Medicine)

These are introductory sessions on the organization of health services, and orientations to Vanderbilt University Medical Center and Nashville. There will be assignments to community-based services, including visits to patients with a nurse in the Vanderbilt Home Nursing Program. Other community sites include primary care.

Graduate

Core = 3, 14
Cross-Cutting = 7
GH = 4
centers and special programs, including Alive Hospice, a service center for homeless persons, and a clinic serving primarily immigrants and refugees. First and second year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Term</th>
<th>Graduate</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 361</td>
<td>Writing Proposals and Securing Grants in the Empirical Social Sciences</td>
<td>Seligson</td>
<td>Spring</td>
<td>Graduate</td>
<td>Core = Cross-Cutting = 1, 6 GH = 5, 6, 7</td>
</tr>
<tr>
<td>PSCI 255</td>
<td>Public Policy Problems</td>
<td>Lewis</td>
<td>Fall</td>
<td>Undergraduate</td>
<td>Core = Cross-Cutting = 1, 6 GH = 1, 4, 7</td>
</tr>
</tbody>
</table>

Specific problems of public policies and their relations to political and institutional structures. Particular policy problems vary from semester to semester. May be repeated for credit more than once if there is no duplication in topic. Students may enroll in more than one section of this course each semester. Prerequisite or corequisite: 100, 101, 102, 103, or 150.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Credit</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI-268</td>
<td>American Health Policy</td>
<td>Political Science</td>
<td>3</td>
<td>Lyle</td>
<td>Spring</td>
<td>Structure of the American health care system. Challenges to providing care and improving health. Private and public insurance, inequality, cost growth, quality of care, and reform. Serves as repeat credit for students who completed 283 section 4 in spring 2011 or section 3 in fall 2011. Prerequisite or corequisite: 100, 101, 102, 103, or 150.</td>
</tr>
<tr>
<td>PSY-GS315</td>
<td>Program Evaluation</td>
<td>Psychology and Human Development (Peabody)</td>
<td>3</td>
<td></td>
<td></td>
<td>The evaluation of social programs. The design of evaluations to produce both theoretically meaningful and practical information about the program and its effectiveness. Such topics as needs assessment, monitoring, impact assessment, and cost/effectiveness evaluations. Covers programs in education, health, and human services.</td>
</tr>
<tr>
<td>PSY-GS317</td>
<td>Psychological Measurement</td>
<td>Psychology and Human Development (Peabody)</td>
<td>3</td>
<td>Fundamental concepts, methods, and principles of psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory, and how psychometric theory relates to the assessment of individual differences or human variation more generally. Topics will include multiple regression, factor analysis, and item response theory.</td>
<td>Graduate</td>
<td>Core = 1, 18, 19 Cross-Cutting = GH = 3</td>
</tr>
<tr>
<td>PUBH 5508</td>
<td>Epidemiology II: Non-randomized Study Design</td>
<td>Public Health</td>
<td>4</td>
<td>Ray</td>
<td>Spring</td>
<td>Graduate</td>
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</tbody>
</table>

The design of non-randomized studies, including factors that are important in design selection. The design of cohort studies, including rationale for use of the cohort study, prospective and retrospective cohort studies, assembly and follow-up of the cohort, exposure measurement, outcome ascertainment, confounders, effect modification, calculation of measures of occurrence and effect, summary of multivariate statistical analyses for cohort studies. The case-control study, including rationale for use, conditions necessary for validity of the case-control study, selection of controls, sources of bias in case-control studies, and multivariate analysis. The ecological study, including when to use and when to avoid. Designs to usually avoid:

