The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Valerie O. Hayes, Director of the Office for Equal Opportunity Programs, 104 W. L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to the School of Nursing, please telephone the Office of Recruitment and Placement, 203.737.2557.
1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant
5. Harvey Cushing/John Hay Whitney Medical Library
6. Sterling Hall of Medicine, 333 Cedar St. Wings: B, C, I & L
7. Mary S. Harkness Memorial Auditorium
8. Child Study Center
9. Nathan Smith Building (Bridge)
10. Yale Cancer Center
11. Hunter Building, 15 York St.
12. William Wirt Winchester Building
13. Yale Eye Center (Boardman Building), 330 Cedar St.
14. Brady Memorial Laboratory, 310 Cedar St.
15. Lauder Hall
16. Laboratory for Surgery, Obstetrics and Gynecology
17. Primary Care Center
18. Farnam Memorial Building
19. Tompkins East
20. Tompkins Memorial Pavilion
22. Clinic Building
23. Fitkin Memorial Pavilion
24. Fitkin Amphitheater
25. Laboratory for Medicine and Pediatrics
26. Lippard Laboratory of Clinical Investigation
27. Magnetic Resonance Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Yale Psychiatric Institute-Congress Place, 301 Cedar St. The Yale Medical Bookstore, 320 Congress Ave.
30. Yale-New Haven Psychiatric Hospital 2, 184 Liberty St.
31. Yale-New Haven Psychiatric Hospital 3, 184 Liberty St.
32. The Anlyan Center for Medical Research and Education, 300 Cedar St.
33. 430 and 464 Congress Ave. and 726 Howard Ave.
34. Howard Ave. Garage
35. Yale Physicians Building, 800 Howard Ave.
36. 110 Davenport Ave. (YNHH Day Care Center)
37. 132–138 Davenport Ave. (Lead Program)
38. Edward S. Harkness Memorial Hall, 367 Cedar St.
39. Neison and Irving Harris Building, Child Study Center, 230 S. Frontage Rd.
40. East Pavilion, 20 York St. (Yale-New Haven Hospital Main Entrance)
41. South Pavilion, 20 York St.
42. Emergency Services Parking
43. Children’s Hospital Parking Garage
44. Children's Hospital (West Pavilion)
45. Grace Building, 25 Park St.
46. Connecticut Mental Health Center
47. Ronald McDonald House, 501 George St.
48. 425 George St.
49. Air Rights Parking Garage
50. 127, 135, and 133 College St.
51. New Haven Hotel, 229 George St.
52. Temple Garage
53. Temple Medical Center, 40–60 Temple St.
54. College Plaza, 47 College St.
55. Medical Center South, 100 Church St. South (Yale School of Nursing)
56. Amistad Building, 10 Amistad St.
57. Amistad Garage
58. 270 Congress Ave.
59. 300 George St.
60. 2 Church St. South
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      Adult Nurse Practitioner Track
      Adult and Gerontological Nurse Practitioner Track
      Family Nurse Practitioner Track
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A Message from the Dean

Nursing is the most optimistic of sciences. All that we do is based on the assumption that human caring makes a difference in the health of individuals and societies. This inherent idealism is, of course, married to a deep pragmatism, because the things we do impact so strongly on the comfort and well-being of our patients. The impact that nursing makes on the health of individuals and societies is great. The potential that nursing has to improve health care is even greater. That is why we have always believed at Yale that nursing must seek students of uncommon ability and commitment and give them an education that will help them make the most of the gifts they already possess.

That education draws upon a faculty renowned for their clinical skill and scholarship, a large and varied selection of carefully guided practice experiences, and the resources of Yale University, one of the world’s leading research institutions. Yale Nurses graduate ready to make a difference in health care. And they do just that. Some do it through research that shows us how to improve practice. Some do it by shaping policy to better serve the public health. Some do it by delivering highly skilled and compassionate care, one patient at a time. Many blend those roles, finding that each enriches the other.

Health care may face more challenges today than at any other time in history — challenges that range from finite resources to the increasingly sedentary life-style that our technology has spawned. Among all the health professions, nursing is in the best position to shape the dialogue about these challenges and to implement solutions. The Yale School of Nursing has always defined its mission as “better health for all people.” I cannot tell you at this writing all that will need to be done in this young century to fulfill that mission. But I can tell you that the best people to do it will be Yale Nurses.
Calendar

**FALL 2004**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 1</td>
<td>Wed.</td>
<td>YSN Community Seminar.</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Thurs.</td>
<td>Registration (mandatory) and Orientation.</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Fri.</td>
<td>Orientation continues; Midwifery first specialty year, fall-term classes begin.</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Mon.</td>
<td>Labor Day. No classes.</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Tues.</td>
<td>Fall term begins, 8 A.M.</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Tues.</td>
<td>Course registration deadline.</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Wed.</td>
<td>Thanksgiving recess begins, 5 P.M.</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Mon.</td>
<td>Thanksgiving recess ends, 8 A.M.</td>
</tr>
<tr>
<td>Dec. 17</td>
<td>Fri.</td>
<td>Holiday recess for students begins, 5 P.M.</td>
</tr>
</tbody>
</table>

**SPRING 2005**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10</td>
<td>Mon.</td>
<td>Spring term begins, 8 A.M.</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Mon.</td>
<td>Martin Luther King Day. No classes.</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Tues.</td>
<td>Course registration deadline.</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Fri.</td>
<td>Spring recess for students begins, 5 P.M.</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>Mon.</td>
<td>Spring recess ends, 8 A.M.</td>
</tr>
<tr>
<td>Mar. 25</td>
<td>Fri.</td>
<td>Good Friday. No classes.</td>
</tr>
<tr>
<td>May 6</td>
<td>Fri.</td>
<td>Spring term ends, 5 P.M.</td>
</tr>
<tr>
<td>May 18</td>
<td>Wed.</td>
<td>Three bound copies of doctoral dissertation or one copy of praxis due in Student Affairs, 12 noon.</td>
</tr>
<tr>
<td>May 23</td>
<td>Mon.</td>
<td>University Commencement.</td>
</tr>
</tbody>
</table>

**SUMMER 2005**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9</td>
<td>Mon.</td>
<td>Summer term begins for continuing first-year GEPN students, 8 A.M.</td>
</tr>
<tr>
<td>May 30</td>
<td>Mon.</td>
<td>Memorial Day. No classes.</td>
</tr>
<tr>
<td>July 4</td>
<td>Mon.</td>
<td>Independence Day. No classes.</td>
</tr>
<tr>
<td>July 29</td>
<td>Fri.</td>
<td>Summer term ends, 5 P.M.</td>
</tr>
</tbody>
</table>
The President and Fellows of Yale University

President
Richard Charles Levin, B.A., B.Litt., Ph.D.

Fellows
Her Excellency the Governor of Connecticut, ex officio.
His Honor the Lieutenant Governor of Connecticut, ex officio.
Edward Perry Bass, B.S., Fort Worth, Texas.
Gerhard Casper, LL.M., Ph.D., LL.D., Atherton, California.
Holcombe Tucker Green, Jr., B.A., LL.B., Atlanta, Georgia.
Jeffrey Powell Koplan, B.A., M.D., M.P.H., Atlanta, Georgia (June 2009).
Janet Louise Yellen, B.A., Ph.D., Berkeley, California (June 2006).
The Officers of Yale University

President
Richard Charles Levin, B.A., B.Litt., Ph.D.

Provost
Susan Hockfield, B.A., Ph.D.

Vice President and Secretary
Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel
Dorothy Kathryn Robinson, B.A., J.D.

Vice President for Development
Charles James Pagnam, B.S.

Vice President and Director of New Haven and State Affairs
Bruce Donald Alexander, B.A., J.D.

Vice President for Finance and Administration
John Ennis Pepper, Jr., B.A., M.A.
School of Nursing Administration and Faculty

OFFICERS OF ADMINISTRATION

Richard Charles Levin, B.A., B.LITT., PH.D., President of the University.
Susan Hockfield, B.A., PH.D., Provost of the University.
Catherine Lynch Gilliss, D.N.SC., R.N., F.A.A.N., Dean and Professor of Nursing.
Margaret Grey, DR.P.H., R.N., F.A.A.N., Associate Dean for Research Affairs and Independence Foundation Professor of Nursing.
† Frank A. Grosso, B.A., M.A., Assistant Dean for Student Affairs and Registrar.
Kathleen A. Knafl, PH.D., F.A.A.N., Acting Associate Dean for Academic Affairs and Professor of Nursing.
Betty Nelson, PH.D., R.N., Associate Dean for Clinical Affairs and Assistant Professor of Nursing.
Martha K. Swartz, PH.D., A.P.R.N., P.N.P., Assistant Dean for Academic Affairs; Associate Professor of Nursing; and Pediatric Nurse Practitioner, Yale–New Haven Hospital.

FACULTY EMERITUS

Ann Tomaino Ameling, M.S.N., R.N., Professor Emeritus of Nursing.
Helen Varney Burst, M.S.N., R.N., C.N.M., F.A.C.N.M., Professor Emeritus of Nursing.
Donna Kaye Diers, M.S.N., PH.D., R.N., F.A.A.N., Annie W. Goodrich Professor Emeritus of Nursing.
Dorothy Louise Sexton, M.S., Ed.D., R.N., Professor Emeritus of Nursing.

BOARD OF PERMANENT OFFICERS

Jane Karpe Dixon, PH.D., Professor of Nursing.
* Marjorie Funk, PH.D., R.N., F.A.A.N., Professor of Nursing.
Catherine Lynch Gilliss, D.N.SC., R.N., F.A.A.N., Dean and Professor of Nursing.
Margaret Grey, DR.P.H., R.N., F.A.A.N., Associate Dean for Research Affairs and Independence Foundation Professor of Nursing.
Kathleen A. Knafl, PH.D., F.A.A.N., Acting Associate Dean for Academic Affairs and Professor of Nursing.
Mary Kathryn Knobf, PH.D., R.N., F.A.A.N., Associate Professor of Nursing; Lecturer, Yale School of Medicine; Program Director for Nursing, Yale Cancer Center; and Clinical Nurse Specialist, Yale—New Haven Hospital.
Judith Belliteau Krauss, M.S.N., R.N., F.A.A.N., Professor of Nursing; Master of Silliman College; and Chair, Council of Masters.
Ruth McCorkle, PH.D., R.N., F.A.A.N., Florence Schorske Wald Professor of Nursing; Professor of Epidemiology, Yale School of Medicine; and Director; Center for Excellence in Chronic Illness Care.
Ann Bartley Williams, Ed.D., R.N., F.A.A.N., Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing.

† Doctoral candidate.
FACULTY

Ivy Marie Alexander, Ph.D., R.N., C.-A.N.P., Assistant Professor of Nursing; Acting Director, Adult, Family, Gerontological, and Women’s Health Primary Care Specialty; and Adult Nurse Practitioner, Yale University Health Services Center.

Lynette Ament, Ph.D., R.N., C.N.M., Associate Professor of Nursing.

Nancy Anderson, M.S.N., A.P.R.N., Lecturer in Nursing.

Kirsten J. Asmus, M.S.N., C.N.M., Lecturer in Nursing.

Nancy Banasiak, M.S.N., A.P.R.N., P.N.P., Assistant Professor of Nursing; and Pediatric Nurse Practitioner, Yale—New Haven Hospital.

Sonja Batalden, M.S., R.N., C.N.M., Lecturer in Nursing.

Margaret W. Beal, Ph.D., R.N., C.N.M., Associate Professor of Nursing; and Director, Graduate Entry Prespecialty in Nursing.

Meg Bourbonniere, Ph.D., Assistant Professor of Nursing.

Carol Bova, M.S., Ph.D., Associate Research Scientist.

Denise Marie Buonocore, A.P.R.N., C.C.R.N., Lecturer in Nursing; and Acute Care Nurse Practitioner, Bridgeport Hospital.

Deborah A. Chyun, Ph.D., R.N., Associate Professor of Nursing; and Director, Adult Advanced Practice Nursing Specialty.

Terri Clark, Ph.D., R.N., C.N.M., Lecturer in Nursing.

Sally Solomon Cohen, Ph.D., R.N., F.A.A.N., Associate Professor of Nursing; and Director, Center for Health Policy and Ethics.

Sarah D. Cohn, M.S.N., J.D., R.N., C.N.M., Lecturer in Nursing; Lecturer in Obstetrics and Gynecology, Yale School of Medicine; and Director, Medicolegal Affairs, Yale—New Haven Hospital.

Cynthia Connolly, Ph.D., R.N., Assistant Professor of Nursing.

Michael Corjulo, M.S.N., R.N., Lecturer in Nursing.

Jessica Shank Coviello, M.S.N., R.N., Lecturer in Nursing; and Nurse Practitioner, Connecticut Heart Group.

Angela Crowley, Ph.D., A.P.R.N., C.S., P.N.P., Associate Professor of Nursing.

Susan E. Devine, M.S.N., R.N., Lecturer in Nursing; Director, New Haven Court Clinic; and Risk Manager, Connecticut Mental Health Center, New Haven.

Deborah Bain Fahs, M.S.N., R.N., Lecturer in Nursing.

Kristopher Fennie, M.Sc., M.P.H., Ph.D., Associate Research Scientist.

Meredith Goff, C.N.M., Lecturer in Nursing.

Sarabeth F. Gottlieb, M.S.N., R.N., C.N.M., Lecturer in Nursing.

Susan Graham, M.S.N., Lecturer in Nursing.


Elaine Marie Gustafson, M.S.N., A.P.R.N., C.S., P.N.P., Assistant Professor of Nursing; and Pediatric Nurse Practitioner, Fair Haven Community Health Center.

Barbara Hackley, M.S.N., R.N., C.N.M., Assistant Professor of Nursing; and Nurse-Midwife, Montefiore Hospital, South Bronx Children’s Center, New York.

Vanya Hamrin, M.S., R.N., Assistant Professor of Nursing; and Clinical Nurse Specialist, West Haven Mental Health Center.
Virginia Henderson, 1897–1996

Debbie Humphries, M.P.H., Ph.D., Lecturer in Nursing.
Glendessa Insabella, Ph.D., Associate Research Scientist.
Patricia Jackson Allen, M.S., R.N., P.N.P., F.A.A.N., Lecturer in Nursing; and Director,
Pediatric Nurse Practitioner Specialty.
Vanessa Jefferson, M.S.N., R.N., Lecturer in Nursing.
Katherine Jones, Ph.D., R.N., F.A.A.N., Professor of Nursing.
Clair Kaplan, M.S.N., M.H.S., A.P.R.N., Assistant Professor of Nursing.
Parvin Kasraian, M.S.N., Lecturer in Nursing.
George J. Knafl, Ph.D., Lecturer in Nursing and Senior Research Scientist.
Karel Koenig, Ph.D., R.N., F.N.P., N.P.-C., Assistant Professor of Nursing.
† Mikki Meadows-Oliver, M.S.N., R.N., Lecturer in Nursing; and Pediatric Nurse Practitioner, Yale–New Haven Hospital.
Pamela A. Minarik, M.S., R.N., F.A.A.N., Professor of Nursing; Director of International Affairs; and Psychiatric Consultation Liaison Nurse Specialist, Yale–New Haven Hospital.
Alison Moriarty Daley, M.S.N., R.N., C.S., P.N.P., Assistant Professor of Nursing; and Pediatric Nurse Practitioner, Yale–New Haven Hospital.
Gina M. Mortow, Pharm.D., R.Ph., Lecturer in Nursing; and Clinical Pharmacy Coordinator, Training and Education, Yale–New Haven Hospital.

† Doctoral candidate.
Douglas P. Olsen, Ph.D., R.N., C.S., Associate Professor of Nursing; and Associate Director, Center for Health Policy and Ethics.

Nancy Olson, M.N., R.N., Lecturer in Nursing.

Linda Honan Pellico, Ph.D., R.N., Lecturer in Nursing.

Heather Dawn Reynolds, M.S.N., R.N., C.N.M., F.A.C.N.M., Associate Professor of Nursing; and Nurse-Midwife, Yale–New Haven Hospital.

Mary Ellen S. Rousseau, M.S.N., R.N., C.N.M., Associate Professor of Nursing; Director, Nurse-Midwifery Specialty; and Nurse-Midwife, Yale School of Medicine Menopause Program and Yale–New Haven Hospital.

Patricia Ryan-Krause, M.S.N., R.N., C.P.N.P., Assistant Professor of Nursing; and Pediatric Nurse Practitioner, Children’s Medical Group, Hamden.

Lois Siebert Sadler, Ph.D., R.N., C.S., P.N.P., Associate Professor of Nursing.

Sheila J. Santacroce, Ph.D., A.P.R.N., Assistant Professor of Nursing; and Director of Nursing Education and Research, HEROS, Department of Pediatrics, Yale School of Medicine.

Polly Sather, M.S.N., R.N., A.C.N.P., Lecturer in Nursing.

Lawrence David Scahill, M.S.N., M.P.H., Ph.D., R.N., F.A.A.N., Associate Professor of Nursing and in the Yale Child Study Center.

Lynne Schilling, Ph.D., R.N., Associate Research Scientist.

Dena Schulman-Green, Ph.D., Associate Research Scientist.

Gail M. Sicilia, M.S.N., R.N., Lecturer in Nursing.

Karen A. Stemler, M.S., R.N., Program Instructor in Nursing; and Adult Nurse Practitioner, Yale University Health Services.

Marianne Stone-Godena, M.S.N., Lecturer in Nursing.

Colette A. Swietnicki, M.S.N., R.N., C.N.M., Lecturer in Nursing.

Sandra Talley, Ph.D., R.N., F.A.A.N., Associate Professor of Nursing; Director, Psychiatric–Mental Health Nursing Specialty; and Clinical Nurse Specialist, Connecticut Mental Health Center.

Saraswathi Vedam, M.S.N., R.N., C.N.M., Assistant Professor of Nursing; and Nurse-Midwife, Birth and Beyond.

Diane C. Viens, D.N.Sc., R.N., Associate Professor of Nursing; and Family Nurse Practitioner, Women’s Health and Midwifery.

Giuseppina Violano, M.S., R.N., Lecturer in Nursing; and Staff Nurse, Yale–New Haven Hospital.

Carol Ann Wetmore, M.S.N., R.N., Lecturer in Nursing; and Director of Case Management, Bridgeport Hospital.

Robin Whittemore, Ph.D., R.N., Associate Research Scientist.

Walter S. Zawalich, Ph.D., Research Scientist and Lecturer in Nursing.

Cora Zembrzuski, Ph.D., M.S.N., A.P.R.N., Lecturer in Nursing.

Donald Zinn, M.D., Lecturer in Nursing.
COURTESY APPOINTMENTS TO THE FACULTY

Blanche Camille Agostinelli, M.S.N., Clinical Instructor; Dorothy Adler Geriatric Center, Yale–New Haven Hospital.
JoAnn Ahern, M.S.N., A.P.R.N., Assistant Clinical Professor; Diabetes Clinical Nurse Specialist for Pediatric & Adult, Yale–New Haven Hospital.
Gloriann Albini, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, PriMed.
Philip Alcabes, P.H.D., Associate Professor; Visiting Associate Professor, Hunter College School of Health Sciences.
Sandra Lynn Alfano, Pharm.D., F.A.S.H.P., Assistant Clinical Professor; Vice Chairperson, Human Investigation Committee I, Yale School of Medicine.
Margaret J. Allende, D.N.Sc., Clinical Instructor; Team-Clinician, Outpatient Department Personality Disorders.
Susan Marie Alward, M.S.N., C.N.M., Clinical Instructor; Nurse Midwife, StayWell Health Center.
Peter Edward Amato, M.D., Assistant Clinical Professor; Medical Director, Occupational Plus (Saint Raphael Program).
Esla Brenda Aminlewis, M.S., C.N.M., Clinical Instructor; Senior Midwife, Norwalk Hospital.
Cheryl Wainwright Anderson, M.S.N., Ed.D., Assistant Clinical Professor; Director, Cardiac Rehabilitation Program, Priority Care, Inc.
Lorraine E. Anderson, M.A., Clinical Instructor; Adult Nurse Practitioner, Memorial Sloan Kettering Cancer Center.
Ellen Andrews, Ph.D., Assistant Clinical Professor; Executive Director, Connecticut Health Policy Project.
Laura Kierol Andrews, A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, New Britain General Hospital.
Susan Andrews, C.N.M., Associate Clinical Professor; Yale–New Haven Hospital.
Ronald Angoff, M.D., Associate Clinical Professor; Yale School of Medicine.
Richard Antaya, M.D., Assistant Professor; Assistant Professor, Dermatology, Yale School of Medicine.
Anne M. Aquila, M.S.N., R.N., C.S., Assistant Clinical Professor; Surgical Clinical Specialist, Hospital of Saint Raphael.
Paula Armbruster, M.S., M.S.W, Associate Clinical Professor; Director, Outpatient Services and Social Work Training, Yale Child Study Center.
Jeanne Gawron Arsenault, M.S.N., C.N.S., N.P., Clinical Instructor; Nurse Practitioner, Department of Veterans Affairs Medical Center.
Cynthia Battle Aten, M.D., Assistant Clinical Professor; Pediatric Nursing, Pediatric & Medical Associates of New Haven, PC.
Nabil A. Atweh, M.D., Associate Clinical Professor; Section of Trauma & Surgical Critical Care, Bridgeport Hospital.

John M. Aversa, M.D., Assistant Clinical Professor; Connecticut Ortho Specialists.

Deena M. Babigian, M.S.N., A.P.R.N., Clinical Instructor; Clinical Nurse Practitioner, University of Hartford Health Services.

Sandra McKeVie Bacon, Clinical Instructor; Partial Hospital Program, Yale–New Haven Hospital.

Nancy Leggo Bafundo, M.S.N., R.N., Assistant Clinical Professor; Nurse Educator and Chairperson of State Board.

Ranbir M. Bains, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Hill Health Center.

Maria Banevicius, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, St. Francis Hospital, Asylum Hill Family Medicine.

Gale M. Banks, M.S.N., Clinical Instructor; Nurse Clinician, Assertive Treatment Team, Connecticut Mental Health Center.

Claudette Marie Baril, M.S.N., R.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Planned Parenthood of Connecticut.

Judith S. Barillaro, M.S., Clinical Instructor; Speech Pathologist, Meriden Easter Seals Rehabilitation Center.

Theresa S. Barnett, A.P.R.N., Clinical Instructor; Nurse Practitioner, MidState Medical Center.


Mary Ella Bartlett, M.S.N., A.P.R.N., C.S., C.C.N.S., Clinical Instructor; Acute Care Nurse Practitioner, Yale–New Haven Hospital.

Carol Meredith Battin, M.S.N., Assistant Clinical Professor; Nurse Practitioner, Bridgeport Health Department.

Mary Margaret Bauer, M.S.N., Clinical Instructor; Acute Care Nurse Practitioner, Veterans Affairs Medical Center, Department of Cardiology.

Cynthia Alisa Bautista, Ph.D., C.N.R.N., C.S., C.C.N.S., Assistant Clinical Professor; Neuroscience/Clinical Nurse Specialist, Yale–New Haven Hospital.

Diana S. Beardsley, M.D., Associate Professor; Associate Clinical Professor, Pediatrics and Internal Medicine, Yale School of Medicine.

Christina Niles Beaudoin, M.S.N., A.P.R.N., C.S., Clinical Instructor; Greater Waterbury Mental Health Authority.

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History

The School of Nursing, founded in 1923, became the first school to prepare nurses under an educational rather than an apprenticeship program. Dean Annie Goodrich’s insistence that her students came to Yale to learn a highly skilled profession rather than to provide extra hands to already trained nurses was truly revolutionary. The School has continued to spawn new ideas that have helped redefine nursing: the groundbreaking research of Virginia Henderson, the founding of the American hospice movement, the first “graduate entry” system that enlivened nursing practice by attracting mature students with varied and rich life experiences.

Since its founding, the School routinely revises its curriculum to meet the profession’s needs. Because of an increasing realization that a college education was essential in the profession of nursing, the School of Nursing admitted only college graduates after 1934. Fifteen years later an advanced program in mental health nursing was added to the basic program. In 1952, the School became coeducational when the first male student was admitted.

A study of nursing education at Yale was undertaken in 1952. The Yale Corporation decided that the University could contribute to nursing most effectively through a graduate program for nurses who had both basic professional preparation and a baccalaureate degree. The basic program was discontinued in 1956, and the curriculum of the advanced program was expanded to prepare nurses in psychiatric–mental health, maternal-newborn health, and community health nursing. Nurse-midwifery was an option in the Maternal-Newborn Health Program until 1972 when it became the total clinical component of the program. A Master of Science in Nursing degree was awarded to those who had successfully completed a minimum of one year’s study, coupled with a summer field experience. A Certificate in Nurse-Midwifery was also awarded by Yale University until 1972, when national certification by the American College of Nurse-Midwives was instituted.

In 1959–60 a revised curriculum of two years of study leading to the master’s degree was inaugurated. The curriculum was further expanded in 1969 to include pediatric nursing and in 1974 to include medical-surgical nursing. In September 1992, a specialty was added in nursing systems and policy, then renamed nursing management and policy. In April 1997, the Yale Corporation approved the Post Master’s Certificate for advanced practice nurses seeking additional specialty preparation. The first Post Master’s Certificates were awarded at the May 1997 commencement exercises.

In April 1970 the Corporation approved development of a three-year curriculum for college graduates from other fields, a program of study now known as the Graduate Entry Prespecialty in Nursing. The first class of twelve enrolled in the fall of 1974; in 1998, the entering class numbered fifty-six.

(left) Annie Warburton Goodrich
In November 1992 the Corporation approved the development of a Doctor of Nursing Science program. The first class was admitted and enrolled in September 1994; and the first graduates were awarded the D.N.Sc. in June 1998.

The School is fully accredited by the National League for Nursing Accreditation Commission, 61 Broadway, New York NY 10006; telephone, 212.363.5555; Web site, www.nlnac.org; and the Commission on Collegiate Nursing Education, One Dupont Circle, N.W., Suite 530, Washington DC 20036; telephone, 202.887.6791; Web site, www.aacn.nche.edu. The Graduate Entry Prespecialty in Nursing is approved by the State of Connecticut Board of Examiners for Nursing. The Nurse-Midwifery specialty is accredited by the American College of Nurse-Midwives. The Pediatric Nurse Practitioner Specialty is accredited by the National Certification Board of Pediatric Nurse Practitioners and Nurses.
Part of one of the world’s most distinguished research universities, the Yale School of Nursing has always been proud of its role in advancing human knowledge. The School was founded with a mission embracing service and scholarship, two interdependent endeavors. The commitment to these endeavors remains strong, as expressed in the recently reaffirmed mission statement. The faculty recognize and accept nursing’s responsibility to shape health care delivery systems. In training nursing leaders, the School relies heavily on its deep tradition of excellence in research.

One significant distinction between the Yale School of Nursing and other schools of nursing is the integration of theory and practice, with the appreciation of practice as the theory-generating base in the discipline. At Yale, scholarship is energized by the interchange between practice and knowledge, based on the belief that theory develops from practice and then, in turn, influences it. The Yale School of Nursing’s role in the development of nursing science is not only recognized, but is commended in the history of the discipline.

Faculty research at the Yale School of Nursing is changing the way nursing is practiced. Extensive research efforts exist in such areas as self- and family management of chronic illness, especially cancer, cardiovascular disease, diabetes, and HIV/AIDS; reduction of health disparities; and family nursing. Researchers view the process of systematic inquiry as collaborative and multidisciplinary, with research teams often including experts across specializations.
Centers

Yale School of Nursing has two types of centers — federally funded research centers and translational centers. The research centers are the Center for Self- and Family Management of Vulnerable Populations and the Yale-Howard Partnership Center on Reducing Health Disparities through Self- and Family Management. The translational centers are the Center for Excellence in Chronic Illness Care and the Center for Health Policy and Ethics.

Center for Self- and Family Management of Vulnerable Populations

Self-management encompasses a broad range of health, lifestyle, behavioral, and self-assessment and treatment activities practiced by individuals and families with the support of others, often nurses. The focus of this National Institutes of Health/National Institutes of Nursing Research (NIH/NINR) research center is the understanding, development, and testing of self- and family management interventions for people who are vulnerable to developing health problems through risky behaviors, age, gender, minority status, or the presence of disease or disability. The center aims to rapidly advance the science of self- and family management through interdisciplinary research, awarding of pilot funds, development of new investigators in the field, and collaboration among center investigators from the School and across the campus.

Yale-Howard Partnership Center on Reducing Health Disparities through Self- and Family Management

The Yale-Howard Partnership Center on Reducing Health Disparities builds on an existing partnership between Yale School of Nursing and the Howard University Division of Nursing in the key clinical area of Reducing Disparities in Self- and Family Management. The center serves to expand the cadre of nurse researchers involved in health disparities research, increase the number of research projects aimed at eliminating health disparities, and enhance the career development of minority nurse investigators. The center is funded by the National Institutes of Health/National Institutes of Nursing Research. The mission of the center is to promote the development of scientific capacity that will lead to the elimination of health disparities by understanding self- and family management and developing and testing interventions to support self- and family management among diverse populations. The goals of the center are to facilitate the growth of the research infrastructures at the partnering institutions; enhance collaboration within and across the partnering institutions in key areas of research on health disparities; provide faculty development through training and mentorship to broaden the base of scholarship in the study of health disparities; and begin to expand the scientific base of nursing practice by drawing conclusions about the impact of self-management interventions across population groups likely to experience health disparities and disseminating these results.
The Center for Excellence in Chronic Illness Care was established in 1999 to enhance the experience of chronic illness as it affects patients, families, and survivors. The center’s ultimate aim is to examine not just specific diseases, but the paradigm of chronic illness, the impact that it has on individuals, and the ways that the health care system can better help patients and families manage that impact to achieve a better quality of life. The School’s longstanding tradition of clinical scholarship ensures that the research agenda of this center is formulated by scholars actively engaged in care and, more important, scholars who look at problems from a patient-centered perspective. Chronic illness by its very nature usually involves a multidisciplinary team of providers. Drawing on the intellectual resources of this premier research institution, the Center for Excellence in Chronic Illness Care includes Yale scholars from related disciplines, such as medicine and public health.

The Center for Health Policy and Ethics is the School’s focal point for high-quality analyses of local, state, federal, and international issues in health policy and ethics. Given the School’s long-standing commitment to shape institutions that improve health for all, the center offers innovative strategies for how the health care delivery system can best meet people’s needs and improve health policy outcomes. It promotes excellence in the scholarship and teaching of health policy and ethics across programs and specialties. The center features the unique integration of faculty expertise in health policy, ethics, clinical practice, and research. The center’s core faculty teach health policy and ethics courses in the master’s and doctoral programs. The center also houses the Program for the Study of Health Care Relationships, a multidisciplinary statewide project, which features a partnership with the University of Connecticut School of Nursing, and is funded by the Patrick and Catherine Weldon Donaghue Medical Research Foundation.
The Yale School of Nursing has always been committed to the confluence of research, practice, and education. The faculty believes in practicing what it teaches, and teaching what it practices. As a result, students work alongside clinically active faculty members, senior nurse researchers, and experts in health care policy. The array of faculty expertise is vital to the accomplishment of the School’s mission and curricular goals. This approach is unique among programs in graduate education in nursing.

The Yale School of Nursing is a vibrant, exhilarating, and rigorous place to study nursing at the graduate level. Students from diverse backgrounds meet in an environment that nurtures an appreciation for high standards and the pursuit of excellence in nursing practice.

The School offers a master’s program with nurse practitioner, clinical nurse specialist, and nurse-midwifery specialties. Students may enter the master’s program with or without previous education in nursing. The Graduate Entry Prespecialty in Nursing (GEPN) is designed to provide graduate-level nursing education for those who hold baccalaureate degrees, but who have no previous nursing education. The GEPN is three years in length. Students who currently hold a license as a registered nurse can complete their master’s education in two years. For further information see Clinical Specialties. An Articulated M.S.N./D.N.Sc. option allowing a student to meet the selected requirements of both master’s and doctoral programs is available. This option is open to students who wish to combine a career in clinical practice and research. For more information see page 56.

Post master’s certification is available in six areas: acute care nurse practitioner, adult nurse practitioner, gerontological nurse practitioner, pediatric nurse practitioner, oncology nurse practitioner, and psychiatric–mental health. Application and curricular specifics for each offering are found on pages 69–72.

The Doctor of Nursing Science Program was launched in 1994. The program’s major goal is to prepare expert nurse scholars in understanding health care issues and delivery while advancing the development of nursing knowledge. At the completion of the program, students are expected to be able to design and conduct research relevant to nursing practice; extend the theoretical base of nursing through empirical investigation of nursing phenomena; test conceptual models and theories that are derived from the knowledge of nursing and related disciplines; assume leadership roles in the profession and in the larger health care system; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research efforts. The doctoral program can be completed in four to five years of full-time study. A full description of the program can be found on pages 75–81.
Master’s Program

AIMS AND ASSUMPTIONS

The master’s curriculum is designed to offer students an opportunity to become prepared as practitioners in selected specialties and in research so that they may assume roles as clinician-scholars. Nurses in advanced practice are professionals committed to the delivery and study of high-quality clinical service: responsible, accountable, and with the authority to help shape the health care system of the future. The program of study in the School is viewed as preparation for a variety of leadership roles.

The Yale School of Nursing admits both registered nurses who have a baccalaureate degree and college graduates with no previous nursing education. The graduate nurse moves directly into a chosen area of clinical specialization. The full-time student who is a registered nurse is expected to complete the requirements for the degree in two academic years. Scheduled part-time study is also available. The Graduate Entry Prespecialty in Nursing (GEPN) for the college graduate who is not a nurse requires two terms and one summer session in addition to the two-year specialization sequence. Full-time study is required for GEPN students throughout their program of study. The curriculum places emphasis upon clinical competence and nursing scholarship. Each student is educated to function in an expanded role in the specialty area of his or her choice. Employers recognize the superior preparation Yale School of Nursing graduates receive and actively seek to recruit them. A placement office facilitates contacts between students and prospective employers.

For those students who wish to pursue a career in research there is an Articulated Master of Science in Nursing/Doctor of Nursing Science option, described on page 56.

REQUIREMENTS FOR THE DEGREE

The degree of Master of Science in Nursing is conferred upon students who have satisfactorily completed the chosen course of graduate study at Yale and have met the other conditions prescribed by the School of Nursing. To be eligible for the degree, students in the Graduate Entry Prespecialty in Nursing must successfully complete a minimum of 80.9 credit hours* and have passed the National Council Licensure Examination — Registered Nurse (NCLEX-RN), which is taken by the end of the first specialty year. Students who are registered nurses must present evidence of current Connecticut R.N. licensure and satisfactorily complete a program of study that includes a minimum of 40 credit hours to be eligible for the degree. All students are required to maintain active Connecticut R.N. licensure and CPR certification while enrolled in the School of Nursing. Transfer credits are not accepted; however, selected courses may be waived based on review and approval by faculty. Each student must also submit to the faculty a scholarly inquiry praxis based on investigation of a nursing-related health care problem.

*One hour of credit per term is given for each hour of classroom work per week; one hour of credit per term is given for three hours of clinical work per week.
GENERAL ENROLLMENT INFORMATION

Students are enrolled in the master’s program in nursing once a year in September. Fall and spring terms are fifteen weeks in length and the summer term is twelve weeks long. Full-time study is required for students in the Graduate Entry Prespecialty in Nursing and is offered in all specialties. The course schedule for part-time study is predetermined and will be either three or four years depending upon the specialty. General descriptions of the part-time study schedule can be obtained from the Student Affairs Office or individual specialty offices. Conversion from part-time to full-time study or the reverse is not normally permitted. Nonmatriculated part-time study is available with the course instructor’s permission.

A nonmatriculated student is limited to one course per term or one two-term course per year and is permitted to apply up to four courses toward a degree program or a post master’s certificate at the discretion of the specialty director.

The application procedure and deadlines are the same for both part-time and full-time study. There are separate application packets for registered nurses, applicants to the Graduate Entry Prespecialty in Nursing, and applicants to the Articulated M.S.N./D.N.Sc. option. Application materials may be obtained online at www.nursing.yale.edu/ or by writing to the Recruitment and Placement Office, Yale University School of Nursing, PO Box 9740, New Haven CT 06536-0740 or by calling 203.737.2557.

A nonrefundable fee of $50 is charged for processing an application. A check or money order for this amount made payable to the Yale School of Nursing should accompany the application.*

Admission decisions are based upon a number of variables, which include evidence of motivation, academic ability, personal understanding of and propensity for advanced practice nursing, letters of recommendation, and potential for continued constructive use of the professional education.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES FOR THE MASTER’S PROGRAM

The minimum requirement for admission to the Graduate Entry Prespecialty in Nursing is a baccalaureate degree from an accredited college or university. No specific major is required. Collegiate courses in anatomy, physiology, and biological and social sciences are recommended. At least one undergraduate course in statistics with a grade of “C” or higher is required as a prerequisite for enrollment.

Requirements for admission for registered nurses include a baccalaureate degree from an accredited college or university and graduation from a school of nursing (approved by the licensing board of the state in which it is located). Professional nursing experience is considered desirable but is not required for admission. Applicants must be licensed to practice nursing in at least one state. If the applicant is a new graduate, licensure steps must be in process. An undergraduate course in statistics with a grade of “C”

*This fee may be waived only upon demonstration of financial hardship.
or higher is required as a prerequisite for enrollment. A course in research methods is recommended, but not required.

The following materials are required:

1. Submission of the application form and the $50 application fee.
2. An admission essay. An outline for this is furnished by the Office of Recruitment and Placement.
3. Official transcripts from all previous colleges, universities, and professional schools. Confirmation of a statistics course is required.
4. An official transcript of Graduate Record Examination (GRE) General Test scores. Test of English as a Foreign Language (TOEFL) scores are also required for applicants whose first language is other than English. See below for additional information on theGREs and TOEFL.
5. Three references, on forms furnished by the Office of Recruitment and Placement.

The Bulletin and application materials also can be found on the Yale School of Nursing Web site at www.nursing.yale.edu.

Following initial review of written credentials, qualified applicants are asked to come to the School for an interview. When distance presents a hardship, candidates are encouraged to work through the Student Affairs Office to make alternate arrangements.

Written credentials are submitted and reviewed prior to the fall of anticipated enrollment according to the deadlines and time frames noted.

For Graduate Entry Prespecialty in Nursing applicants, the deadline for submitting required materials is November 1. Notification of action on applications is mailed by late February. Applications submitted after November 1 and before April 1 are processed subject to availability of space. Applications submitted after April 1 will not be considered for admission in the upcoming fall term.

For registered nurse applicants, completed materials are considered in one of three admission cycles:

1. For applications completed by January 15, notification occurs by April 15.
2. For applications completed by April 1, notification occurs by May 15.
3. Applications completed after April 1 are processed on a rolling admissions basis, subject to availability of space.

It is to the applicant’s advantage to complete the application process by the first admission cycle deadline, as all qualified applicants from that cycle are offered available positions. Admission to any specialty may close for subsequent cycles once available positions are filled; however, the Admissions Committee continues to develop an alternate pool in the event places become available at a later time.

For information on application to the Post Master’s Certificate option, see page 69. Admission requirements and application procedures for the doctoral program are found on page 76.
Reapplication Policy
Applicants to the Yale School of Nursing who have applied three times to the same program without an offer of admission will not be allowed to apply to that program again.

Graduate Record Examinations
All applicants for admission are required to take the General Test of the Graduate Record Examinations (GRE). Those who have already taken the test must submit transcripts of their scores with their applications. Scores that are six or more years old are not acceptable. Those who have not taken the test should arrange to do so immediately upon forwarding an application for admission to the School.

International students are required to take both the General Test and the Test of English as a Foreign Language (TOEFL).

Computer-based testing has replaced paper format and can be scheduled year-round. It takes two weeks from the date of administration for the official transcript of GRE scores to reach the School. Prompt arrangements for taking this examination should be made in order to meet the application deadlines.

Examinations are scheduled at specific times in centers located throughout the United States. Information about the examination may be obtained by contacting Graduate Record Examinations, Educational Testing Service, PO Box 6000, Princeton NJ 08541-6000, or by calling 609.771.7670. The Web site address is www.gre.org.

Test of English as a Foreign Language
Applicants whose first language is other than English must take the Test of English as a Foreign Language (TOEFL) as one of the admission requirements. This test is given at various centers throughout the world. Arrangements to take this test must be made by contacting TOEFL, Educational Testing Service, PO Box 6155, Princeton NJ 08541-6155, U.S.A.; by visiting the Web site at www.toefl.org/; or by telephoning 609.921.9000. This requirement can be waived if the applicant has successfully completed a master’s degree from an accredited college or university in the United States. A formal written request for this waiver must be sent to the chairperson of the School’s Admissions Committee.

Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination
Prior to enrolling in the School, graduates of foreign schools of nursing must pass the CGFNS examination as well as the NCLEX–RN examination in order to become a registered nurse (R.N.) in the United States. Several states, however, do not require successful completion of the CGFNS examination in order to sit the NCLEX-RN. Information on the CGFNS examination can be obtained from either the United States Embassy or the nurses’ association in the foreign country of residence.
AFFIRMATIVE ACTION POLICY

The School is committed to making positive efforts to seek, admit, and graduate a diverse student body.

WITHDRAWAL AND LEAVE OF ABSENCE

A leave of absence must be requested in writing and is subject to approval by the associate dean for academic affairs. A request for withdrawal must also be in writing and presented first to the appropriate specialty director and then to the associate dean for academic affairs. In the event of withdrawal or leave of absence, the general rules of the University and policies of the School apply. An exit interview is required at the School of Nursing, arranged through the office of the associate dean for academic affairs. Tuition charges will be adjusted according to the Refund and Rebate section on page 121.

GRADING SYSTEM

The grading system is Honors, High Pass, Pass, and Fail. The School employs a standard set of definitions for each grade. Criteria for each grade are the prerogative of individual faculty; however, the School uses a standard numerical system for converting scored tests and assignments to the grading system: Honors, 92 – 100; High Pass, 83 – 91; Pass, 74 – 82; Fail, 73 and below. Satisfactory progress is defined as a grade of Pass or higher in all required courses. Satisfactory completion of all required courses in a given term is prerequisite for progression in the program of study. Students who withdraw or are withdrawn for unsatisfactory grades or progress may be considered eligible to return only upon recommendation of the faculty, the chairperson, and the associate dean for academic affairs. At the discretion of the faculty, a challenge or waiver may be available for students who wish to demonstrate competence or mastery of the particular subject matter offered in required courses, or modules of required courses. It is understood that students who challenge or waive a particular module or course are expected to replace it with another learning opportunity. Tuition will not be reduced. In the final term, course work must be completed and grades reported one week prior to commencement for students to qualify for the degree. The scholarly inquiry praxis must be submitted by noon of a set day prior to commencement for a student to receive the degree.

The School of Nursing has policies and procedures that govern student complaints and dismissal for unsatisfactory conduct. The School of Nursing reserves the right to withhold the degree or to request the withdrawal of any student for any reason deemed advisable by the faculty of the School.

Student records are kept in the Student Affairs Office and are available to an enrolled student upon request.
The master’s curriculum is organized by clinical specialty. The first year of the Graduate Entry Prespecialty in Nursing is described separately.

All course descriptions are listed in numerical order in the section entitled Course Listings. Required courses for each specialty are listed in the description of each specialty. The charts describe schedules for full-time study. The course plan for scheduled part-time study may be obtained from the Student Affairs Office. The School reserves the right to offer course substitutions and to amend the overall curriculum.

Fall-term courses are noted by “a” following the course number, spring-term by “b,” and summer-term courses by “c.” Yearlong courses have no letter designation.

Elective courses: Students may elect School of Nursing courses offered by specialties other than the one in which they are enrolled or by other schools or departments within Yale University, with the permission of the course instructor and of their specialty director. See pages 85–86 for nonspecialty affiliated School of Nursing electives.

**Articulated Master of Science in Nursing/Doctor of Nursing Science Plan of Study**

This plan of study allows the student interested in a career combining clinical practice and clinical research the opportunity to meet some requirements for the Master of Science in Nursing and Doctor of Nursing Science degrees simultaneously. The student meets the objectives of both the Master of Science in Nursing and Doctor of Nursing Science programs, with the awarding of the Master of Science in Nursing degree at the completion of the master’s portion requirements.