Core = 1, 2, 3, 4, 17
Cross-Cutting = GH = 2, 3
cross-sectional, case-series, and exposed-subject designs. The course includes didactic lectures and critical reading of important epidemiologic studies from the current medical literature. The latter encompasses discussion of the articles in small groups and structured presentation to the class. Prerequisite: Epidemiology I, Biostatistics II, Clinical Trials, or approval of instructor. Enrollment is limited to twenty-four students due to space restrictions, with priority given to M.P.H. and M.S.C.I. students.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Department</th>
<th>Credits</th>
<th>Term</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5509</td>
<td>Biostatistics II</td>
<td>Public Health</td>
<td>4</td>
<td>Spring</td>
<td>Dupont</td>
<td>Modern multivariate analyses, based on the concept of generalized linear models. Includes linear, logistic, and Poisson regression, survival analysis, fixed effects analysis of variance, and repeated measures analysis of variance. Course emphasizes underlying similarity of these methods, choice of the right method for specific problems, common aspects of model construction, and the testing of model assumptions through influence and residual analyses. Prerequisite: Biostatistics I or consent of the course director.</td>
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<tr>
<td></td>
<td></td>
<td>Graduate Core = 1, 2, 3, 4, 5, 6, 7, 8, 9, 17</td>
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<td></td>
<td></td>
<td>Cross-Cutting = GH = 2, 3</td>
<td></td>
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<tr>
<td>PUBH 5512</td>
<td>Clinical Economics and Decision Analysis</td>
<td>Public Health</td>
<td>3</td>
<td>Penson</td>
<td>Spring</td>
<td>This course will provide an overview of qualitative and quantitative decision making with a dominant focus on quantitative techniques for decision making, using clinical and economic endpoints and their role in clinical strategies of care and health policy. Topics include: cognitive heuristics, Bayes' theorem, ROC analysis, the study of diagnostic tests, meta-analysis, health states and utility measurement using expected value decision making, decision tree analysis, Markov processes and network simulation modeling, quantitative management of uncertainty, cost theory and accounting, cost-effectiveness and cost-utility analysis. Students may substitute this elective course for a portion of the dissertation</td>
</tr>
<tr>
<td>PUBH-5517-01</td>
<td>Grant Writing and Scientific Communication</td>
<td>Public Health</td>
<td>1</td>
<td>Kripalani Summer</td>
<td>Principles of scientific written and oral communication with a focus on grant writing will be discussed. The principles of scientific grant writing will include how to write the background and significance, previous work, and methods sections. Students will review grants submitted to public health service study sections, participate in a mock study section, and prepare a sample grant application.</td>
<td>Graduate</td>
</tr>
</tbody>
</table>
| PUBH-5537-01 | Health Services Administration: Healthcare Systems | Public Health | 1 | Van Horn | Spring | This course provides an overview of the organization, financing, and delivery of healthcare. The course will review the complex interrelationships among key stakeholders in the industry, how this structure has evolved over time, and how these system-wide challenges are likely to affect healthcare policy in the future. Prerequisite: Epidemiology II, Biostatistics II or approval of instructor. | Graduate | Core = 14, 15  
Cross-Cutting = 1  
GH = 5, 6, 7 |
<table>
<thead>
<tr>
<th>PUB H 5538</th>
<th>Health Services Administration: Program and Policy Evaluation</th>
<th>Public Health</th>
<th>2</th>
<th>Graves</th>
<th>Spring</th>
</tr>
</thead>
</table>

The evaluation of changes in the health care delivery system, either through programs specifically implemented to achieve such changes or through changes in health care delivery/financing policies. The primary designs--before/after, concurrent/retrospective control, interrupted time-series--and their strengths and limitations. Class will include didactic lectures and small group critical reading/presentation of current program/policy evaluations published in leading medical journals.

Prerequisite: Epidemiology II, Biostatistics II or approval of instructor. Offered every other year.

Graduate Core = 1, 2, 3, 4, 14, 15
Cross-Cutting = GH = 1, 2, 3, 5, 6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Instructor</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5543</td>
<td>Informatics for Global Health Professionals</td>
<td>1</td>
<td>Duda</td>
<td>Spring (online)</td>
<td>This course serves as an introduction to medical informatics with an emphasis on global health care settings. As global health bridges both patient care and public health, so informatics in this context covers both patient-based information systems and public health information systems. International cooperation on health information system issues has resulted in both extensive knowledge repositories and a powerful set of tools and techniques that can be used by practitioners and researchers. The module consists of lectures with discussion and analysis as well as hands-on instruction with some software applications and electronic resources.</td>
</tr>
</tbody>
</table>

Graduate Core = 9, 14  
Cross-Cutting = 6  
GH = 1, 2, 5
| PUBH-5549-01 | Case Studies in Tropical Diseases | Public Health | 1 | Wester | Summer (online) | This course will introduce tropical diseases and parasitology in a clinical case study format with student group leadership that is facilitated by faculty with substantial front-line tropical medicine training and experience. Written case protocols will be presented by faculty members and Infectious Disease fellows/Internal Medicine residents who will lead an interactive discussion involving pathophysiology, clinical presentation, differential diagnosis, diagnosis and treatment. (online) | Graduate | Core = 1, 2, 3, 4, 11 Cross-Cutting = 5, 7 GH = 1, 2, 3 |
| PUBH 5550 | Global Health Politics and Policy | VIGH | 1 | Dyer | Spring | Global Health Politics and Policy introduces core global health problems facing the world's populations today and examines the efforts taken to improve health at a global level. It focuses on the social and political | Graduate | Core = 1, 2, 3, 11 Cross-Cutting = 5, 6 GH = 1, 2, 7 |
movements of global health issues and how these forces created and shaped global health policy both in the U.S. and among the G8 nations from 2000-2011.

| SPAN-303-01 | Research and Grant Proposal Writing | Spanish (graduate) | 3 | Berk-Seligson | Fall | Designed for Humanities students. Issues of professionalization, career choices, and the job search. Models, guidance, and practice in formulating research projects and writing dissertation and grant proposals. Peer evaluation. | Graduate | Core = Cross-Cutting = 1, 6 GH = 5, 6, 7 |