Applicants to this plan of study should check the appropriate place on the master’s application and contact the Office of Recruitment and Placement for additional information on the application process. Applicants should meet the November 1 (Graduate Entry Prespecialty in Nursing) deadline or January 15 (registered nurse) deadline, as appropriate. Admission to the doctoral program is contingent upon admission to and satisfactory completion of the master’s degree requirements and maintenance of at least a High Pass average.

The required research courses during the first two years of master’s specialization are 525a/b, 529a, 901a, and 917b. Students may be exempted from 525a and 529a by demonstrating mastery of the course content. The master’s scholarly inquiry praxis provides an opportunity to develop the dissertation topic, through either pilot work or an integrative review. Elective course work in the master’s program can be used to fulfill doctoral program requirements. Multiple opportunities exist for students to obtain support for their doctoral training.

For full-time students it is estimated that the time to completion of the articulated program is approximately six to seven years.
Graduate Entry Prespecialty in Nursing

The Graduate Entry Prespecialty in Nursing is a three-year full-time course of study that combines preparation in basic nursing with advanced preparation in a clinical specialty and in nursing research. The first year of the program of study is designed to provide a solid foundation in basic nursing theory, nursing process, biological science, nutrition, and pharmacology. This content is reinforced by clinical experience in medical-surgical, pediatric, psychiatric–mental health, maternal-newborn, and community health nursing settings. The curriculum also includes a course that addresses current issues in nursing and health care.

Upon completion of the prespecialty year, the student moves into a clinical specialty and continues with the study of relevant nursing theory, practice, and research. Students are admitted into a designated specialty when accepted into the program. Any change in the choice of specialty is made only with the approval of the chairperson of the master’s program.

The Certificate in Nursing is awarded upon successful completion of all required courses and experiences in the prespecialty year and in the first term of specialization, but is not intended as an exit point. The Certificate in Nursing satisfies Connecticut General Statutes requirements, allowing the student to become eligible to take the National Council Licensing Examination–Registered Nurse (NCLEX–RN). Students are required to take the NCLEX–RN by July 15 following completion of the first specialty year. The Certificate in Nursing and a license to practice nursing in Connecticut are two prerequisites for enrollment in the final year of study to earn the M.S.N. degree.

Courses may be elected from those offered by the School of Nursing, the Graduate School, and other professional schools within the University.

THE FIRST YEAR OF THE GRADUATE ENTRY PRESPECIALTY IN NURSING

Fall and Spring Terms
Clinical Practice and Related Seminars: 514b, 515b, 516a, 517a, 518b, 519b, 520b, 521b.
Science: 503, 505b, 511a.
Other Courses: 501b, 507b, 509.

Summer Term
Clinical Practice and Related Seminars: 512c, 513c.

Clinical Specialties
The Master’s program is designed to prepare effective nurse clinicians and nurse scholars capable of improving practice through sound clinical judgment and scholarly inquiry. In general, the first year in all clinical specialties includes basic clinical skill development, assessment and therapies, theories and concepts in nursing practice, and an introduction
to research. The final year provides advanced clinical management skills, role development, integration of practice and theory, concepts of leadership, consultation, teaching, change, and policy. Students have the opportunity to take electives across specialties within the School and in other schools in the University.

The specialties offered in the Master’s program are (1) Adult Advanced Practice Nursing, with Acute Care Nurse Practitioner, Clinical Nurse Specialist, and Oncology Nurse Practitioner options available; (2) Adult, Family, Gerontological, and Women’s Health Primary Care; (3) Nurse-Midwifery; (4) Pediatric Nurse Practitioner, with a Chronic Illness concentration available; and (5) Psychiatric–Mental Health Nursing, with a Psychiatric Nurse Practitioner option. Students may elect one of three additional concentrations once a clinical specialty has been selected. Concentrations offered are Diabetes Care, Health Care Ethics, and School-Based Health Care. See these individual concentration descriptions, described on page 68, for further information. Each student is assigned a faculty adviser who is a clinical expert in the student’s chosen field of specialization. Within the specialty area, emphasis is placed upon the development of clinical judgment. In addition to clinical experience, conferences with individual faculty advisers, group conferences with specialty faculty members, and courses presenting scientific data and content relevant to the specialty area provide opportunity for in-depth study.

The required research courses in the years of specialization build upon experiences and learning in the clinical area. The courses in nursing research and statistics aid students in formulating nursing questions, selecting and developing appropriate techniques of measurement, and applying appropriate statistical techniques including computer analysis. Through a critical review of the literature, the second-term research methods seminar assists students in identifying problems for examination and in preparing a scholarly inquiry praxis.

During the final year the student is expected to expand and consolidate knowledge and skill in the specialty and to assume increasing independent responsibility for management of patients and/or systems. In addition to the required curriculum, elective courses are available in the School of Nursing, the Graduate School, and other professional schools within the University that provide theoretical preparation in areas of education and administration, research, advanced clinical work, or further study in related fields. The student prepares a program of study in consultation with a faculty adviser.

All students are required to complete a scholarly inquiry praxis for the M.S.N. degree. Three options are available for students to meet academic requirements for the scholarly inquiry praxis. They include the state of the science paper, the master’s thesis, and the research utilization or change project. Students choose one praxis adviser who has primary responsibility for the direction of the scholarly inquiry praxis.

On completion of clinical specialties, graduates are eligible to sit for certification through credentialing agencies.
NURSING RESEARCH COURSES

The nursing research courses provide core curriculum in research methods and statistics for all enrolled master’s students. The sequence of required courses taken during the first year of clinical specialization (525a/b, 529a) is designed to prepare the student to undertake a systematic investigation of a clinical problem. These required courses include emphasis on research methods and design, analysis of data, and application of principles in the development of a specific research plan. The scholarly inquiry praxis, which is to be completed in the final year of specialization (721a/b), is designed to provide a learning experience in which the student integrates knowledge of clinical management, scholarly inquiry, and leadership in the course of identifying a researchable problem. Specific information on the preparation of the written component of the scholarly inquiry praxis is provided by the associate dean for academic affairs.

ADULT ADVANCED PRACTICE NURSING SPECIALTY

The Adult Advanced Practice Nursing curriculum is designed to prepare advanced practice nurses as clinical nurse specialists (cardiovascular or oncology), and acute care or oncology nurse practitioners. In-depth knowledge of a specialty area enables the advanced practice nurse to manage collaboratively the care for patients in a variety of settings: acute care, critical care, intermediate care, long-term care, ambulatory care, and home care. Specialization also provides the opportunity to deliver continuity of care through assessment, teaching, case management, and evaluation. The scope of advanced practice is further enhanced by the ability to identify the need for and to participate in the development of clinical nursing research. The uniqueness of the curriculum lies in its emphasis on the development of clinical expertise based on an understanding of nursing practice, research, and theory. The curriculum aims to prepare leaders who will improve clinical practice, apply new knowledge, and further the goals of the nursing profession. The student elects the Acute Care Nurse Practitioner, Clinical Nurse Specialist, or Oncology Nurse Practitioner track.

Acute Care Nurse Practitioner Track

The purpose of this track is to prepare acute care nurse practitioners to assess and manage collaboratively the needs of patients who are acutely and critically ill across the full continuum of acute care services. The core body of knowledge provided in the track is derived from the full spectrum of high-acuity patient care needs. On completion of the Acute Care Nurse Practitioner track, students are eligible for Acute Care Nurse Practitioner Certification through the American Nurses’ Credentialing Center.

In the first year of study, the focus is on history taking, physical assessment, differential diagnosis, diagnostic testing, and management of patients. Courses in assessing the acutely
ill individual, diagnostic reasoning, nursing theory, research, and statistics are also featured in the first year. Clinical conferences focus on the diagnosis and management of problems seen in acutely ill patients.

During the final year of study, emphasis is placed on the differential diagnosis and management of complex problems seen in the acutely ill patient population. Courses also include content on pharmacology, health promotion, acute and chronic disease management, and the role of the nurse practitioner. Clinical placement sites expose the student to a variety of acute care settings and patient populations. Clinical conferences focus on the diagnosis and management of complex acute care problems.

**Year One**
- Required Clinical Courses: 554a, 610a*, 612b, 810c†.
- Required Seminars: 607b, 609a, 611a.
- Required Research Courses: 525a/b, 529a.
- Electives.

**Year Two**
- Required Clinical Course: 802a/b.
- Required Seminars: 717a/b, 807a, 817b, 819b, 895a, 897a or b.
- Required Research Course: 721a/b.
- Electives.
- Scholarly Inquiry Praxis.

*An eight-week course.
†Required for students without experience in caring for critically ill patients managed with complex technological interventions.

The course plan for scheduled part-time study can be obtained from the Student Affairs Office. A Post Master’s Acute Care Nurse Practitioner Certificate option is also available and described on page 69.

**Clinical Nurse Specialist Track**
The purpose of this track is to prepare clinical nurse specialists to manage collaboratively the care for patients in a variety of settings: acute care, critical care, intermediate care, long-term care, ambulatory care, and home care. Specialization provides for not only in-depth knowledge of a specialty area (cardiovascular or oncology), but also the opportunity to deliver continuity of care through assessment, teaching, case management, and evaluation.

In the first year of study, emphasis is placed on developing skill in health history taking, physical assessment, and assessment of the elected specialty population. Students study research and theory as a basis for developing conceptual models for advanced nursing practice. During the final year the focus is on clinical nursing management and role development as an advanced practice nurse. Leadership, change, case management, and consultation are emphasized. On completion of the Clinical Nurse Specialist track, students are eligible for Clinical Nurse Specialist Certification through the American Nurses’ Credentialing Center.
Year One
Required Clinical Courses: 554a, 610a*, 612b.
Required Seminars: 607b and 609a (cardiovascular only), 611a, 615a/b (oncology only).
Required Research Courses: 525a/b, 529a.
Electives.

Year Two
Required Clinical Courses: 810a, 812b.
Required Seminars: 717a/b, 803a/b and 805a (oncology only), 817b, 819b.
Required Research Course: 721a/b.
Electives.
Scholarly Inquiry Praxis.

The course plan for scheduled part-time study can be obtained from the Student Affairs Office.

Oncology Nurse Practitioner Track
The Oncology Nurse Practitioner Track is designed to prepare advanced practice oncology nurses to assess and manage the care of patients with cancer and their families across the continuum of the illness. Principles of holistic care are integrated throughout the core body of specialty oncology knowledge in the curriculum. On completion of the Oncology Nurse Practitioner track, students are eligible for Adult Nurse Practitioner Certification through the American Nurses' Credentialing Center.

In the first year of study, the clinical emphasis is on history taking, physical assessment, diagnostic reasoning, differential diagnosis, and management of primary health problems in adults. Specialty oncology knowledge, research, and statistics are the required didactic content. During the final year of study, the focus is on managing complex oncologic problems and developing a model of evidence-based practice as an advanced oncology nurse. Courses include pharmacology, symptom management, health promotion, and clinical practica in diverse sites and settings. Clinical conferences focus on the integration of knowledge and research into practice, specifically applied to the management of the individual patient and family, and to management of populations of specialty patients.

Year One
Required Clinical Courses: 554a, 556b, 610a*.
Required Seminars: 557a/b, 611a, 615a/b.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Courses: 804a/b.
Required Seminars: 717a/b, 803a/b, 805a, 817b, 895a.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

*An eight-week course.
The course plan for part-time study can be obtained from the Student Affairs Office. A Post Master’s Oncology Nurse Practitioner Certificate option is available and described on pages 70–71.

ADULT, FAMILY, GERONTOLOGICAL, AND WOMEN’S HEALTH PRIMARY CARE SPECIALTY

The Adult, Family, Gerontological, and Women’s Health Primary Care specialty is designed to prepare nurse practitioners to meet the primary care needs of diverse populations throughout the life span. The curriculum focuses on the diverse health care needs of clients served in a multitude of settings. Each client is viewed in relation to his or her self-described family and community. This curriculum integrates research, clinical practice, and policy to prepare nurse practitioners as leaders in the provision of primary care.

Adult Nurse Practitioner Track
The Adult Nurse Practitioner (ANP) track offers the opportunity to integrate physical and psychosocial assessment, health promotion, and disease management skills into family-centered nursing practice in the care of adults and adolescents. On completion of the Adult Nurse Practitioner track, students are eligible for ANP Certification through the American Nurses’ Credentialing Center and the American Academy of Nurse Practitioners.

Year One
Required Clinical Courses: 550a, 554a, 556b.
Required Seminars: 557a/b, 559b.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Courses: 754a/b, 756a/b.
Required Seminars: 641b, 717a/b, 757a/b, 849a, 895a, 897a or b.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

A Post Master’s Adult Nurse Practitioner Certificate option is also available and described on pages 69–70.

Adult and Gerontological Nurse Practitioner Track
The Adult and Gerontological Nurse Practitioner (A/GNP) Track prepares graduates to deliver primary care to adolescents, adults, and older adults in a variety of health care settings. This track builds on the strengths of the Adult Nurse Practitioner Track and the Gerontological Nurse Practitioner Track. Graduates are eligible for ANP and GNP certifications through the American Nurses’ Credentialing Center and for ANP through the American Academy of Nurse Practitioners.
Family Nurse Practitioner Track

The Family Nurse Practitioner (FNP) track emphasizes the primary care of adults, adolescents, and children within the context of family-centered care. It builds on the Adult Nurse Practitioner track with the addition of didactic and clinical courses focused on the primary health care of children. On completion of the Family Nurse Practitioner track, students are eligible for FNP Certification through the American Nurses’ Credentialing Center and the American Academy of Nurse Practitioners.

Year One
Required Clinical Courses: 550a, 552a, 554a, 556b, 558b.
Required Seminars: 557a/b, 559b, 633a, 635b, 637a.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Courses: 756a/b, 758a/b.
Required Seminars: 641b, 717a/b, 757a/b, 833a/b, 849a, 853b, 895a, 897a or b.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

Gerontological Nurse Practitioner Track

The Gerontological Nurse Practitioner (GNP) track is designed to prepare students in primary care management of both common and complex problems in the elderly. On completion of the Gerontological Nurse Practitioner track, students are eligible for GNP Certification through the American Nurses’ Credentialing Center.

Year One
Required Clinical Courses: 550a, 554a, 560b.
Required Seminars: 555b, 557a/b, 723a.
Required Research Courses: 525a/b, 529a.
Electives.

Year Two
Required Clinical Courses: 760a/b.
Required Seminars: 717a/b, 757a/b, 833b, 853a, 897a or b.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

A Post Master’s Gerontological Nurse Practitioner option is also available and described on page 70.
Women’s Health Nurse Practitioner Track
The Women’s Health Nurse Practitioner (WHNP) track prepares graduates to be generalists in the primary care of adults with an emphasis on the particular health care needs of women. This multidimensional educational program explores the care of women across the life span. Health promotion and acute and chronic illness are studied within a holistic, developmental focus. The effects of gender on women’s lives, health, and health care access are emphasized. Students also explore health policy’s impact on women, as well as the role women have played in shaping health policy. Courses concentrate on the application of physiologic, developmental, psychosocial, and cultural theories to the advanced clinical decision making that affects women and their health. Clinical experiences are provided in varied settings. On completion of the Women’s Health Nurse Practitioner track, students are eligible for Adult Nurse Practitioner Certification through the American Nurses’ Credentialing Center, and for Women’s Health Nurse Practitioner Certification through the National Certification Corporation for the Obstetric, Gynecologic, and Neonatal Nursing Specialties.

Year One
Required Clinical Courses: 550a, 554a, 556b, 562b.
Required Seminars: 551b, 553a, 557a/b, 559b.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Courses: 752a/b, 756a/b.
Required Seminars: 641b, 717a/b, 751a, 753b, 757a/b, 849a, 895a, 897a or b.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

The course plans for part-time study can be obtained from the Student Affairs Office.

NURSE-MIDWIFERY SPECIALTY
The Nurse-Midwifery curriculum is designed to prepare clinically competent nurse-midwives who provide family-centered primary health care to women. Clinical experiences with individuals and groups, incorporated throughout the two years, emphasize use of a management process for providing health care. Relevant research and concepts from nursing, midwifery, medicine, and the sciences are studied to provide a base of theory and rationale for clinical practice and primary care. Students are expected to examine their nurse-midwifery practice critically and to develop beginning skill in the use and evaluation of research methods and statistics. Leadership capabilities are emphasized.

Course and clinical work focus on the independent management of primary care; care for women and newborns during pregnancy, birth, and postpartum periods; and family planning and gynecological care. Students learn collabora-
tive management of the care of women and newborns with complications. Clinical prac-
tice takes place within health care systems that provide for medical consultation, collabor-
artive management, and referral and is in accord with the Standards for Nurse-Mid-
wifery Practice of the American College of Nurse-Midwives. Electives and independent
study offer opportunities for students to pursue individual educational and professional
goals. Upon satisfactory completion of the program, the student is eligible to take the
Certification Examination of the American College of Nurse-Midwives Certification
Council.

The Nurse-Midwifery program of study is fully accredited by the American College
of Nurse-Midwives, Division of Accreditation, 8403 Colesville Road, Suite 1550, Silver
Spring, MD 20910-6374; telephone, 240.485.1800; Web site, www.acnm.org/.

Year One
Required Combined Clinical/Seminar Courses: 554a, 580a, 580b, 582b.
Required Seminars: 581b, 583a, 639a.
Required Research Courses: 525a/b, 529a.

Year Two
Required Combined Clinical/Seminar Courses: 780a, 780b.
Required Seminars: 717a/b, 895a, 897a or b.
Required Research Course: 721a/b.
Electives (optional).
Scholarly Inquiry Praxis.

The course plan for scheduled part-time study can be obtained from the Student Affairs
Office.

PEDIATRIC NURSE PRACTITIONER SPECIALTY

The Pediatric Nurse Practitioner (PNP) specialty prepares
students for expanded roles in the provision of primary care
to children and adolescents. The first-year experience
includes theory and clinical practice in primary health care.
Courses focus on health and developmental assessment,
child development, interviewing and parent counseling, and
management of common child and adolescent problems.
There is an emphasis, as well, on the development of requi-
site research skills fundamental to advanced practice. Each
student, throughout the two years, provides primary health
care for children in several clinical settings. In addition, stu-
dents may elect a concentration in chronic illness care or
school-based health care. An advanced management course,
a pediatric pharmacology course, a pathophysiology course,
and courses in family systems and health policy issues pro-
vide core content for the second-year curriculum. On completion of the specialty, stu-
dents are eligible for PNP Certification through the Pediatric Nursing Certification
Board and the American Nurses’ Credentialing Center.
**Year One**
Required Clinical Courses: 630a*, 632, 634a, 640b†.
Required Seminars: 625b, 633a, 635b, 637a, 639a, 641b.
Required Research Courses: 525a/b, 529a.

**Year Two**
Required Clinical Courses: 640a†, 826a or b, 830a/b, 834a or b.
Required Seminars: 717a/b, 827a, 833a/b, 849b, 895a, 897a or b.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.

*A seven-week course.
†A six-week course; students take either 640a or b.

**Chronic Illness Care Concentration**
The Chronic Illness Care (CIC) concentration includes clinical courses that pediatric nurse practitioner students may elect in the second year of the Master’s program. This concentration prepares the pediatric nurse practitioner student for a role in the care of children with chronic conditions within the context of the family. The nursing role is dynamic as it crosses health care settings and the pediatric nurse practitioner interacts with other members of the health care team in providing comprehensive family-centered care to children with complex and chronic health conditions. The scholarly inquiry praxis for CIC students is designed to focus on an issue or topic relevant to care of children with chronic conditions.

**Year Two**
Required Clinical Courses: 828a/b.

The course plans for scheduled part-time study can be obtained from the Student Affairs Office or the specialty director. A Post Master’s Pediatric Nurse Practitioner Certificate option is also available and described on page 71.

**Psychiatric–Mental Health Nursing Specialty**

The aim of this curriculum is to prepare psychiatric nurse practitioners to provide a wide range of services to adults and their families. It includes the study and application of theories of practice. Students are taught to examine and formulate behavior using a model of multiple explanations: cultural/ethnic, intrapsychic, developmental, neurobiologic, familial, and social. Extensive supervised clinical study focuses on various types of assessment and psychotherapeutic interventions. The curriculum is designed to meet the needs of the changing health care environment. It focuses on developing skills that allow for flexibility in assessment, diagnosis, and treatment of populations defined as high-risk consumers of psychiatric care. Students may specialize in
one of three concentrations: Adult, Child/Adolescent, Primary Care. On completion of
the required course work students are eligible for certification as clinical nurse special-
ists or nurse practitioners in psychiatric–mental health nursing through the American
Nurses’ Credentialing Center.
In the first year of study, all students take course work and have clinical practica in
human development and psychiatric phenomena in settings designed to treat multiple
mental health problems. In the second year of study, students select a setting where
advanced practice interventions can be utilized within the concentration of study. The
settings include children and families; the medically ill client; adults with psychiatric dis-
abilities; the gerontological client; and clients with substance abuse disorders. Course
work and clinical practice focus on the development of advanced practice nursing skills
with these special populations.

Year One
Required Clinical Courses: 554a or 630a, 656a/b.
Required Seminars: 637a, 657a, 659a, 659b, 661b, 855b, 871b.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Course: 850a/b.
Required Seminars: 717a/b, 851a, 853b, 865a, 859a/b, 895a.
Required Research Course: 721a/b.
Electives.
Scholarly Inquiry Praxis.

Primary Care Concentration
Students who specialize in the care of adults with psychiatric disabilities may choose the
Primary Care concentration that prepares them to provide comprehensive management
to psychiatric clients, including physical and psychiatric care. In addition, students in this
concentration are prepared to provide consultation to primary care providers. Upon
completion of the concentration, students are eligible for certification in advanced psy-
chiatric–mental health nursing (psychiatric nurse practitioner and/or clinical nurse spe-
cialist) through the American Nurses’ Credentialing Center and are also eligible for
adult nurse practitioner certification.
The plan of study includes:

Year One
Required Clinical Courses: 554a, 658b/c.
Required Seminars: 557a/b, 657a, 659a, 659b, 855b, 859b, 869c, 871b.
Required Research Courses: 525a/b, 529a.

Year Two
Required Clinical Course: 852a/b.
Required Seminars: 717a/b, 757a/b, 851a, 865a, 895a.
Required Research Course: 721a/b.
Scholarly Inquiry Praxis.
The course plans for scheduled part-time study can be obtained from the Student Affairs Office. A Post Master’s Psychiatric–Mental Health Certificate option is also available and is described on pages 71–72.

Concentrations

A concentration consists of a series of courses that focus on advanced preparation in a subspecialty and is designed for students seeking advanced preparation in a specific area. Students who are enrolled in a concentration are expected to complete the designated seminars and clinical practica, as well as a scholarly praxis in an area relevant to the concentration.

Diabetes Care Concentration

The Diabetes Care concentration is designed for students in their final year of study and emphasizes diabetes care practice and management. The concentration is open to students in the Adult Advanced Practice Nursing; Adult, Family, Gerontological, and Women’s Health; Nurse-Midwifery; and Pediatric Nurse Practitioner specialties. The concentration is designed to prepare specialists in these fields for practice in diabetes care and management.

All students in the concentration are required to take 768a/b, Clinical Practice in Diabetes Care and Management, which requires four hours per week of clinical practice. Additionally, students must take 769a, Advanced Concepts and Principles of Diabetes Care. Enrollment in the concentration is limited. Faculty permission is required.

Health Care Ethics Concentration

The Health Care Ethics concentration is designed for students seeking advanced preparation in clinical ethics and is open to all master’s and doctoral-level students. Students are prepared to analyze and address clinical situations and policy implications from an ethical perspective through classroom instruction and guided clinical experience.

All students in the concentration are required to take 725b, Health Care Ethics; 726a/b, Practicum in Clinical Ethics; and 727a, Analysis of Issues in Health Care Ethics. A comparable independent study approved by the concentration coordinator may be substituted for 726a/b.

School-Based Health Care Concentration

The School-Based Health Care concentration consists of a cluster of courses that Pediatric Nurse Practitioner and Family Nurse Practitioner students may elect to take in the second year of their master’s program. This concentration prepares students to deliver and manage primary health care in school-based health centers and to develop an advanced practice nursing role in the school setting. All students in the concentration are required to take 825a, Advanced School Health Management Seminar, and 826a/b, Clinical Practice in School Health.
**Post Master’s Certificates**

**ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES**

Requirements for admission include current Connecticut R.N. licensure, a baccalaureate degree from an accredited college or university, a master's degree in nursing in a clinical specialty area, and at least one year of post master's clinical nursing experience (preferred).

For the Post Master’s Adult Nurse Practitioner and Gerontological Nurse Practitioner options, applicants must have access to a clinical site and preceptor(s) for primary care clinical courses. The following materials are required:

1. Submission of the application form and the $50 application fee.
2. An admission essay as outlined in the application packet.
3. Official transcript(s) from master’s program only.
5. Test of English as a Foreign Language (TOEFL) scores for applicants whose first language is other than English.

Following initial review of written credentials, qualified applicants are invited to the School for an interview with a member of the specialty faculty. Application deadlines are the same as for registered nurse applicants, found on page 53.

Tuition is figured at a rate of $900 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post master’s students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact the financial aid officer at the School.

**ACUTE CARE NURSE PRACTITIONER**

The Post Master’s Acute Care Nurse Practitioner (ACNP) Certificate option is designed to meet the needs of the master’s-prepared clinical nurse specialist who desires formal education and clinical training in acute care in order to become eligible for certification and advanced practice licensure as an acute care nurse practitioner. The Post Master's Certificate option builds on the existing curriculum of the ACNP track.

The plan of study includes all the clinically related courses currently taken by ACNP master’s students. For purposes of student eligibility for certification, all ACNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student’s previous master's program. Research courses are not included in this plan of study. A plan of study is available and can be obtained from the Student Affairs Office or the ACNP coordinator.

Required courses for all post master’s acute care nurse practitioner students are: 554a, 607b, 609a, 610a, 612b, 802a/b, 807a, 817b, 819b, 895a, and 897a or b.

**ADULT NURSE PRACTITIONER**

The Post Master’s Adult Nurse Practitioner (ANP) Certificate option is designed to meet the needs of the master’s-prepared clinical nurse specialist who desires formal education and clinical training in adult primary care in order to become eligible for certification and advanced practice licensure as an adult nurse practitioner. This Post Master’s
Certificate option builds on the existing curriculum of the Adult Nurse Practitioner track to educate post master’s students for new roles in adult primary care.

The plan of study includes all the clinically related courses currently taken by ANP master’s students. For purposes of student eligibility for certification, all required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student’s previous master’s program. Research courses are not included in this plan of study. A plan of study can be obtained from the Student Affairs Office or the Adult, Family, Gerontological, and Women’s Health Primary Care specialty director.

Clinical courses are supervised by the ANP faculty; however, candidates must enter the program having independently arranged for clinical sites and preceptors.

Required courses for all post master’s adult nurse practitioner students are: 550a, 554a, 556b, 557a/b, 559b, 641b, 754a/b, 756a/b, 757a/b, 895a, and 897a or b.

GERONTOLOGICAL NURSE PRACTITIONER
The Post Master’s Gerontological Nurse Practitioner (GNP) Certificate option is designed to meet the needs of the master’s-prepared clinical nurse specialist who desires formal education and clinical training in primary gerontological care in order to become eligible for certification and advanced practice licensure as a gerontological nurse practitioner. This Post Master’s Certificate option builds on the existing curriculum of the Gerontological Nurse Practitioner track.

The plan of study includes all the clinically related courses currently taken by GNP master’s students. For purposes of student eligibility for certification, all GNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student’s previous master’s program. Research courses are not included in this plan of study. Plans of study are available and may be obtained from the Student Affairs Office or the Adult, Family, Gerontological, and Women’s Health Primary Care specialty director.

Clinical courses are supervised by the GNP faculty; however, candidates must enter the program having independently arranged for clinical sites and preceptors.

Required courses for all post master’s gerontological nurse practitioner students are: 550a, 554a, 555b, 557a/b, 560b, 723a, 757a/b, 760a/b, 853b, 895a, and 897a or b.

ONCOLOGY NURSE PRACTITIONER
The Post Master’s Oncology Nurse Practitioner (ONP) Certificate option is designed to meet the needs of the master’s-prepared oncology clinical nurse specialist who desires formal education and clinical training in order to become eligible for certification and advanced practice licensure as an adult nurse practitioner. This Post Master’s Certificate option builds on the existing Oncology Nurse Practitioner track curriculum.

The plan of study includes all the clinically related courses currently taken by the ONP master’s students. For purposes of student eligibility for certification, all ONP required courses must be taken at the Yale School of Nursing or challenged by either
examination or demonstration of similar course content in the student’s previous master’s program. If a student enters with a master’s degree in a specialty other than oncology, the first-year oncology specialty course (615a/b) is also required. Research courses are not included in this plan of study. A plan of study may be obtained from the Student Affairs Office or the ONP coordinator.

Required courses for all post master’s oncology nurse practitioner students are: 554a, 556b, 557a/b, 610a, 803a/b, 804a/b, 805a, and 895a.

**Pediatric Nurse Practitioner**

The Post Master’s Pediatric Nurse Practitioner (PNP) Certificate option is designed to meet the needs of the master’s-prepared pediatric clinical nurse specialist desiring formal education and clinical training in pediatric primary care in order to become eligible for certification and advanced practice licensure as a pediatric nurse practitioner. This Post Master’s Certificate option builds on the existing curriculum of the PNP specialty and assumes that the entering student has a master’s degree in nursing and a specialty in some aspect of pediatric or parent-child nursing.

The plan of study includes all the required courses currently offered in the PNP specialty, except for the research courses and the scholarly inquiry praxis. For purposes of eligibility for certification all courses required in this curriculum must be taken, or challenged by either examination or demonstration of similar course content in the student’s previous master’s program. A plan of study may be obtained from the Student Affairs Office or the PNP specialty director.

Required courses for all post master’s pediatric nurse practitioner students are: 625b, 630a, 632, 633a, 635b, 637a, 639a, 640a or b, 641b, 717a/b, 826a or b, 827a, 830a/b, 833a/b, 834a or b, 845a, and 849b.

**Psychiatric–Mental Health**

The Post Master’s Psychiatric–Mental Health Certificate option is designed for individuals who have a master’s degree in nursing and have found a high rate of psychiatric problems in their practice that are difficult to assess and manage. Just as medical problems go unrecognized in psychiatric settings, psychiatric problems are also unrecognized in nonpsychiatric settings. The prevalence of psychiatric disorders in the general population is on the increase and constitutes a major public health problem. An estimated ten to twenty percent of primary health care clients suffer from a well-defined and chronic psychiatric disorder. Despite previous assumptions that these problems were self-limiting and benign, more recent studies show that a considerable proportion are chronic and associated with significant disability and increased utilization of costly health care services. Most people with treatable psychiatric conditions are underdiagnosed, undertreated, or entirely untreated.

Research courses are not included in this plan of study. A plan of study may be obtained from the Student Affairs Office or the Psychiatric–Mental Health Nursing specialty director.
Upon completion of the required courses in the option, graduates have the educational preparation necessary for certification in advanced psychiatric–mental health nursing by the American Nurses’ Credentialing Center.

Required courses for all post master’s psychiatric–mental health certificate students are: 554a or 630a, 656a, 657a, 659a/b, 661b, 850a/b or b/c, 851a, 855b, 859b, 865a, and 871b.

**JOINT DEGREES**

*Joint-Degree Program in Nursing and Divinity*
In recognition of the relationship between nursing and religious studies, the Yale School of Nursing and the Divinity School offer a joint-degree program in nursing and divinity. This option is especially orientated to individuals who wish to combine careers in advanced nursing practice and social ministry that might involve direct practice, planning, and policy making and religious ministry in a variety of health care systems. There are two joint-degree options between the Divinity School and the School of Nursing. The first option, a joint degree leading to the Master of Science in Nursing (M.S.N.) and the Master of Arts in Religion (M.A.R.), requires three years of study (four years for students in the Graduate Entry Prespecialty in Nursing [GEPN]). The second option, a joint degree leading to the M.S.N. and Master of Divinity (M.Div.), requires four years of study (five years for GEPN students) and is designed for those students who wish to prepare for the lay or ordained ministries of Christian churches. All students must meet with the associate dean of academic affairs and the chairperson of the master’s program prior to applying to discuss the feasibility of the program of study.

*Joint Degree in Nursing and Management*
Recognizing the relation between nursing and management, the Yale School of Nursing and the Yale School of Management offer a joint-degree opportunity in nursing and management. This option is especially orientated to individuals who wish to combine advanced practice nursing skills and management skills in careers in the private and public health sector that would involve direct practice, planning, and policy making in a variety of health care systems. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Business Administration (M.B.A.). Application is made after enrollment in the School of Nursing during the first specialty year. All students must meet with the associate dean for academic affairs and the chairperson of the master's program prior to applying to discuss the feasibility of the program of study.

*Joint Degree in Nursing and Public Health*
Recognizing the relation between nursing and public health, the Yale School of Nursing and the Department of Epidemiology and Public Health offer a joint-degree opportunity in nursing and public health. This option is especially orientated to individuals who
wish to combine careers in advanced nursing practice and public health that might involve direct practice, planning, and policy making in a variety of health care systems in the public health sector. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Public Health (M.P.H.). Application is made after enrollment in the School of Nursing during the first specialty year. All students must meet with the associate dean for academic affairs and the chairperson of the master’s program prior to applying to discuss the feasibility of the program of study.
Doctor of Nursing Science Program

AIMS AND ASSUMPTIONS

Yale University’s strength among doctoral programs in nursing is our focus on the science of nursing practice. The experience gleaned from that focus has produced a solid foundation for scholarship. At Yale School of Nursing our scholarship has emphasized the interchange between practice and knowledge, based on the belief that theory develops from practice and, in turn, influences it. From the early 1960s when the Yale School of Nursing faculty made a commitment to clinical practice and clinical research, we have made significant progress in support of these priorities. Yale’s commitment to the preparation of clinical scientists is reflected in its commitment to strong research preparation within a doctor of nursing science program.

At the completion of the program, graduates are able to design and conduct research relevant to nursing practice; extend the theoretical base of nursing by empirical investigation of nursing phenomena and developing theories; test conceptual models and theories that are derived from knowledge of nursing and related disciplines and have relevance to nursing practice; assume leadership roles in the nursing profession and health care system; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research efforts.

Two areas of research and clinical focus are offered: Management of Health and Illness, and Health Services Delivery and Policy.

REQUIREMENTS FOR THE DEGREE

The Doctor of Nursing Science degree requires at least four academic years and sixty credit hours. Transfer credits are not accepted. The grading system includes Honors, High Pass, Pass, and Fail. The student must maintain a High Pass average in order to remain in good standing. If the average falls below that in a given term, the student is placed on academic probation. Satisfactory completion of required core courses is a prerequisite for progression in the program of study.

Successful completion of three examinations is required. The Preliminary Examination is scheduled after completion of the equivalent of the first year of course work (twenty-two credits). The focus of the examination is on the evolution of scientific knowledge, analysis of nursing concepts, research methods, statistics, and the nursing emphasis. The examination is given two weeks after the end of the spring term and must be passed to progress in the program.

The Qualifying Examination takes place at the end of the second or third year. The student prepares a comprehensive proposal containing documentation on the bases for decisions about the conceptual framework, design, methods, and plan for statistical analysis for the dissertation. This oral examination for candidacy involves a defense of the proposal, as well as questions pertaining to content in courses, which justify choices made in preparation of the dissertation proposal.
The Final Oral Examination is based on the dissertation and related material. The dissertation is intended to demonstrate that the student has competence in the chosen area of study and has conducted research of an independent nature.

The Articulated Master of Science in Nursing/Doctor of Nursing Science option is described on page 56.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES

The minimum requirements for admission to the Doctor of Nursing Science program are:

1. A master’s degree in nursing, or equivalent.
2. A 3.2 cumulative grade point average on a 4.0 scale for all graduate-level work.
3. Competitive Graduate Record Examination scores (taken no more than five years prior to application).
4. Test of English as a Foreign Language (TOEFL) for applicants whose first language is other than English. This requirement can be waived if the applicant has successfully completed a master’s degree from an accredited college or university in the United States. A formal written request for this waiver must be sent to the chairperson of the doctoral program.
5. Previous course work in statistics.
6. Completion of a graduate-level research methods course prior to enrollment, earning a grade of B or High Pass or above.
7. Admission essays as described in the application packet.
8. Academic or professional references from three individuals, one of whom must be doctorally prepared.
9. Three (3) samples of written work.

Students are required to complete and pass, with a grade of High Pass or better, a basic statistics examination that is given the week prior to the beginning of fall term of the first year. If the results are not acceptable, students are required to enroll in 529a during the fall term of the first year for no credit. Satisfactory completion of this course is required for progression in the program.

Students are required to complete the online module 717a, Context of Care, prior to taking 961, Contemporary Issues in Health Policy and Politics.

Applicants are also encouraged to submit evidence of scholarship in the form of a thesis, an in-depth literature review, or a published article or manuscript. Applicants are screened by the Doctoral Program Committee and qualified applicants are interviewed by a member of the committee. This interview is required and is intended to allow assessment of the applicant’s general knowledge of nursing, understanding of the selected area of focus, and the larger scope of nursing science.

Written materials and a $50 application fee must be submitted by February 1 and applicants are notified by April 1. Applications submitted after February 1 are processed on a rolling admissions basis, if places are available. Selection is based on the potential for success in the program, potential for leadership and scholarship in nursing, and match with faculty research interests.
GRADING SYSTEM

The grading system is Honors, 92–100; High Pass, 83–91; Pass, 74–82; and Fail, 73 and below. Students must maintain a High Pass average to remain in good standing. If the average falls below High Pass in a given term, the student is placed on academic probation. If the student is unable to remove academic probation within one term, the student must withdraw or petition the Doctoral Program Committee to continue in the program. Decisions are based on the student’s potential for success and the feasibility of the plan for improving the average.

Satisfactory completion of required core courses in a given term is a prerequisite for progression in the program of study. Students who withdraw for unsatisfactory grades or progress may be considered eligible to return only upon recommendation of the faculty, the chairperson, and the associate dean for academic affairs.

CURRICULUM

The Doctor of Nursing Science curriculum is designed to prepare expert nurse scholars to understand the needs of care and the delivery of care. It is also designed to advance the development of knowledge that will increase healthy life spans and reduce disparities in health among diverse populations. The program provides abundant opportunities for faculty and student interaction and collaboration, as well as mentoring to learn the full scope of role responsibilities. Before admission to the program, faculty advisers and students are matched based on the student’s stated area of research interest. A series of colloquia provides opportunities for faculty and students to interact and collaborate based on shared interests.

Course work is organized in three areas. Conceptual Basis of Nursing Practice includes course work in theory development and nursing concepts. Methods of Inquiry includes research design and methods, measurement, and statistics. Policy includes health policy and methods for health services research and policy.

Cognates may be taken in psychology, human development, ethics, health policy, nursing, or any area related to the student’s research, including appropriate courses in methods. Cognates may include one or more independent studies (904a,b,c) with doctoral program faculty.

A dissertation is required with a minimum of ten credit hours of advisement.

Some courses may be available for nonmatriculated study with permission of the chairperson of the doctoral program and the course instructor.

The following is a sample plan of study for the full-time program, but varies by focus area.

Year One, Fall Term
901a, Methods for Nursing Research
911a, Doctoral Research Practicum I
913a, Conceptual Basis for Nursing Science
943a, Conceptual Basis for the Study of Self- and Family Illness Management or
961a, Contemporary Issues in Health Policy and Politics [Health Services and Policy students]
**Year One, Spring Term**
- 911b, Doctoral Research Practicum I
- 917b, Advanced Statistics for Clinical Nursing Research
- 943b, Methodological Issues in the Study of Management of Health and Illness

**Cognates**

**Year Two, Fall Term**
- 903a, Measurement of Clinical Variables
- 907, Dissertation Seminar
- 915a, Doctoral Research Practicum II
- 961a, Contemporary Issues in Health Policy and Politics [Management of Health and Illness students]

**Cognates**

**Year Two, Spring Term**
- 905b, Creating Method: Issues in Nursing Research
- 907, Dissertation Seminar
- 915b, Doctoral Research Practicum II
- 941b, Methods for Health Services Research and Policy

**Cognates**

**Year Three to Completion**
- 991a/b/c, Dissertation Advisement, minimum of ten credit hours beginning in the third year and continuing until completion. Students register for two credits per term in the first five terms following completion of course work, and at least one thereafter until the degree is awarded.

**Cognates as necessary.**

**Conceptual Basis of Nursing Practice**

This sequence includes two required courses for all students and one additional course for students enrolled in the Management of Health and Illness focus. A study of the nature and evolution of science is essential to understand the impact of scientific inquiry on the development of knowledge in a discipline. Knowledge in any discipline develops as a result of the systematic examination of the phenomena of concern. The systematic study is guided by a view of science as a process of inquiry that recognizes a number of equally legitimate approaches to the study of the phenomena of concern.

Students are introduced to theories and methodological approaches from nursing and other disciplines that can enhance the investigation of nursing care. The work of nurse scholars is used to explore the evolution of care in the profession of nursing and the meaning and characteristics of the concept as a keystone of the profession. Critiques of research and existing theoretical models of these perspectives provide the basis for identifying issues and questions about the care delivery process.

**Required course for all students:** 913a.
Required courses for students in the Management of Health and Illness focus area are: 943a and 943b.

Required courses for students in the Health Services Delivery and Policy focus area are: 941b and 961a.

Methods of Inquiry

This sequence consists of five required courses. To examine the full range and scope of nursing practice and outcomes of care, students are exposed to a variety of research techniques with emphasis on quantitative and qualitative approaches. Because current methodologies may not always be sufficient for the study of nursing practice, alternative methodological approaches emerge with the development of knowledge about nursing phenomena. This sequence focuses on the methods and tools needed to examine nursing practice and outcomes of care. Students evaluate research designs and instruments with which questions relevant to nursing science can be examined. They review the processes by which these designs and instruments are applied in specific clinical investigations, and the processes by which established techniques may be adapted to specific questions and circumstances. The creation of instruments for clinical research, including those measuring physiological as well as behavioral phenomena, is addressed. Research issues related to the study of care phenomena and delivery are explored with an emphasis on
questions concerning individual differences, adaptation, and long-term consequences, i.e., outcomes of care, with particular focus on the methodological implications of questions posed.

Required courses are: 901a, 903a, 905b, 907, and 917b, and an advanced analytical course appropriate to the dissertation.

**Policy**

This sequence contains two required courses. Nurses prepared at the doctoral level for professional leadership increasingly need to see clinical issues in the context of policy. The ways in which the values of an organized society are expressed and mediated through institutions, law, legislation, regulation, professional associations, historical factors, and future alternatives and innovations form the basis for analysis of policy as it affects nursing’s practice and the health care delivery system. To educate the next generation of advanced practice nurses, nurse educators and clinical scholars need to understand the planning, structure, regulation, financing, and management of health care.

Required courses are: 941b and 961a, and other courses determined by the faculty.

**Focus Areas**

Students select one focus area.
MANAGEMENT OF HEALTH AND ILLNESS
This focus is on in-depth study of the human experience of health and illness, developmental issues, health promotion, trajectory of illness, demands of illness, family burden, environments for care, loss, adaptation, coping, normalization, quality of life, and health policy related to health and illness, as well as long-term outcomes for adults and children with acute and chronic conditions.

Required courses: 943a/b.

HEALTH SERVICES DELIVERY AND POLICY
As the health care delivery systems develop increasingly complex relations within and across all settings, the need for nurses prepared to influence these systems effectively becomes more important. This focus area prepares nurses for leadership positions in these new settings. They are able to manage change, improve the health care delivered, and enhance the contexts in which care is rendered. Graduates of this focus are expected to be mentors and leaders for their colleagues and students, and to collaborate closely with members of other disciplines involved in health services delivery and policy. They are prepared to assume positions in academia, government, health delivery systems, professional organizations, think tanks, and other entities involved in health delivery and policy.

Required courses: 719a, 941b, 961a.
Postdoctoral Research Training Program in Self- and Family Management

The purpose of this NINR-funded training program is to prepare nurse researchers to contribute to the science of self- and family management of chronic illness, especially cancer, cardiovascular disease, and diabetes, or risk for the development of these conditions. Postdoctoral trainees work with faculty from YSN and across Yale University who are making significant contributions to self- and family management research. The program focuses on the development of knowledge and the understanding of self- and family management, development of interventions to enhance self- and family management, and the testing of these interventions.

The program is designed to provide the nurse researcher with:

• Theoretical knowledge necessary for a program of research in self- and family management of patients with cancer, cardiovascular disease, or diabetes.
• Advanced methodological skills to support the further progression of a research career.
• Extensive experience in interdisciplinary team research.

Postdoctoral training builds on the predoctoral educational experience and prepares the investigator to conduct more complex studies that involve an interdisciplinary perspective on self- and family management and the need for sophisticated analytic techniques. Postdoctoral trainees may enroll in courses each term appropriate to their work. Trainees work with experienced faculty researchers on ongoing studies, participate in interdisciplinary postdoctoral training programs in specific centers within the University, and develop a proposal for extramural funding.

Candidates for the postdoctoral training program may include doctorally prepared faculty members, clinical researchers, and recent graduates from doctoral programs in nursing or related disciplines. Candidates must articulate a research idea that is consistent with the training program, and have an appropriate faculty mentor match.

Applicants to the postdoctoral training program must submit the following materials: a statement of research experience within the last five years; a statement of goals for the postdoctoral experience; a preliminary proposal for a research study to be conducted under the supervision of a faculty mentor; copies of up to three published articles or research reports; three letters of reference attesting to the applicant’s ability and potential for an independent research career, one of which must be from a member of the applicant’s dissertation committee and one from a person with whom the applicant has a current research affiliation; an official transcript from the doctoral program; and a current curriculum vitae and prior GRE scores.

Postdoctoral application materials are due April 15.

For further information, contact the program director, Margaret Grey, at 203.737.2420.
Additional Postdoctoral Training Opportunities

Other postdoctoral training opportunities may be arranged. The School of Nursing has two types of postdoctoral appointees: Fellows, who are funded directly from an outside source (i.e., individual NRSA) and are trainees, not employees; and Associates, who are supported by Yale-administered research grants or contracts in order to provide essential services related to the supported research and who are Yale employees.

The program directors, Margaret Grey (203.737.2420) and Kathleen Knafl (203.785.2399), can be contacted for more information. All postdoctoral appointees at Yale University follow the policies of the Provost’s Office. International appointees must register with the Office of International Students and Scholars upon arrival at Yale. If postdoctoral appointees are fully funded by their governments, they are not permitted to earn a supplemental salary from Yale sources.
School of Nursing Electives

The courses listed below are usually open to both matriculated and nonmatriculated students. Elective course offerings may vary from year to year depending upon student interest and faculty availability. See the following section for course descriptions.

700a/b, Child Care Health Consultation
704a/b/c, Master’s Independent Study
713a (EMD 557a), Public Health Issues in HIV/AIDS
715a/b, Stress Reduction and Relaxation
719a (HPA 564a, MGT 659a), Integrated Clinical/Financial Information Management
723a (HPA 592a), Concepts and Principles of Aging
725b, Health Care Ethics
733b (RLST 977b), Living with Dying
735b, Environment and Health
737a, Nursing, Health, and Social Welfare in American History
[765a/b (HPA 575a,b; Internal Medicine 196), Advanced Concepts in Home Care. Not offered 2004–2005.]

In addition to electives listed above, the following courses are open to degree-seeking students or nonmatriculated students with the permission of the instructor. See the following section for course descriptions.

**ADULT ADVANCED PRACTICE NURSING SPECIALTY**

607b, Pathophysiology and Management of Common Adult Clinical Problems I
609a, Assessment of the Acutely and Critically Ill Client
611a, Conceptual Basis of Nursing Practice
615a/b, Principles and Practice of Oncology
803a/b, Oncology Symptom Management
805a, Cancer Pharmacology
807a, Pathophysiology and Management of Common Adult Clinical Problems II
817b, Professional Practice Issues for Adult Advanced Practice Nurses
819b, Health Promotion and Disease Prevention in the Adult Continuum

**ADULT, FAMILY, GERONTOLOGICAL, AND WOMEN’S HEALTH PRIMARY CARE SPECIALTY**

559b, Adult Development: A Life Span Perspective
895a, Clinical Pharmacology
723a (HPA 592a), Concepts and Principles of Aging
DOCTOR OF NURSING SCIENCE PROGRAM
921b, Seminar on Research in Care of Patients with Diabetes
[923a, Current Issues in Cardiovascular Nursing Research. Not offered fall term 2004.]
925b, Qualitative Research in Nursing
927a, Seminar in Research in Care of People with Cancer or at Risk for Cancer and Their Families
961a, Contemporary Issues in Health Policy and Politics

GRADUATE ENTRY PRESPECIALTY IN NURSING
501b, Issues in Nursing
503, Biomedical Science
505b, Seminar in Pathophysiology
507b, Nutrition in Clinical Practice
509, Introduction to Drug Therapy

PEDIATRIC NURSE PRACTITIONER SPECIALTY
625b, Children with Chronic Conditions/Disabilities and Their Families
633a, Health Promotion in Children
637a, Child Development
700a/b, Child Care Health Consultation
825a, Advanced School Health Management Seminar
849b, Family Systems and Perspectives Relevant to Health Care

PSYCHIATRIC–MENTAL HEALTH NURSING SPECIALTY
657a, Mental Health Assessment Across the Life Span
[659a, Personality Theory and Adult Development. Not offered fall term 2004.]
659b, Psychopathology and Human Behavior.
661b, Models of Treatment
851a, Seminar in Psychiatric and Mental Health Nursing: Theoretical and Evidence-Based Perspectives
853b, Specialty Didactic: The Gerontological Client/Mental Health and Aging
855b, Group Psychotherapy Seminar
859a, Clinical Psychopharmacology
[865a, Family Psychotherapy Seminar. Not offered fall term 2004.]
871b, Neurobiology and Mental Illness
Course Listings

501b, Issues in Nursing. 1.5 credit hours. The exploration of selected personal and professional issues affecting the ability of a nurse to deliver professional nursing care. Content includes the history of nursing, as well as ethical, legal, cultural, and other policy-related aspects of nursing practice. Required for all students in the prespecialty year. P. Minarik.

503, Biomedical Science. 5 credit hours. Lectures focus on the basic scientific principles of physiology and include an introduction to pathophysiology. Anatomical, biochemical, and developmental features are involved in discussion of the inseparable structural-functional relations within the human body. Topics include immunology, genetics, and embryology. Required for all students in the prespecialty year. Four hours per week, fall term; two hours per week through the middle of spring term. W. Zawalich.

505b, Seminar in Pathophysiology. 2 credit hours. Didactic sessions focus on the synthesis and application of concepts related to pathophysiology and the treatment of disease. Required for all students in the prespecialty year. Two hours per week. W. Zawalich and guest faculty.

507b, Nutrition in Clinical Practice. 1.5 credit hours. This course provides instruction in those aspects of nutrition fundamental to clinical practice, and the care and counseling of patients. Included are lectures and discussions on diet and health promotion, chronic diseases, weight regulation, eating disorders, pregnancy and early development, and more. The course also addresses behavior modification and effective counseling techniques, and the determinants of human dietary behavior. The population and planetary impacts of nutrition are considered, including malnutrition, nutritional excess, nutrition programs and policies, and resource utilization. Required for all students in the prespecialty year. D. Katz.

509, Introduction to Drug Therapy. 3 credit hours. This lecture course focuses on the appropriate clinical use of drugs. Emphasis is placed on pharmacology, side effects, pharmacokinetics, drug interactions, and the therapeutic use of medications. Required for all students in the prespecialty year. Integrated throughout the curriculum in the prespecialty year. G. Morrow.

511a, Fundamentals of Human Anatomy. 2 credit hours. The effective assessment, diagnosis, and management of diseases depend on knowledge of the structures involved. This introductory course reviews and discusses the structure and function of the major body systems. Attempts are made to correlate this knowledge with clinical presentation, both in the classroom and in the laboratory. Required for all students in the prespecialty year. Elective for all other students. One hour of lecture and three hours of lab per week. L. Pellico, coordinator; S. Kapadia, J. Sokolow, W. Stewart, D. Zinn.
512c, **Clinical Practice in Community Health Nursing.** 3 credit hours. Community health nurses provide preventive, therapeutic, and rehabilitation services in a variety of community settings. This practicum focuses on the delivery of these health services in national and international community organizations. Nursing responsibility for caseload management offers opportunity to interact with other members of the interdisciplinary health care team. Selected observational experiences augment core clinical practice. Required for all students in the prespecialty year. Forty hours per week, last half of summer term. C. Zembrzuski.

513c, **Seminar in Community Health Nursing and Public Health.** 2.4 credit hours. Sessions explore the multidisciplinary theoretical foundations that are the basis for community health nursing practice. Topics include history of community health nursing and public health science; structure and function of federal, state, and local health organizations; funding mechanisms for community health care; epidemiological and biostatistical indicators of community health; methods of family and community analyses. Required for all students in the prespecialty year. Last half of summer term. C. Zembrzuski.

514b, **Clinical Practice in Maternal-Newborn Nursing.** 2.6 credit hours. This course focuses on clinical practice essential to nursing care of childbearing families. Clinical settings include hospital and ambulatory care. Required for all students in the prespecialty year. Sixteen hours per week, second half of spring term or first half of summer term. M. Beal.

515b, **Seminar in Maternal-Newborn Nursing.** 1.5 credit hours. This course presents theory essential to the provision of nursing care of childbearing families. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Three hours per week, second half of spring term or first half of summer term. M. Beal.

516a, **Clinical Practice in Medical-Surgical Nursing.** 4 credit hours. This course focuses on the scientific principles, psychomotor techniques, and communication skills fundamental to nursing practice. Sociocultural variations influencing patient care are introduced. Faculty guide small groups of students in individually planned clinical experiences that provide opportunities to use the nursing process in caring for the hospitalized adult with selected pathophysiological problems. Experience also includes weekly clinical conferences and observations. Required for all students in the prespecialty year. Clinical experience twelve hours per week. L. Pellico.

517a, **Seminar in Medical-Surgical Nursing.** 4 credit hours. This course focuses on the dynamic relationship of physical and psychosocial responses to pathophysiological problems occurring in the hospitalized adult. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Four hours per week. L. Pellico.
**518b, Clinical Practice in Pediatric Nursing.** 2.6 credit hours. Utilizing a family-centered approach, this course provides clinical experience in identifying and assessing children's physiological and developmental needs, and planning, implementing, and evaluating a plan of nursing care to meet the needs of a particular child and his/her family in health care settings. Students have opportunities to use principles of growth and development, knowledge of the child's physical and emotional responses to illness, and principles of pediatric medicine and surgery in caring for children and their families. The student gains skill and knowledge in the nursing role and an appreciation for using research findings in practice. Collaboration with other health professionals is emphasized. Required for all students in the prespecialty year. Sixteen hours per week clinical practice and conferences, second half of spring term or first half of summer term. C. Connolly.

**519b, Seminar in Pediatric Nursing.** 1.5 credit hours. This course focuses on children's responses to health and illness. Emphasis is placed on growth and development, health and wellness promotion, and the adaptations of children and their families to illness. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Three hours per week, second half of spring term or first half of summer term. C. Connolly, M. Corjulo.

**520b, Clinical Practice in Psychiatric–Mental Health Nursing.** 2.6 credit hours. The overall goal of this course in combination with 521b is to introduce students to the theory and practice of psychiatric nursing in order to facilitate an understanding of abnormal behavior and the nursing care of patients with this behavior. The course focuses on understanding psychiatric disorders and changes in patient behavior over a period of time, assessing symptoms and functional ability of psychiatric patients, using oneself therapeutically in nurse-patient interactions, and appreciating the contributions of other disciplines to patient care and management. Required for all students in the prespecialty year. Sixteen hours per week, first half of spring term. Faculty.

**521b, Seminar in Psychiatric–Mental Health Nursing.** 1.5 credit hours. In combination with 520b, this seminar provides students with the foundations of psychopathology within the framework of mental health and mental illness. Biopsychosocial theories of human behavior are presented as they relate to function, alteration, and/or disruption of mental processes. Content includes the assessment, theoretical explanation, and treatment of symptoms directly related to patient behavior. Current knowledge related to nursing care, psychiatric treatment, and psychosocial rehabilitation of identified mentally ill adults and various cultural and social aspects of mental illness is emphasized. Required for all students in the prespecialty year. Three hours per week, first half of spring term. D. Olsen.
Research Methods for Clinical Nursing Research. 2 credit hours in the fall term; 3 credit hours in the spring term. This yearlong course in research methods provides the student with the basic skills and knowledge to evaluate research and to develop research plans. Topics include purposes and types of research, study designs, sampling, measurement, and data collection strategies. Seminars provide the student with exposure to the process of identifying clinical research problems, critically reviewing pertinent literature, and formulating a research prospectus. Required in the first year of specialization. Two hours per week fall term and three hours per week spring term. R. Whittemore.

Statistics for Clinical Nursing Research. 3 credit hours. This course presents the descriptive and inferential techniques most commonly used in nursing studies. The emphasis is on the conceptualization of the technique and the ability to select the appropriate technique to answer a research question or test a hypothesis. Computational skills are presented where appropriate in order to have a basic understanding of a given technique. The course also offers an introduction to computer analysis of data. Lectures, data analysis assignments, and examinations. Required in the first year of specialization. Three hours per week. K. Fennie.

Clinical Applications for Advanced Health Assessment. 0.4 credit hours. This course provides the AFGWH nurse practitioner student the opportunity to explore and apply skills obtained in Advanced Health Assessment. Through direct patient interaction, the student gathers comprehensive and system-specific health histories and performs comprehensive and system-specific physical examinations in order to hone data-gathering skills. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

Gynecologic Care. 3 credit hours. This course focuses on family planning and gynecologic care and management. Required for all Women’s Health Nurse Practitioner students in the first year of specialization. I. Alexander.

Newborn Assessment and Primary Care for Family Nurse Practitioners. 0.9 credit hours. This course presents theoretical and clinical knowledge relevant to the assessment and care of the neonate and the child-bearing family during the perinatal period. Standards of health care are presented and some common problems of the neonate are reviewed. Particular attention is given to the role of the primary provider in assessment, management, referral, and evaluation processes. The anatomy and physiology of the newborn (including the transition to extracorporeal life), and pharmacokinetics and pharmacotherapeutics of common medications used in the perinatal period are reviewed. Theoretical components of the transition to parenthood and of parent-infant interactions, which provide a framework for practice, are examined. The course includes a two-session clinical experience in the newborn nursery. Emphasis is placed on completing a perinatal history and conducting the physical newborn examination. The didactic portion of this course is identical to first eight weeks of Nursing 639a. Students
are also encouraged to attend any of the lectures given in the last seven weeks of 639a. These cover complications in the newborn period. K. Koenig, M. Swartz.

553a, Concepts in Women’s Health Care. 1 credit hour. This course focuses on topics that examine women’s health care in the context of their lives from theoretical and pragmatic perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint. Required for all Women’s Health Nurse Practitioner Track students during the first year of specialization. Two hours every other week. I. Alexander.

554a, Advanced Health Assessment. 2.9 credit hours. This course is designed to cover the comprehensive history taking and advanced physical examination requisite of advanced nursing practice. Through lecture and laboratory sessions, students practice comprehensive health history taking and advanced physical assessment skills on each other. A lab fee is assessed for this course. Required for students during the first year of specialization in the Adult, Family, Gerontological, and Women’s Health Primary Care, Psychiatric–Mental Health Nurse Practitioner, Nurse Midwifery, and the Adult Advanced Practice Nursing specialties. K. Stemler and Faculty.

555b, Common Health Problems of the Older Adult. 1.5 credit hours. This didactic course focuses on the differential diagnosis and management of common health problems in the gerontological client across acute care, long-term care, and primary care settings. Additionally, the role of the gerontological nurse practitioner in the comprehensive management of chronic illness is explored. Required for all gerontological nurse practitioner, adult/gerontological practitioner, and post master’s gerontological nurse practitioner students. One and one-half hours per week. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

556b, Clinical Practice for Adult Nurse Practitioners. Minimum 3 credit hours. Clinical experience in the differential diagnosis and management of common adult problems. Eight to twelve hours per week in a primary care setting for fifteen weeks in the spring term. A one and one-half hour weekly clinical conference addresses adult clinical issues. Required for students in the first year of specialization as adult, family, and oncology nurse practitioners. Precepted by nurse practitioners. Prerequisite: successful completion of 550a, 554a, and 557a. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

557a/b, Primary Care Problems of Adults I. 2 credit hours per term. Didactic sessions focus on the differential diagnosis and management of common health problems in adults and adolescents. Begins during fall term and continues for remainder of year. Required for students in the first year of specialization as adult, family, gerontological, women’s health, oncology, and psychiatric–mental health nurse practitioners (Primary Care concentration). Prerequisite: Successful completion of 554a and 557a to continue with 557b. Two hours per week. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.
558b, Clinical Practice for Family Nurse Practitioners. 1.3 credit hours. Clinical practice in child health assessment and the provision of primary health care. Focuses upon family-centered well-child care and the differentiation of normal from abnormal findings. Four hours per week during spring term are spent in an ambulatory pediatric or family practice setting. Group clinical conferences are scheduled periodically throughout the term. Required for students in the first year of specialization as family nurse practitioners. Prerequisite: successful completion of 554a, 557a, 633a, and 637a. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

559b, Adult Development: A Life Span Perspective. 1 credit hour. Human development from adolescence through late adulthood is considered by applying theoretical perspectives to selected examples from literature and life experience. Seminars focus on developmental theory and its application to developmental transitions and alterations in health during adolescence and adulthood. Required for all adult, family, and women’s health nurse practitioner students. Open to others with permission of the instructor. One hour per week. K. Koenig.

560b, Clinical Practice for Gerontological Nurse Practitioners I. 3–4 credit hours. Course content includes clinical practice in health assessment and the provision of primary health care to a geriatric population. A one and one-half hour clinical conference will be held concurrently with clinical practice. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. This course is required for students in the first year of specialization as Gerontological nurse practitioners. The prerequisites for this course include successful completion of all required courses for the specialty. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

562b, Clinical Practice in Women’s Health Care. 4 credit hours. The focus of this practicum is management of gynecologic health care needs for women within the context of their lives, approached from the clinical perspective. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to clinical decision making, focusing on family planning and gynecologic health issues for women. Required for all Women’s Health Nurse Practitioner students in the first year of specialization. Eight hours per week of practice required. Didactic and clinical conference two hours weekly. I. Alexander.

580a, Primary Care of Women: Antepartum Care. 5 credit hours. Students are introduced to nurse-midwifery practice. The first term is devoted to the theory and practice of antepartum care and fetal assessment. Students apply learning in supervised clinical practice. Required for all nurse-midwifery students in the first year of specialization. H. Reynolds, M. E. Rousseau.

580b, Primary Care of Women: Well Woman Care. 5 credit hours. Ambulatory care is extended to the care of nonpregnant women. Through regularly scheduled lectures, seminars, and supervised clinical practice students learn and apply principles of primary care, family planning, and office gynecology. Required for all nurse-midwifery students in the first year of specialization. B. Hackley, M. E. Rousseau.
581b, **Professional Issues and Leadership.** 3 credit hours. This course is an introduction to the profession of nurse-midwifery and midwifery; to the national professional organization, the American College of Nurse-Midwives (ACNM); and to public policy and programs affecting the health care of women, mothers, and infants. Students review the history of the profession and gain a working knowledge of practice development, coding, insurance issues, risk management, quality assurance, and peer review; clinical ethics; midwifery research, and nurse-midwifery evaluation and effectiveness literature; the structure and function of the ACNM, ACNM documents, and credentialing; the nurse-midwifery role, its functions, leadership, policy development, and interdisciplinary team relationships; Title V and other programs that affect the health care of women and infants, their current legislative base, and implementation as public policy; and international midwifery and the Safe Motherhood Initiative. Discussion focuses on current issues, trends, and possible future directions for women and maternal-infant health care policy and programs, and for the profession. The course prepares students to participate knowledgeably in local, regional, national, and international midwifery meetings and activities of the ACNM, in legislative and policy initiatives for health care of women and others and infants, and to accept responsibility inherent in the profession. Required for all students in the Nurse-Midwifery Specialty. Nurse-Midwifery faculty.

582b, **Introduction to Intrapartum Care.** 5 credit hours. The course is devoted to introducing theory, skills, and management of intrapartum, postpartum, and transitional care of the newborn through lecture, case studies, and supervised clinical practice. Students have clinical experience in labor, delivery, and postpartum care, as well as in the transitional care of the normal newborn. Required for all nurse-midwifery students in the first year of specialization. S. Vedam.

583a, **Introduction to Nurse-Midwifery Primary Care.** 2 credit hours. This course introduces nurse-midwifery students to the concepts of health promotion and screening, as well as to the primary care management of selected common health conditions affecting women. Required for all nurse-midwifery students in the first year of specialization. Two hours per week. M. E. Rousseau.

607b, **Pathophysiology and Management of Common Adult Clinical Problems I.** 4 credit hours. This course provides a basis for predicting vulnerability for common clinical problems (cardiovascular, respiratory, hematologic, and immunologic) that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in the first year of specialization. Four hours per week. P. Sather.

609a, **Assessment of the Acutely and Critically Ill Client.** 1.5 credit hours. This course provides comprehensive content necessary in the assessment of the acutely or critically ill patient. Emphasis is on examination of the cardiovascular and respiratory systems, based on complex interpretations from laboratory and technical findings. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in
the first term of specialization. The first seven weeks of the course may be taken for 0.7 credit hours as an elective by students in any specialty who have an interest in electrocardiographic (ECG) interpretation. One and one-half hours per week. D. Chyun.

610a, Advanced Assessment. 0.6 credit hours. Practicum concentrates on development of a systematic methodology of identifying patients’ needs for health care. History taking, physical examination, diagnostic studies and interpretation, analysis of medical and nursing diagnoses, and documentation form the basis of this first clinical course. Selected clinical problems of hospitalized patients in the acute care setting are studied in the context of case conferences. Physical diagnosis rounds with physician preceptorship are included. Required for all clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. Seven hours per week for eight weeks. J. Coviello.

611a, Conceptual Basis of Nursing Practice. 2 credit hours. Through the discussion of concepts and theories in nursing and other disciplines, this course facilitates formation of a conceptual basis for advancing knowledge and practice. Required for all adult advanced practice nursing clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. Two hours per week. M. Knobf.

612b, Advanced Specialty Practicum I. 4 credit hours. This practicum provides students with direct care experience with their special population (cardiovascular, oncology). The focus of the practicum is on assessment and subsequent management of selected problems for a caseload of patients in acute, ambulatory, and/or long-term settings. During clinical conferences students present cases, formulate clinical diagnoses, and discuss management strategies for patients within their elected special population. Required for all students in the first year of specialization. Twelve hours per week. J. Coviello, M. Knobf.

615a/b, Principles and Practice of Oncology. 2 credit hours per term. This course provides comprehensive core content focusing on concepts of illness, health-promotion, and decision making. Emphasis is on assessment, diagnosis, and management of common clinical problems. Diagnosis and management of these common clinical problems are examined within the context of the acute, ambulatory, and/or long-term setting. Required for all oncology clinical nurse specialist and nurse practitioner students. Two hours per week. M. Knobf.

625b, Children with Chronic Conditions/Disabilities and Their Families. 1.5 credit hours. This course provides students with a forum to discuss theoretical concepts of illness in relation to a family-centered model of care for children and adolescents with a chronic condition/disability and their families. Relevant issues and such topics as service delivery, financing of care, and legislative and health policy issues are explored. Emphasis is placed on the role of advanced practice nursing in the provision of health care for children and adolescents with a chronic condition. Required for all pediatric nurse prac-
tioner students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. S. Santacroce.

630a, Pediatric Health Assessment. 1.5 credit hours. Development of skill and knowledge in physical and developmental assessment of children. Interviewing, collecting a data base, problem-oriented records, and physical examination are taught in lecture, seminar, and self-study modes. A lab fee is assessed for this course. First half of first term of specialization. Required for all pediatric and child psychiatric–mental health nurse practitioner students. Ten hours per week for seven weeks. M. Meadows, coordinator.

632, Primary Care of Children I. 4 credit hours. This course provides clinical experience in well-child care and management of common pediatric problems with infants and children in primary care settings. Precepted experience begins second half of first term and continues through second term of the first year of specialization. Required for all pediatric nurse practitioner students. Beginning in the eighth week of the fall term, five hours of clinical practice and one hour of clinical conference per week. Six additional six-hour observation sessions with practitioners in the community. M. Meadows and Pediatric Nurse Practitioner faculty.

633a, Health Promotion in Children. 1.5 credit hours. This lecture/seminar course is designed to introduce the student to the primary care of children from infancy through preadolescence. Concepts and theories related to well-child care are explored. Clinical applications of the theories and principles of preventive and optimal health care are emphasized. Required for all pediatric nurse practitioner and family nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. P. Jackson Allen.

634a, Perinatal Clinical Practice. 0.5 credit hours. This clinical practicum provides experience in newborn care in a variety of settings. It is based on precepted experience in newborn nurseries and individual observation sessions in specialty sites. Interviewing, newborn examination, and parent counseling are emphasized. Required for all pediatric nurse practitioner students in the first year of specialization. Three hours per week for seven weeks. A. Crowley, P. Jackson Allen.

635b, Management of Common Pediatric Problems. 2 credit hours. The data base, clinical course, and management of common pediatric problems in primary care form the content for this course required for all pediatric nurse practitioner and family nurse practitioner students in the first year of specialization. Lectures, case conferences. Two hours per week. N. Banasiak and selected guests.

637a, Child Development. 1.5 credit hours. This course is designed to give an overview of social–emotional, cognitive, physical, moral, and language development in children from infancy through adolescence. Emphasis is placed upon understanding development in individual, familial, sociocultural, and environmental contexts. Issues of particular significance to the health care provider are stressed. Required for all pediatric nurse practitioner, family nurse practitioner, and child psychiatric–mental health students in
the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. L. Sadler.

639a, Primary Care of the Newborn. 1.5 credit hours. This course presents theoretical and clinical knowledge relative to the care of the neonate and the childbearing family during the perinatal period. Standards of health care are presented. Theoretical components of the transition to parenthood and of parent-infant interactions that provide a framework for practice are examined. Required for all pediatric nurse practitioner and nurse-midwifery students in the first year of specialization. Open to family nurse practitioner students. One and one-half hours per week. M. Swartz.

640a or b, Clinical Practice in the Primary Care of Adolescents. 0.5 credit hours. Designed to aid the student in gaining elementary skills in the assessment of adolescent development, both physiological and psychological; in the recognition and management of deviations from normal development and health status; and in intermediate-level skill in the caretaking process of the adolescent patient, including health promotion and education. Required for all pediatric nurse practitioner students, second term first year or first term second year of specialization. Four hours per week for six weeks. A. Moriarty Daley.

641b, Primary Care of Adolescents. 1.5 credit hours. Designed to provide the student with a conceptual model for viewing normal psychological and physiological adolescent development, an understanding of the clinical relevance of basic deviations from normal development, and an understanding of the diagnosis and clinical care of adolescents in primary care settings. Required for all pediatric nurse practitioner students in the first year of specialization, and adult, family, and women’s health nurse practitioner students in the second year of specialization. Open to others with permission of the instructor. One and one-half hours per week. A. Moriarty Daley.

656a/b, Specialty Practicum in Psychiatric–Mental Health Nursing. 3 credit hours per term. Clinical experiences enable students to integrate knowledge derived from courses and readings with that obtained from the study of their own nursing practice. Experiences include supervised clinical work with clients in various stages of development across the life span in inpatient and outpatient settings. Individual supervision is offered in assessment, crisis intervention, case management, brief therapy, individual therapy, family therapy, group therapy, and the use of medications. The supervisory conferences focus on the clinician-patient relationship, the application of theories to clinical practice, and the life-span issues affecting mental health and illness. Two terms required for all psychiatric nursing students in the first year of specialization. Nine hours per week including one hour of clinical conference. S. Talley, coordinator.

657a, Mental Health Assessment Across the Life Span. 2 credit hours. This course provides students with the concepts and skills necessary to conduct the mental health evaluation of individuals at all points of the life span. Students learn to collect data guided by the principles of general health screening, DSM IV, therapeutic interviewing, and
comprehensive history taking. A multi-explanation framework is used to conceptualize case formulation and the examination of differential diagnoses. Health screening emphasizes risks to the psychiatric population, and physical conditions and genetic background in relation to mental health. Major components of mental health assessment are interviewing techniques, mental status examinations, psychosocial developmental history, family history, and sociocultural influences. Specific evaluation techniques for substance use and abuse, sexual dysfunction, developmental stage, and risk for dangerousness are included. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. S. Talley.

658b/c, Specialty Practicum in Psychiatric–Mental Health Nursing and Primary Care. 4 credit hours per term. This clinical course provides students with direct care experience of individuals with serious and persistent mental illness (SPMI) and the opportunity to develop primary care skills and clinical judgement. The focus of the practicum is on comprehensive assessment and management of adults with SPMI in acute and ambulatory psychiatric settings. Emphasis is on co-morbid conditions that are prevalent among individuals with SPMI and behaviors that may exacerbate those conditions. Preceptors provide individual supervision in the clinical setting. Clinical conferences focus on the process of clinical reasoning through the case presentation method, including formulation of clinical diagnoses, and discussion of management strategies. Professional role development of the advanced practice psychiatric nurse focuses on the nurse-patient relationship and the interaction of nurse, patient, and environmental factors. Required for all psychiatric nurse practitioner students in the first year of specialization. Twelve hours per week in spring term and a minimum of 180 total clinical hours in summer term. S. Talley, coordinator.

659a, Personality Theory and Adult Development. 1.5 credit hours. Biological, social, cultural, and psychological influences on personality and adult development are identified. Theoretical perspectives for understanding personality and development in adulthood are surveyed in relation to clinical mental health practice. Biologic, social, psychodynamic, relational, existential, and cognitive perspectives are reviewed. Perspectives are examined critically combining current and classic literature with an emphasis on integration. This material is then used to explore the concept and phenomena of personality disorder and provides the background for the examination of psychiatric disorders, as identified in DSM IV and examined in 659b. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. D. Olsen. Not offered fall term 2004.]

659b, Psychopathology and Human Behavior. 2 credit hours. This course examines psychopathology and the diagnosis of psychiatric disorders across the life span as guided by DSM IV nosology. The examination integrates influences on personality and development including biologic, familial, social, and cultural factors. Theories of personality and
development are integrated into the understanding of mental disorders. These include psychodynamic, relational, and cognitive perspectives. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. D. Olsen.

661b, Models of Treatment. 1.5 credit hours. This course builds on 657a, Mental Health Assessment Across the Life Span. It is designed to assist the student in comprehensive treatment planning and understanding the dynamics of the therapeutic relationship in implementing interventions. Students utilize models of care specifically suited to individual patients and patient problems identified in advanced psychiatric nursing practice. Course content is arranged in four sections: treatment planning, therapeutic contracting; directive/problem-focused models of care; psychodynamic/evocative models of care; biologic models of care. Required for all psychiatric clinical nurse specialist students in the first year of specialization. One and one-half hours per week. Psychiatric–Mental Health Nursing faculty.

663a, Child Development Psychopathology and Treatment. 2 credit hours. This course reviews the major childhood disorders; examining epidemiology, risk factors, taxonomy, assessment issues specific to children and adolescents, use of rating scales, as well as evidence-based child-specific treatments. Individual therapy, cognitive-behavioral therapy, family based interventions, psychopharmacological interventions as well as the integration of combined treatments. Required for Child and Adolescent Psychiatric Nursing students. Open to others with permission of the instructors. Offered from November to March. L. Scahill, V. Hamrin.

700a/b, Child Care Health Consultation. 1 credit hour per term. This elective clinical course provides pediatric nurse practitioner, family nurse practitioner, and child psychiatric nurse practitioner students with the opportunity to gain knowledge and experience in child care health consultation. The course provides a forum for examining health and developmental issues of young children in early care and education settings, the evolving role of the advanced practice nurse child care health consultant, and opportunities for health promotion and family intervention, as well as policy implications. Open to pediatric, family, and child psychiatric nurse practitioner students in the final year of specialization. Open to others with permission of the instructor. Two hours per week in a child care setting and two hours every other week of clinical conference. A. Crowley.

704a/b/c, Master’s Independent Study. This elective study is initiated by the student and negotiated with faculty. The purpose is to allow in-depth pursuit of individual areas of interest and/or practice. A written proposal must be submitted and signed by the student, the faculty member(s), and the appropriate specialty director. Credit varies according to the terms of the contract.

713a (EMD 557a), Public Health Issues in HIV/AIDS. 2 credit hours. This is an elective introductory broad-based course for students of all levels interested in the HIV/AIDS epidemic. The course covers pathogenesis, clinical care, natural history of infection, lab-
oratory testing, transmission, and prevention of HIV/AIDS, and is designed to give students a general, comprehensive understanding of HIV/AIDS issues. The course is recommended for students beginning work in public health or HIV/AIDS, or for those who wish to expand their specialized knowledge of HIV/AIDS. Offered through the Department of Epidemiology and Public Health. Two hours per week. K. Khoshnood.

715a/b, Stress Reduction and Relaxation. 1.5 credit hours. This elective eight-week course offers intensive training in mindfulness meditation: tuning into the breath, and learning to experience life more fully, one moment at a time. There is instruction in the body scan, hatha yoga, awareness of breathing meditation, walking meditation, and eating meditation, as well as mindfulness of interpersonal communication and other activities of daily life. The primary goal of the course is to develop a daily meditation practice in order to handle personal, academic, and professional stress more effectively. The secondary goal of the course is to explore the use of mindfulness meditation in the health care system. Course content is the same for both terms. Two hours per week, one six-hour daylong session on a weekend. Open to all graduate and professional students at Yale. Not available for audit. B. Roth.

717a/b, The Contexts of Care. 2 credit hours in the fall term and 1 credit hour in the spring term. Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying organizational, operational, financial, ethical, and policy concepts to care. The course utilizes actual cases for analysis of the contextual basis of practice in combination with assigned reading, experiential learning, lectures, and Web-based instruction. The cases highlight various concepts that provide the infrastructure of the health care environment, including organizational leadership and culture; ethics; health care relationships; risk and liability; data management and utilization; access, quality, and coverage; credentialing; and interand intraprofessional issues. Required in the final year of specialization for all students. The course uses a combination of instructional methodologies that translates to 30 hours in the fall term and 15 hours in the spring term. J. Krauss, coordinator; L. Ament, S. Cohen, K. Jones, B. Nelson, D. Olsen.

719a (HPA 564a, MGT 659a), Integrated Clinical/Financial Information Management. 2 credit hours. No matter what the regulatory or payment environment is, management of health care delivery systems depends upon data. This elective course provides theory of information management and applications using real data. The course uses a powerful local resource, the work of the Resource Information Management System (RIMS) at Yale–New Haven Hospital, as the basis for learning about the clinical, financial, operational, and technical inputs to a management information system. The uses and applications of information in planning, developing, operating, negotiating, and evaluating health care service is stressed. Recommended for nursing management and policy students, management students at the Department of Epidemiology and Public Health, and School of Management students interested in health care management. Open to others with permission of the instructors. Two hours per week. D. Diers, S. Allegretto.
**721a/b, Scholarly Inquiry Praxis.** No credits. The praxis, designed to be completed in the final year of specialization, is designed to provide an opportunity to integrate knowledge of nursing management, the health care environment, leadership, and scholarly inquiry in the study of an important clinical problem. It is recommended that the prospectus, submitted as the final product of the small group seminar portion of 525b, be approved by the end of September in the final year. The absolute deadline for an approved prospectus is the end of the first term (December) of the final year. A grade of at least Pass must be received in 721a prior to enrollment in 721b. Students must successfully complete both 721a and 721b in order to graduate. Required for all master’s students. Faculty.

**723a (HPA 592a), Concepts and Principles of Aging.** 1.5 credit hours. This elective course is designed as a multidisciplinary course that introduces students to the major concepts and principles of gerontology and to a variety of biopsychosocial theories on aging. Delivery systems of care for the elderly are explored along with the current social policy initiatives as they relate to the elderly. Research initiatives are discussed and students are urged to explore issues of eldercare in their own specialty/discipline as well as in related disciplines. Required for gerontological nurse practitioner and adult/gerontological nurse practitioner students. One and one-half hours per week. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

**725b, Health Care Ethics.** 1.5 credit hours. Students are introduced to major ethical theories and their application in health care ethics. Theoretical perspectives and their application to practice are discussed and different methods of analyzing ethical dilemmas in clinical practice are reviewed. International and multicultural perspectives in bioethics are introduced. There is an application of the principles of autonomy, beneficence, non-maleficence, and justice to clinical case studies. Specific topics include, but are not limited to, informed consent, provider-patient relations, dilemmas at the end of life, and health care reform. Students learn to apply ethical principles to clinical practice, policy formation, and research. One and one-half hours per week. D. Olsen.

**726a/b, Practicum in Clinical Ethics.** 1.3 credit hours per term. Students participate in 120 hours of clinical ethics under the guidance of a nurse with advanced knowledge and experience in the field and who is actively engaged in ethical consultation or evaluation of clinical situations. Emphasis is on gathering data from multiple sources involved in an ethical dilemma; mediating ethical disputes; investigating human rights abuses; reporting the results of mediation or investigation to institutions or authorities; ethical analysis of institutional policy; facilitating the discussion of ethics among providers, patients, and the lay public; and educational presentation of topics or cases in clinical ethics. Students participate in a monthly clinical conference. Prerequisite: successful completion of 725b, Health Care Ethics, or permission of the instructor. Required for students in the Health Care Ethics concentration. Four hours per week. D. Olsen. Not offered 2004–2005.}
[727a, Analysis of Issues in Health Care Ethics. 1.5 credit hours. In this course students learn to develop and critique positions and arguments in health care ethics by developing a topic of interest into a formal paper. Papers are written through a process of mutual critique in order to develop arguments while simultaneously analyzing the work of others. Prerequisite: successful completion of 725b, Health Care Ethics, or permission of the instructor. One and one-half hours per week. D. Olsen. Not offered fall term 2004.]

733b (REL 977b), Living with Dying. 1.5 credit hours. Advances in treatment and technology have transformed the clinical course of many terminal illnesses. A growing number of people with terminal illness are living longer than ever before. Home care, shorter length of stay, and restrictions on admissions because of managed care have become a health care delivery reality for individuals with even the most serious illnesses. Health care providers need a comprehensive understanding of the individual and family experiences across an illness trajectory as clients adapt to living with disease and the possibility of death. This course develops practitioners’ cultural and gender awareness, understanding, and competencies in creating environments to relieve suffering for individuals and their families across settings. Emphasis is on nonpharmacologic interventions to relieve suffering, including spiritual, interpersonal, and sociocultural. The course is structured with the premise that relief from suffering, meaning, and transcendence at the end of life are best achieved and understood through the interpersonal use of narrative techniques, like storytelling, to facilitate communication. One and one-half hours per week. R. McCorkle.

735b, Environment and Health. 1.5 credit hours. The environment is a major determinant of health. To promote environmental health, we must understand environmental health problems in a comprehensive way, reaching from physiological research on health effects of toxic agents to actions which people may take, individually and collectively, to reduce their risks of adverse health effects. This course utilizes an integrative model for environmental health research incorporating four domains: physiology, vulnerability, epistemology, and health protection. Discussions include issues of environmental justice and implications for public health policy. 1.5 hours per week. J. Dixon.

737a, Nursing, Health, and Social Welfare in American History. 1.5 credit hours. This course uses history as a prism through which to examine the relationship between nursing and social reform in the United States between 1860 and 1992. Though chronology, names, dates, and facts are important and are stressed when appropriate, the purpose of the course is not to review a comprehensive narrative of what happened when. Rather, its goal is to explore themes related to change and reform throughout nursing's history, both chronologically as well as thematically. Specifically, the course focuses on the ways in which nurses have challenged and/or collaborated with prevailing social structures and ideologies across time and the results of those efforts. The course also considers the many variables (including race, ethnicity, class, and gender) that influenced particular events in which nursing played a role. One and one-half hours per week. C. Connolly.
751a, **Antepartum Care.** 3 credit hours. This course focuses on topics that examine women’s health care in the context of their lives from theoretical and clinical perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint incorporating both allopathic and complementary approaches. Specific areas of focus include antepartum care and psychosocial aspects of health issues for women in the United States. The course is divided into two sections. The first section deals with social and cultural issues and the context of care for women. The second section focuses on antepartum care and management. Required for all Women’s Health Nurse Practitioner Track final-year students. I. Alexander.

752a/b, **Advanced Clinical Practice in Women’s Health Care.** 4 credit hours in the fall term and 3.2 credit hours in the spring term. The focus of this practicum is comprehensive management of health care needs specific to women within the context of their lives. The course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision making. The fall term focuses on reproductive and developmental health issues for women. The spring term is a continuation of the fall term course and focuses on diseases specific to or more commonly seen in women within a multidisciplinary context incorporating both allopathic and complementary approaches. Required in the final year for all students enrolled in the Women’s Health Nurse Practitioner track. Eight hours per week of clinical practice required. Clinical conference one and one-half hours per week. I. Alexander.

753b, **Advanced Concepts in Women’s Health Care.** 1.5 credit hours. This course focuses on topics that examine women’s health care in the context of their lives from theoretical and clinical perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint incorporating both allopathic and complementary approaches for management. This is an advanced course focusing on management of medical conditions that disproportionately affect women or have unique presentation or manifestations in women from menarche across the life cycle within the context of socio-cultural environments—interpersonal, family, and community. Required for all Women’s Health Nurse Practitioner Track final year students. I. Alexander.

754a/b, **Supplemental Adult Clinical Practice.** Minimum 1.3 credit hours per term. This clinical practicum provides students with the opportunity to gain knowledge and experience in a specialty practice beyond that which is provided in primary care. Examples of practice areas are AIDS, occupational health, and women’s health problems. Required for all adult nurse practitioner students in the fall and spring of the final year of specialization, with the exception of those students electing the Women’s Health Care track or Adult and Gerontological Nurse Practitioner track. A minimum of four hours of clinical practice per week. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.
756a/b, Advanced Clinical Practice for Adult Nurse Practitioners. Minimum 3 credit hours per term. This practicum provides the opportunity for further development and refinement of primary care skills and clinical judgment. Nurse practitioner and physician preceptors assist students in their clinical development. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Required for adult, family, and women’s health nurse practitioner students in the final year of specialization. A minimum of eight hours of clinical practice per week. Clinical conference one and one-half hours per week. Prerequisite: successful completion of 556b. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

757a/b, Primary Care Problems of Adults II. 2 credit hours per term. A continuation of 557a/b. Lectures focus on the differential diagnosis and management of common ambulatory adult and adolescent health problems. Required for adult, family, gerontological, women’s health, and psychiatric—mental health nurse practitioner students in the final year of specialization. Prerequisite: successful completion of 556b (adult and family nurse practitioner students only) and 557a/b. Two hours per week. D. Viens.

758a/b, Advanced Clinical Practice for Family Nurse Practitioners. Minimum 1.3 credit hours per term. This practicum provides the opportunity for further development and refinement of primary care skills and clinical judgment with children and adolescents in the context of a family. Nurse practitioner and physician preceptors assist students in their clinical development. Required for family nurse practitioner students in the final year of specialization. Four hours per week of clinical practice are spent in a pediatric or family practice setting. A group clinical conference is scheduled periodically throughout the year. Prerequisite: successful completion of 558b. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

760a/b, Clinical Practice for Gerontological Nurse Practitioners II and III. 3–4 credit hours. This practicum provides students with the opportunity to develop the nursing skills, clinical judgment, and patient management strategies necessary to meet the primary health care needs of the geriatric population. Weekly clinical practice of 12 hours (GNP) or 8 hours (AGNP) is required in the final year of study. Clinical conference serves as a forum for students to present and discuss clinical cases, and explore some of the issues pertinent to advanced practice nursing. Clinical practice sites are determined by course faculty and are settings where a nurse practitioner and/or a physician preceptor assists the student in accomplishing course objectives. Adult, Family, Gerontological, and Women’s Health Primary Care faculty.

[765a/b (HPA 575a,b, Internal Medicine 196), Advanced Concepts in Home Care. 2 credit hours per term. This course focuses on topics that address the current issues in the field of home health care practice. Home care is examined from the perspective of its place within a changing health care delivery system. Issues that confront both the clinician and the manager in home care practice are discussed from a multispecialty perspective. Required for all home care concentration students. Open to final-year students in other specialty programs and others with permission of the instructor. Two hours per week. Not offered 2004–2005.]
[767a/b, Home Care Case Seminar. 1 credit hour per term. This course focuses on examination of case studies derived from complex situations in the home care setting. Case study analysis draws upon concepts from management theory, policy, clinical care, and ethics. Emphasis is placed on deriving strategies for managing in the current home care environment. Students present cases from a number of perspectives including the client, family, community, and staff. Required for all home care concentration students. Open to others with permission of the instructor. Two hours per week, every other week. Not offered 2004–2005.]

768a/b, Clinical Practice in Diabetes Care and Management. 1.65 credit hours per term. This yearlong course in diabetes care and management focuses on comprehensive management of a caseload of diabetes patients in students’ elected program of clinical specialization. The Albert Einstein Diabetes Research and Training Center and Yale–New Haven Hospital diabetes specialty and primary care clinics serve as clinical practice sites. Required in the final year of study for all students in the Diabetes Care concentration. Four hours per week, plus one hour per week of clinical conference. V. Jefferson.

769a, Advanced Concepts and Principles of Diabetes Care. 2 credit hours. This seminar focuses on the concepts and principles of diabetes managed care based on the American Diabetes Association Standards of Care (2003). It includes principles of primary care (screening, early detection, intervention, patient education), secondary care principles related to diabetes management, tertiary care related to complications, various treatment modalities, patient education, and self-care. These concepts and principles of care are presented relative to type of diabetes (insulin dependent, noninsulin dependent, gestational and pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as the psychological, social, occupational, and economic are also emphasized. Required in the final year of study for all students in the Diabetes Care concentration. Open to others with permission of the instructor. Two hours per week. G. Melkus, coordinator.

780a, Primary Care of Women: Intrapartum, Postpartum, and Newborn Care. 6 credit hours. Students continue clinical experience in intrapartum and postpartum areas, extending their abilities through lectures, seminars, and study to provide care in more complicated clinical situations. All students are required to become certified in neonatal resuscitation through the American Academy of Pediatrics course. Required for all nurse-midwifery students in the final year of specialization. T. Clark.

780b, Integration. 9 credit hours. This course is a clinical preceptorship in nurse-midwifery. Students are assigned to a clinical preceptor for clinical experience in all areas of nurse-midwifery practice. This module is designed to pull together all areas of nurse-midwifery practice to enable students to experience full-scope care through a blending of all previous program objectives and skills. The goal is for the student to be a safe, competent beginning-level practitioner at the end of the module. Seminars are designed to
augment the transitional role from student to nurse-midwife. Required for all nurse-midwifery students in the final year of specialization. S. Gottlieb.

8o2a/b, Advanced Clinical Practicum for Acute Care Nurse Practitioners. 8.3 credit hours per term. This yearlong practicum provides students with clinical experience in data gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation and collaboration, and health promotion and risk factor modification. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill, hospitalized adults is stressed. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A one-hour weekly clinical conference addresses acute care clinical issues through the case presentation method. Required for all acute care nurse practitioner students in the final
year of specialization. Precepted by nurse practitioners and physicians. Twenty-four hours per week in an acute care setting in the fall and spring terms. D. Buonocore.

**803a/b, Oncology Symptom Management.** 2 credit hours per term. This course focuses on symptom experience and common clinical problems of adults with cancer. Common health problems of adults are integrated with common symptoms associated with cancer and cancer treatment, emphasizing assessment, differential diagnosis, and management. Required for oncology clinical nurse specialist and oncology nurse practitioner students in the final year of specialization. Prerequisite: Successful completion of 615a/b. Two hours per week. M. Knobf.

**804a/b, Clinical Practicum for Oncology Nurse Practitioners.** 4.3 credit hours per term. The goal of this practicum is to prepare students to comprehensively manage a caseload of adults with cancer. Emphasis is on prediction of high incidence clinical problems, refinement of clinical reasoning in assessment, differential diagnosis, and formulation of management strategies. The practice sites provide opportunities to understand cancer care along the continuum, develop clinical leadership skills, provide continuity of care across settings, and deliver high quality supportive care to patients and families. Pre-requisites: Successful completion of 554a and 556b. Required for oncology nurse practitioner students in the final year of specialization. Twelve hours per week of clinical practice, plus one hour per week of clinical conference. M. Davies.

**805a, Cancer Pharmacology.** 1 credit hour. This course provides essential knowledge for the pharmacologic management of the adult with cancer. Content includes pharmacologic management of the disease, supportive therapies, and medication safety in cancer patients. Treatment indications, side effects, polypharmacy issues, and acute and long term toxicities are emphasized. Required for oncology clinical nurse specialist and oncology nurse practitioner students in the final year of specialization. One hour per week. M. Knobf, N. Beaulieu.

**807a, Pathophysiology and Management of Common Adult Clinical Problems II.** 4 credit hours. This course provides a basis for predicting vulnerability for common clinical problems (endocrine, neurological, gastrointestinal, and renal) that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required for all acute care nurse practitioner students in the final year of specialization. Four hours per week. P. Sather.

**810a/c, Advanced Specialty Practicum II.** 4 credit hours. The focus of this practicum is comprehensive management of a caseload of patients with students’ elected special populations (cardiovascular, oncology). Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions. The practice sites in acute, ambulatory, and/or long-term settings provide an opportunity to observe system problems and develop clinical leadership strategies. Required for all clinical nurse specialist and gerontological nurse practitioner students in the final year of specialization. Acute care nurse practitioner students must take 810c during the summer following 612b, unless they can demonstrate experience in caring for critically
ill patients managed with complex technological interventions. Twelve hours per week. D. Chyun, M. Knobf.

812b, Advanced Specialty Practicum III. 3 credit hours. This practicum focuses on the implementation of the advanced practice role. Emphasis is on management of care for specialty patient populations in acute, ambulatory, and/or long-term settings through collaboration, consultation, and strategies for change in health care systems. Required for all clinical nurse specialist students in the final year of specialization. Nine hours per week. D. Chyun, M. Knobf.

817b, Professional Practice Issues for Adult Advanced Practice Nurses. 2 credit hours. This course is designed to develop the adult advanced practice nurse’s transition to the professional role. The course explores theoretical and practical considerations underlying the multiple roles of the AAPN — teacher, researcher, advocate, clinician, consultant, collaborator, and system manager. Topics to be addressed include reimbursement, change theory, consultation, ethical decision making, end-of-life issues, professional liability, and case management. Required for all adult advanced practice nursing students in the final year of specialization. Two hours per week for fifteen weeks. Adult Advanced Practice Nursing faculty.

819b, Health Promotion and Disease Prevention in the Adult Continuum. 1.5 credit hours. The focus of this course is to explore primary care issues and management throughout the adult continuum. Class content introduces students to the priority areas of the national health agenda regarding health promotion, risk screening, and disease prevention in adults. National clinical practice guidelines are explored in concert with the national health agenda. This course further socializes the student to the role of advanced practice nurse as primary care provider. Required for all clinical nurse specialist, and acute care nurse practitioner students in the final year of specialization. One and one-half hours per week. J. Coviello.

825a, Advanced School Health Management Seminar. 0.67 credit hours. This course is designed to provide a forum for discussion and analysis of the advanced practice nursing role in the school setting. The content includes such topics as health care delivery in schools, special education and legislative issues, confidentiality, crisis intervention, and dealing with death, as well as other current and future school health issues facing the educational system. Required for all students in the school-based health care concentration in the final year of study. Open to others with permission of the instructor. One hour per week for ten weeks. E. Gustafson.

826a/b, Clinical Practice in School Health. 1.5 credit hours per term. This clinical course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required for all pediatric nurse practitioner students (except those in the chronic illness concentration) in either fall or spring term. Required for all students in the school-based health care concentration in the final year of study. Four
hours clinical practice per week. One hour clinical conference per week for five weeks, fall term; two hours clinical conference every other week, spring term. E. Gustafson.

827a, Pathophysiology and Advanced Management of Chronic Health Conditions in Children and Adolescents. 2 credit hours. This course focuses on the pathophysiology and advanced management of pediatric chronic health conditions across settings. Utilizing a systems approach, pathophysiology is reviewed, and selected prototype chronic conditions and their interventions and management are discussed. Required for all pediatric nurse practitioner students in the final year of specialization. Two hours per week. E. Gustafson.

828a/b, Advanced Nursing Practice with Chronically Ill Children Across Settings. 3 credit hours per term. This clinical course offers experience in providing advanced nursing care to populations of chronically ill children and their families across settings: clinic, hospital, home, school, and community. Students have the opportunity to provide direct nursing care to children and families; consult with agency staff and other professionals; and educate children, families, and staff as appropriate. Students are guided in their understanding of child/family problems and challenges with regard to illness management and demonstrate their ability to assess, plan for, and meet the primary care and specialty needs of the child as appropriate to the setting. Required for all pediatric nurse practitioner (chronic illness care concentration) students in the final year of specialization. Eight hours per week, plus one hour of clinical conference, fall and spring terms. S. Santacroce.

830a/b, Primary Care of Children II. 2 credit hours per term. This course provides experience in advanced pediatric primary care and management, including work with multiproblem families. The student provides health care for children over the course of the year in the Primary Care Center, Yale–New Haven Hospital, and at selected pediatric primary care sites in the community. Required for all pediatric nurse practitioner students in the final year of specialization. Five hours clinical practice per week and one hour of clinical conference. N. Banasiak.

833a/b, Advanced Management of Pediatric Problems in the Primary Care Setting. 2 credit hours per term. This seminar provides a forum for discussion of the management of pediatric problems. Analyses of complex pediatric problems are the basis for discussion by students and faculty. Required for all pediatric and family nurse practitioner students in the final year of specialization. Two hours per week. P. Ryan-Krause.

834a/b, Specialty Pediatric Clinical Practice. 1.5 credit hours per term. This clinical practicum provides students with the opportunity to gain additional knowledge and experience in pediatric primary care in school and community settings and related specialty practice areas with relevance to pediatric primary care. Required for all pediatric nurse practitioner students in either fall or spring of the final year of specialization. Minimum of four hours of clinical practice and one-half hour of clinical conference per week. P. Jackson Allen.
84oa/b, Advanced Practice in Adolescent Health Care. Course credits variable. The purpose of this advanced clinical experience is to provide the student who wishes to specialize in adolescent health care with advanced clinical practice with adolescent mothers and their children. The clinical practice is designed to allow expansion of abilities as a nurse practitioner in a specialized care setting as a health educator and liaison for adolescent parents in the high school. Prerequisites: 632, 633a, 640b or a, and 641b. Course hours vary. L. Sadler.

849b, Family Systems and Perspectives Relevant to Health Care. 1.5 credit hours. This course provides theoretical perspectives on family structures, family development, and family systems that influence the health of the individual in the context of the community. Techniques in assessment of family functioning, vulnerabilities, and strengths provide the basis for developing strategies of intervention, crisis management, referral, and integration of multiple systems of care. Selected family problems are analyzed within the theoretical perspectives with examples for clinical and policy interventions. Required for all adult, family, and pediatric nurse practitioner students. Open to others with permission of the instructor. L. Sadler, A. Crowley.

850a/b/c, Advanced Psychiatric–Mental Health Nursing Practice. Minimum 4 credit hours fall term and 3 credit hours spring term. The aim of the final practicum is to promote development of leadership skills required for professional practice at the clinical nurse specialist level. Emphasis includes building upon first-year clinical skills to include group and/or family treatment methods and refinement of individual psychotherapy techniques for a select population; identification of opportunities for or actual provision of indirect care through such activities as consultation, supervision, or education; understanding the influence of organizational structures and systems issues on the delivery of services to clients. Students elect to focus their clinical experience on women, children, and families; the psychiatric consultation liaison nursing role with the medically ill population; adults with psychiatric disabilities; or the gerontological population. Required for all psychiatric–mental health nursing students in the final year of specialization. A minimum of twelve hours of clinical practice is required fall term, and nine hours spring term, including one hour of clinical conference. A summer course is offered for post master’s certificate students. S. Talley, coordinator.

851a, Seminar in Psychiatric–Mental Health Nursing: Theoretical and Evidence-Based Perspectives. 1.5 credit hours. This seminar is designed for all final-year psychiatric–mental health specialty students. The provision of mental health services is determined by many factors including policy, public demand, ideas among general practitioners and mental health professionals, and the financial pressures of purchasers and providers of services. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. The assumption underlying this seminar is that mental health services should be fundamentally theoretical and evidence-based. Discussion addresses what constitutes the best available evidence to clarify decision making with regard to a variety of psychiatric disorders. Required for all students in the final year of specialization. One and one-half hours per week. Psychiatric–Mental Health faculty.
**852a/b, Advanced Psychiatric–Mental Health and Primary Care Nursing Practice.** 4 credit hours per term. This advanced clinical course provides comprehensive content on concepts of illness, health promotion, and decision making and further development and refinement of primary care skills and clinical judgment. Nurse practitioner preceptors assist students in their clinical development. Clinical emphasis is on assessment, diagnosis, and management of common problems in individuals with serious and persistent mental illness. Diagnosis and management of common clinical problems are examined within the context of the acute, ambulatory, and/or long-term settings. Required for all psychiatric nurse practitioner students in the final year of specialization. A minimum of twelve hours per week of clinical practice is required, including one hour of clinical conference. S. Talley, coordinator.

**853b, Specialty Didactic: The Gerontological Client/Mental Health and Aging.** 2 credit hours. This course provides an overview of mental health and aging, building on related content of psychiatric–mental health, gerontological, and medical-surgical nursing courses. Mental health assessment and intervention ranging from psychosocial and developmental concerns to psychiatric disorders commonly encountered in the elderly are discussed. Mental health strategies and psychotherapeutic interventions are examined in relation to theories of aging, coping/adaptation, and pertinent concepts like self-esteem as they relate to this population. Teaching methods include lecture/discussion, case analysis, and role-play. Advanced practice roles in nursing care of the elderly are emphasized. Required for all psychiatric nursing students pursuing a specialization in geriatric–mental health nursing, and gerontological nurse practitioner students. Open to other students with permission of the instructor. Two hours per week. Psychiatric–Mental Health faculty.

**855b, Group Psychotherapy Seminar.** 1 credit hour. This course examines models of group psychotherapy. Emphasis is placed on the application of theory to the clinical realities of groups and families encountered in various inpatient and outpatient settings. Course content covers determination of treatment choices through critical thinking informed by assessments; cultural, ethical, and legal considerations; comparison of pertinent models; and knowledge of basic concepts of group psychotherapy, as well as relevant literature and research. One hour per week. V. Hamrin.

**859a, Clinical Psychopharmacology.** 1.5 credit hours per term. Lectures focus on principles of psychopharmacological treatment, mechanisms of action, and selection of pharmacological agents used to treat psychiatric disorders across the life span. Required for all psychiatric–mental health nursing program students in the final year of study. Open to others with permission of the instructor. One and one-half hours per week. S. Talley.

**865a, Family Psychotherapy Seminar.** 1 credit hour. This course examines the major conceptual frameworks of family therapy, including comparison of family models and basic concepts underlying an understanding of family systems. Family development issues across the life span are addressed. Emphasis is placed on the application of theory
to the clinical realities of families encountered in various inpatient and outpatient settings. Course content covers selection of appropriate family treatment modalities that take into account the cultural, ethical, and legal issues that have impact on family life. One hour per week. V. Hamrin. Not offered fall term 2004.]

869c, Psychiatric Issues in the Primary Care Setting. 1 credit hour. This course focuses on the assessment, recognition, and treatment of psychiatric symptoms and diagnoses in nonpsychiatric settings. A biopsychosocial perspective is used to conceptualize case formulation and differential diagnosis. Focus is on synthesis of physical, psychological, biological, and social data in order to complete a comprehensive psychiatric evaluation and treatment plan. Required along with 658c in the summer following the first specialty year for all students electing the psychiatric–mental health nurse practitioner option. A total of fifteen hours of classroom seminar. S. Talley.

871b, Neurobiology and Mental Illness. 1.5 credit hours. This course reviews the anatomy and function of the human brain. To illustrate the organizational plan of the human brain, several lectures focus on neurotransmitter pathways. The students’ understanding of brain anatomy and function is augmented by a review of neuroimaging techniques, brain development, and genetics. These findings are applied to neuropsychiatric disorders such as Parkinson’s disease, schizophrenia, anxiety disorders, depression, bipolar disorder, Tourette syndrome, and attention-deficit hyperactivity disorder. The course aims to build a basic understanding of the neurobiological underpinnings of mental disorders and to apply these principles to the assessment and clinical care of patients with mental disorders. The course is required for all students in the psychiatric–mental health nursing specialty. Strongly recommended to be taken before or with 859b, Clinical Psychopharmacology. Open to others with permission of the instructor. L. Scaghill.

895a, Clinical Pharmacology. 2 credit hours. This course is designed to prepare students in pharmacological action of drugs while applying the principles of pharmacokinetics and pharmacodynamics. This is done within the context of understanding physiologic and psychosocial variables and the need to adapt pharmacotherapeutic nursing interventions to the individual client. Teaching strategies include seminars and online material. Required for all students in their second year of specialization, except Clinical Nurse Specialist students. Two hours per week. C. Kaplan.

897a or b, Specialty Care Clinical Pharmacology. 1 credit hour. This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice nursing approach in their specialty practice. Through a series of selected case studies, students learn how to identify the correct pharmaceutical agent(s) for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. This course is taken concurrently with or in the term following 895a, Clinical Pharmacology. Required for all students in 895a except psychiatric–mental health nurse practitioner and oncology nurse practitioner students. One hour per week. C. Kaplan.
901a, Methods for Nursing Research. 3 credit hours. This advanced course in research methods provides an opportunity to evaluate various research designs used to investigate problems of importance to nursing and nursing care. Emphasis is placed on the inter-relationships of the clinical problem, state of knowledge, and study design. The goal is to facilitate appropriate methodological decision making. The primary focus is on quantitative approaches. Required of all students in the doctoral program. Three hours per week. J. Dixon.

903a, Measurement of Clinical Variables. 3 credit hours. The course focuses on theories of measurement, and on reliability and validity of research instruments — with emphasis on interaction of conceptual, methodological, and pragmatic considerations. An integration of seminar, lecture, and experiential modalities is employed. This course is required of second-year students in the doctoral program and is also open to advanced graduate students in other schools of the University. Three hours per week. J. Dixon.

904a/b/c, Doctoral Independent Study. This elective is initiated by the student and negotiated with faculty. The purpose is to allow in-depth pursuit of individual areas of interest and/or practice. A written proposal must be submitted and signed by the student, the faculty member(s), and the program chairperson. Credit varies according to the terms of the contract.

905b, Creating Method: Issues in Nursing Research. 3 credit hours. This doctoral seminar explores the cutting edge of methodological development in nursing research, through illustration of how methodological perspectives are conceptualized and systematically analyzed. The focus is on areas in which research leaders have not achieved consensus, areas in which existing consensus may be challenged, and areas of newly recognized needs for which appropriate methodology has not been developed. Special issues related to validity and threats to validity in clinical research and the experiences of participants in these studies are addressed. Three hours per week. J. Dixon.

907a/b, Dissertation Seminar. 3 credit hours. This required doctoral course provides the student with advanced study and direction in research in nursing leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of fundamentals of scientific writing and criticism. Meets every other week for two hours over the full academic year. Prerequisites: completion of the first year of doctoral study or the equivalent, and 901a. Co-requisite: 903a. Participation is also required for students enrolled in dissertation advisement. K. Knafl.

911a/b, Doctoral Research Practicum I. 0.5 credit hour per term. This course focuses on the doctoral student’s development in the first year of beginning research skills under the direction of a mentor. The theory component focuses on the overview of the research process, while the mentored research practicum emphasizes collaboration between mentor and student in the development of specific research skills. One hour every other week. Doctoral program faculty.
913a, Conceptual Basis for Nursing Science. 3 credit hours. This course examines the nature of scientific knowledge and the development of the conceptual underpinnings of nursing science. The contribution to nursing science of various approaches to knowledge synthesis and theory development is emphasized. Approaches to concept analysis, development, and critique is examined. Students are expected to complete a formal analysis of a concept of interest to them and to critique the contribution of the concept to nursing science. Required for all doctoral students. Three hours per week. C. Gilliss, K. Knafl.

915a/b, Doctoral Research Practicum II. 0.5 credit hour per term. This course builds on the content and research skills obtained in 911a/b, Doctoral Research Practicum I. The student is expected to be an active participant in the mentor’s program of research, experiencing a range of role responsibilities including the development, implementation, analysis, and dissemination of nursing research. One hour every other week. Doctoral program faculty.

917b, Advanced Statistics for Clinical Nursing Research. 3 credit hours. This course covers selected topics related to multivariate statistical techniques commonly employed in nursing studies chosen from among analysis of variance, regression, logistic regression, factor analysis, canonical correlation, structural equations modeling, and survival analysis. The emphasis is on attaining a conceptual understanding of these statistical techniques and associated models, selecting appropriate technique(s) for a given clinical research problem, conducting computer-assisted data analyses, and correctly expressing the results of such analyses. Computing assignments related to course topics are completed, primarily using the Statistical Analysis System SAS®, with written reports summarizing generated results. Class sessions meet for three and one-half hours each week. Elective for master’s students and required for doctoral students. Prerequisite: successful completion of 529a, Statistics for Clinical Nursing Research. Doctoral students may waive 529a by examination. G. Knafl.

919b, Proseminar in Survey Research Methods. 2 credit hours. This advanced doctoral seminar provides the student with in-depth knowledge of survey research methods. Topics include advantages and disadvantages of various survey approaches, including mailed, telephone, and face-to-face interview surveys; analysis of research instruments for surveys; sampling issues; and data analysis. Students carry out a pilot project during the course. Prerequisites: 901a and 903a, or the equivalent, and permission of the instructor. Two hours per week. Offered every other year. M. Grey. Not offered spring term 2005.

921b, Seminar on Research in Care of Patients with Diabetes. 2 credit hours. This seminar focuses on the current state of the science in research on care of patients with diabetes mellitus and builds on knowledge gained in clinical courses in diabetes management. Specific attention is paid to issues related to interventions with high risk cultural and ethnic groups. Research from nursing, medicine, and the social sciences is discussed by leaders in the field. Prerequisites: 769a and 901a, or the equivalent. Two hours per week. Offered every other year. M. Grey, G. Melkus.
[923a, **Current Issues in Cardiovascular Nursing Research.** 3 credit hours. In this elective course students examine current issues in cardiovascular nursing research. Topics vary each year to reflect the current state of the science. Prerequisite: clinical background in cardiovascular nursing and doctoral level standing. Open to others with permission of the instructors. Two hours every other week and thirty hours at the Scientific Sessions of the American Heart Association Annual Convention. Offered every other year. D. Chyun, M. Funk. Not offered fall term 2004.]

**925b, Qualitative Research in Nursing.** 3 credit hours. This course introduces the student to major approaches to qualitative research. Selected topics related to the design, conduct, and reporting of qualitative research are addressed. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches. The course includes first-hand experience with data collection and analysis. Offered every other year. K. Knafl.

**927a, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families.** 2 credit hours. This seminar focuses on current state of the science research in the care of people with cancer or at risk for cancer and their families. Specific attention is paid to variables associated with quality of life outcomes, such as symptoms, functional status, and affect; and high risk groups, such as family history, ethnicity, and socioeconomic class. Research from nursing, medicine, and the social sciences is discussed. Two hours per week. One additional credit may be earned by the submission of a publishable paper. R. McCorkle.

**941b, Methods for Health Services Research and Policy.** 3 credits. The primary focus in this course is on methods for evaluating the effectiveness, efficiency, and equity of health services delivery. Approaches to measuring the relevant structure, process, and outcome variables that can be used to address effectiveness, efficiency, and equity issues are presented. Throughout the course, linkages are made between specific health care policies and the related health services research. Required for health policy specialty option students. Open to others with permission of the instructor. Three hours per week. K. Jones.

**943a, Conceptual Basis for the Study of Self- and Family Illness Management.** 3 credit hours. This course examines major conceptualizations of illness and self- and family management and the research supporting these conceptualizations. Emphasis is placed on the link between illness self-management and related concepts such as self-efficacy and coping, and the contributions of health care systems and providers to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. Three hours per week. K. Knafl.
943b, Methodological Issues in the Study of Management of Health and Illness. 3 credit hours. This seminar focuses on the current state of the science in research on self- and family management of patients with chronic illness or at risk for the development of chronic illness. Content includes methodological issues in the study of chronic illness, self-management, and family management. Research from nursing, medicine, and the social sciences is discussed by leaders in the field. Prerequisite: successful completion of 943a, Conceptual Basis of Self- and Family Management. Required for all doctoral students in the Self- and Family Management focus area. Three hours per week. M. Grey, G. Melkus.

961a, Contemporary Issues in Health Policy and Politics. 3 credit hours. This course is based on the assumption that clinicians and researchers bring important data to health policy deliberations, but need to be politically savvy in disseminating such data and linking them to contemporary policy deliberations. It examines how health policy at national, state, and local levels of government influences access to, and cost and quality of, health care. Other structural variables, such as delivery systems, populations at risk, and the environment, are also covered. Comparative health policy is included. Required for all doctoral students. Open to others with permission of the instructor. Three hours per week. S. Cohen.

991a/b/c, Dissertation Advisement. 10 credit hours minimum. This course begins in the third year and continues until completion of the degree. K. Knafl, coordinator.
TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master’s and doctoral students is $12,370 per term in the fall and spring terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of $9,750. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. Nonmatriculated part-time study is available at $935 per credit. More information is available from the Student Affairs Office.

Acceptance Fee
A nonrefundable fee of $600 is required within two weeks of the receipt of an offer of admission in order to secure a place in the entering class. For matriculating students, $300 will be credited to the fall term tuition.

Required Fees
The University requires hospitalization insurance for all students. Students are billed $924 per year for single student coverage with the Yale Health Plan. This fee may be waived with proof of alternative coverage for each year of enrollment. Students are also responsible for the cost of equipment, uniforms, books, photocopying, transportation to and from clinical sites, and on-site parking, if needed. Physical assessment courses have a lab fee of up to $200, and some clinical courses may also have a lab fee.

Other Fees
Service fees are charged for late registration, course schedule changes after the add/drop period, Internet connectivity from a student residence, late return of library materials, and the like.

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

Yale Charge Account
Students who sign and return a Yale Charge Card Account Authorization form will be able to charge designated optional items and services to their student accounts. Students who want to charge toll calls made through the University’s telephone system to their accounts must sign and return this Charge Card Account Authorization. The University may withdraw this privilege from students who do not pay their monthly bills on a timely basis. For more information, contact the Office of Student Financial Services at 246 Church Street, PO Box 208232, New Haven CT 06520-8232; telephone, 203.432.2700; fax, 203.432.7557; e-mail, sfs@yale.edu.
Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Academic Management Services (AMS). To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is $65. The deadline for enrollment is June 18. For additional information, please contact AMS at the number above or visit their Web site at www.tuitionpay.com.

Bills

A student may not register for any term unless all bills due for that and for any prior term are paid in full.

Bills for tuition, room, and board are mailed to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

If fall-term payment in full is not received Late charge
by August 1 $110
by September 1 an additional 110
by October 1 an additional 110

If spring-term payment in full is not received Late charge
by December 1 $110
by January 2 an additional 110
by February 1 an additional 110

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student’s involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

Charge for Returned Checks

A processing charge of $20 will be assessed for checks returned for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a check is returned:

1. If the check was in payment of a term bill, a $110 late fee will be charged for the period the bill was unpaid.

2. If the check was in payment of a term bill to permit registration, the student’s registration may be revoked.
3. If the check was given in payment of an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

FINANCIAL AID FOR THE MASTER’S PROGRAM

Students are admitted to degree programs without regard to their ability to pay. All full-time degree candidates are eligible for financial aid in the form of loans, scholarships, and employment. U.S. citizens must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Paper versions are available at public libraries around the country. All students must also complete the School of Nursing Financial Aid Application, available on the School Web site. Graduate Entry Prespecialty in Nursing applicants must complete these applications by February 11, 2005. R.N.s applying to the Master’s Program must file for aid by March 14, 2005. Late applicants may not be eligible for maximum funding. Federal guidelines and availability of funds change each year; therefore, instructions are revised every November for the following year. All financial information and files are kept strictly confidential.

Types of Aid

Financial aid is awarded based on demonstrated financial need. U.S. citizens are awarded federal student loans, work-study, and scholarship according to federal regulations and school policy. The School awards Stafford Loans, Perkins Loans, and Nursing Student Loans to the maximum eligibility the funds allow. International students are eligible for School scholarship, but not federal student loans. Part-time students are eligible for loans only.

School of Nursing scholarships are available to full-time students with demonstrated need beyond federal loans. Depending upon availability of funds, a percentage of the remaining need is given as scholarship.

Stafford Loans are available up to a limit of $18,500 per year, of which $8,500 may be subsidized by the federal government. The subsidized portion is interest free until six months after graduation; the unsubsidized portion accrues interest from the date of disbursement. Interest rates are variable, but never more than 8.25 percent, and borrowers have ten years for repayment.

Perkins Loans are awarded to students who have demonstrated need beyond the $18,500 Stafford Loan. Perkins loans are also subsidized while the student is enrolled and for nine months after graduation, but the interest rate is fixed at 5 percent. Perkins loans have another unique feature. A percentage of the loan may be cancelled for each year the student works full-time as a nurse, and after five years, the entire loan is cancelled. Funds for this loan are limited, so the School policy is to disburse the funds equitably across the eligible population.

Nursing Student Loans are awarded after Stafford and Perkins loans to a limited number of students with demonstrated need. The loan is subsidized, interest is 5 percent, and students have ten years to repay.

Private loans are available from various banks around the country. A preferred lender brochure is made available to admitted students. Private lenders perform a credit check on the student and/or cosigner before approval, and the School’s financial aid director must
certify the loan before disbursement. International students must have a U.S. citizen or permanent resident as a cosigner. More information is available from the Financial Aid Office.

*Work-Study* is a federal student aid program available to U.S. students with demonstrated need beyond loans. Awards are usually $1,000 per year for a limited number of students. Students in this program work on faculty research, provide administrative support to faculty and staff, or can be employed in the School’s Reading Room. Additional employment is available throughout the University campus. Positions are posted at www.yale.edu/seo.

Students are encouraged to seek outside scholarships from their employer or alma mater, from organizations with which they are affiliated, and via Web site searches. A list of opportunities is available on the School Web site, in the financial aid section. Students must inform the Financial Aid Office of any outside support, as awards may need to be revised. However, revisions begin with loans, not scholarships.

As an alternative to traditional financial aid, a very popular program for family nurse practitioners and nurse-midwives is the National Health Service Corps (NHSC). This government program was established to encourage graduates to work in under-served areas of the country. The award provides tuition, fees, and maintenance allowance. In exchange, one year of employment is required for each year of funding. Applications are due in late March. A description of the program is available at www.bphc.hrsa.gov/ or by writing to NHSC Scholarship Program, 11300 Rockville Pike, Suite 801, Rockville, MD 20852.

**FINANCIAL SUPPORT AND VISA PROCESS FOR INTERNATIONAL STUDENTS**

International students are also offered admission without regard to their ability to pay. International students seeking aid must complete two applications, the International Student Financial Aid Application and the School of Nursing Financial Aid Application. Both are available from the School’s Financial Aid Office. Students demonstrating financial need will be awarded scholarships to cover a portion of their tuition.

U.S. immigration regulations require that the University have proof of financial support before an I-20 can be issued. Students are required to provide evidence of funding for the duration of the program. If additional family members are coming to the United States, financial support is required for their health insurance and living expenses. More information is available at Yale’s Office of International Students and Scholars, which can be accessed online at www.oiss.yale.edu.

**FINANCIAL AID FOR THE DOCTOR OF NURSING SCIENCE PROGRAM**

Doctor of Nursing Science students are awarded fifty percent tuition, health coverage, and stipend, regardless of financial need, for the first two years of full-time study. In 2004–2005, Yale School of Nursing will pay $12,370 toward tuition, $1,272 toward the Yale Health Plan, and $7,350 in stipend. This level of support is provided as long as the student maintains good academic standing. Students are expected to be involved with their advisers for a minimum of eight hours per week in research activities. Beyond the
second year of the program, students should seek grant funding from faculty or student loans through the Financial Aid Office.

After the first two years of full-time study, doctoral students are required to complete ten credits of dissertation advisement at the approved per credit rate. A continuation fee of $265 per term for three additional terms is then charged. If the dissertation has still not been completed, the approved per credit charge is resumed until completion of the dissertation.

REFUND AND REBATE

Requests for a Leave of Absence or Withdrawal must be in writing, first to the student’s specialty director, then forwarded to the associate dean of academic affairs for approval. In either instance, the general rules of the University and other policies of the School are applicable.

Students who withdraw from, or leave, the School for any reason during the first 60 percent of the term will have their tuition adjusted on a pro rata basis. No adjustment is made after 60 percent of the term has expired. For the fall term that date is November 1, 2004 for the Midwifery Program and November 5, 2004 for all other students. In the spring the date is March 28, 2005 for all students. Tuition will be adjusted on a pro rata basis upon the death of a student, at any time during the academic year.

A student who withdraws for any reason during the first 60 percent of the term is entitled to the pro rata amount of federal student loans. One hundred percent of these loans are earned after this date. In 2004–2005, the last days for refunding federal student aid will be the same as noted above for tuition. Financial aid will be refunded in the order prescribed by federal regulations: Unsubsidized Federal Stafford and Subsidized Federal Stafford Loans (if any), Federal Perkins Loans; Nursing Student Loans; any other federal, state, private, or institutional scholarships and loans. Any remaining balance will be refunded to the student.

All loan recipients (Federal Nursing Student Loans, Perkins Loans, Stafford Loans, and Yale Student Loans) are required to have an exit interview before leaving Yale. Students leaving Yale receive a mailing from Student Financial Services with an exit packet and instructions on completing this process.

HOUSING

Edward S. Harkness Dormitory and Apartments

Harkness Hall, located only steps away from the School of Medicine and Yale–New Haven Hospital, houses students from the School of Medicine, the School of Nursing, and the Epidemiology and Public Health and Physician Associate programs. Residents of Harkness Dormitory live in a secure building with recently renovated single rooms, and they have access to many amenities including computer network access in all units. Yale administrative offices occupy the first through third floors of the building. The great advantages of living in Harkness Hall are its close proximity to classes, and the opportunity it provides in bringing together students from the various medical-related fields in a relaxed social setting.
Accommodations include single rooms with sinks, a limited number of two-room suites, a popular dining hall, television lounges, kitchenettes, and other recreational rooms. All dormitory rooms are furnished, and all rooms must be single occupancy. Dormitory room rental rates are $4,200 to $5,900 during the 2004–2005 academic year (August 2004 to May 2005). One-bedroom apartments with living room, kitchenette, and bathroom are available for singles or couples. The 2004–2005 apartment rate is $6,700 per academic year for streetside apartments, and $6,900 per academic year for courtyard apartments. All rents include Ethernet hook-up, cable television, and all utilities except telephone. Apartments are furnished with basic furniture, although many students supplement the existing furniture with their own.

The first floor houses a dining and lounge area, known as Marigolds (described further below), which is open to the Yale community and provides both intimate and large gathering spaces for socializing, reading, watching television, and other activities. A Steinway baby-grand piano is also available for residents. The building contains limited resident storage including a bike storage area, an exercise/weight room, a billiard room, and a laundry room. The Class of 1958 Fitness Center, which opened during the 1999–2000 school year, contains a wide assortment of cardiovascular and weight training equipment. All medical, public health, physician associate, and nursing students are welcome to use this Center, where Student ID card scanners provide access. There is no fee for this benefit, but all users are required to register for membership.

For information about Edward S. Harkness Memorial Hall, contact the Harkness housing office at 203.785.4686; or the Web site, http://info.med.yale.edu/harkness. For information about other Yale graduate residences, consult the Department of Graduate Housing’s Web site at www.yale.edu/hronline/gho.

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartments Office provides apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 a.m. to 4 p.m., Monday through Friday.

Applications for 2004–2005 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). A copy of your letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact beverly.whitney@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact betsy.rosenthal@yale.edu, tel. 203.432.8270, fax 203.432.0177.

The University’s Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at 155 Whitney Avenue, 3d floor, and is open from 8.30 a.m. to 3.30 p.m., Monday through Friday. The listings may also be accessed from any computer at Yale through the intranet at www.yale.edu/offcampushousing. Call 203.432.9756 to obtain the necessary passwords to access the system from other areas.
Dining Services

Marigolds, at the School of Medicine, is the popular student dining area and gathering place located in Edward S. Harkness Hall. Marigolds is open from 7:30 A.M. until 7 P.M., Monday through Friday, and it offers continental breakfast, lunch, and dinner. Dining hours are shortened during summer and vacation periods. Faculty members, students, and staff are welcome to dine at the dining hall on an à la carte basis.

Those living in Harkness dormitory are required to participate in a meal plan. The rate for the 2004–2005 academic year is $2,700 for all residents. The meal plan is a debit-balance system allowing students to spend their board points anytime that the dining room is open. Pricing is à la carte, although for budgeting purposes students must understand that the board amount provides adequate funds for approximately ten meals per week (this varies depending upon individual eating habits). Apartment residents have no required meal plan.

HEALTH SERVICES FOR SCHOOL OF NURSING STUDENTS

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS’s services are detailed in the YHP Student Handbook, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at www.yale.edu/uhs.

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must enroll for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must enroll with the YHP Member Services Department. Enrollment applications for the YHP Student Affiliate
Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at YUHS. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Care Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

Health Coverage Enrollment
The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student’s responsibility to confirm receipt of the waiver form by the University’s deadlines noted below.

YHP Hospitalization/Specialty Coverage
Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first
time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

For a detailed explanation of this plan, see the YHP Student Handbook.

Waiving the YHP Hospitalization/Specialty Coverage: Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student’s responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revolving the Waiver: Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

YHP Student Two-Person and Family Plans
A student may enroll his or her lawfully married spouse or same-sex domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include coverage for YHP Basic Coverage and for coverage under YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP Student Affiliate Coverage
Students on leave of absence or extended study or students paying less than half tuition may enroll in YHP Student Affiliate Coverage, which includes coverage for YHP Basic and for the benefits offered under YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP Prescription Plus Coverage
This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person
Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the YHP Student Handbook.

**Eligibility Changes**

*Withdrawal:* A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student’s YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

*Leaves of Absence:* Students who are granted leaves of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs).

*Extended Study or Reduced Tuition:* Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes coverage for YHP Basic and for the benefits offered under YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Students must complete an enrollment application for the plan prior to the start of the term.

For a full description of the services and benefits provided by YHP, please refer to the YHP Student Handbook, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

**Required Immunizations**

*Measles (Rubeola) and German Measles:* All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, and after the student’s first
birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, and after the student's first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

**Meningococcus (Meningitis):** All students living in on-campus housing must be vaccinated against Meningococcal disease. The vaccine must have been received after January 1, 2000. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2004. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

In addition to University requirements, all School of Nursing students must also meet immunization requirements of the various hospitals in which they will work. Yale–New Haven Hospital requires that, before beginning any clinical work, all students with negative serology be successfully vaccinated against hepatitis B and must ascertain that students are immune to polio, mumps, rubella, and varicella. Those refusing the hepatitis B vaccine must do so in writing at the time of matriculation. Students must show evidence that they have received a tetanus toxoid or tetanus-diphtheria booster within the past ten years. They must also show evidence of a PPD within the past year, or a chest X-ray for individuals known to be PPD positive.

Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

Any students who will be traveling abroad should make an appointment in the Travel Clinic at YUHS at least six to eight weeks prior to departure. In addition, those who are working in areas where they might encounter blood or fluid exposure must contact the Student Medicine Department (432.0312) at YHP. Such students will be given a seven-day supply of antiretroviral medication at no charge. They will also receive instructions about how to handle possible exposure.

**RESOURCE OFFICE ON DISABILITIES**

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 1. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is
located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the College Street entrance to WLH. Office hours are Monday through Friday, 8.30 a.m. to 4.30 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).

THE STUDENT GOVERNMENT ORGANIZATION

The Student Government Organization (SGO), open to all enrolled, was formalized in 1969. The SGO mission statement was revised in 2000 to state: “The mission of the Yale School of Nursing Student Government Organization is to enhance the quality of life and education for the whole community by fostering student vision, leadership, advocacy, and action.” In recent years the SGO has been focused on strengthening school-wide communication, providing social activities, and representing a student voice in policy making at YSN. The SGO is responsible for organizing orientation events, coordinating the Big Sib/Little Sib program, and providing support to the class representatives. Additionally, the SGO is committed to supporting community outreach activities within the New Haven area.

Each winter the SGO elects officers for the next term of office, which is from February to February. General meetings are held biweekly and all students are invited to attend. The SGO office is located adjacent to the student lounge and office hours are posted each term. Students can contact their SGO Board representative by e-mailing YSN-SGO@yale.edu or by calling (203) 785.2391.

AWARDS

Each year, the Annie Goodrich Award for excellence in teaching is granted to a faculty member chosen by the students. An ad hoc committee, appointed by the president of the Student Government Organization, is responsible for soliciting nominations and making the final selection.

The Charles King, Jr., Memorial Scholars’ Aid Prize is awarded to a member of the graduating class who has demonstrated outstanding performance in scholarship, research, and clinical practice and who, through accomplishments and leadership, has inspired an admiration for professional work. Nominations are solicited from faculty and students, and selection is made by a committee.

The Milton and Anne Sidney Prize is awarded to the graduating student whose scholarly inquiry praxis, in the judgment of the faculty, best exemplifies the School’s commitment to clinical study and its mission to contribute to better health care for all people through systematic study of the nature and effect of nursing practice. Nominations are solicited from faculty. Selection is made by a committee.

The Anthony DiGuida Delta Mu Research Prize is awarded to a graduating doctoral student who loved doctoral study at YSN and whose love of clinical scholarship has resulted in a dissertation that best exemplifies the goals of Sigma Theta Tau and YSN to advance nursing knowledge through superior clinical scholarship and leadership. Selection is made by a committee of the faculty.
TheConnecticut Holistic Health Association Prize for academic excellence at YSN is given to a deserving student demonstrating academic excellence in a holistically oriented research or clinical project of significant social relevance. This annual award was conceived to recognize scholarly endeavors in holistic methods for students in the health professions.

The Banner Bearer, selected by the graduating class, is privileged to wear the academic attire provided by Phillip E. T. Gower, ’74.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale’s international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University’s representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States. OISS issues the visa documents needed to request entry into the United States under Yale’s immigration sponsorship and processes requests for extensions of authorized periods of stay in the United States, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the monthly international coffee hours, daily English conversation programs, and orientation receptions for newly arrived graduate students and postdocs, provide an opportunity to meet members of Yale’s international community and become acquainted with the many resources of Yale University and New Haven.

OISS maintains an extensive Web site (www.oiss.yale.edu) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates. International graduate students, postdocs, and visiting scholars can get connected with OISS by subscribing to one or both of the OISS e-mail lists. OISS-L is the electronic newsletter with important information for Yale’s international community. YaleInternational E-Group is an interactive list through which over 1,000 international students and scholars keep each other informed about events in the area. Check the Web site for more information. To subscribe to either list, send a message to oiss@yale.edu.

Spouses and partners of international students and scholars will want to know about ISPY — International Spouses and Partners at Yale. Information about ISPY and other OISS programs can be found on the OISS Web site.

The Office of International Students and Scholars, located at 246 Church Street, Suite 201, is open Monday through Friday from 8.30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.
Clinical Resources

YALE–NEW HAVEN MEDICAL CENTER

The combined facilities of the Yale School of Medicine, the Yale–New Haven Hospital, the Yale Child Study Center, the Yale School of Nursing, and the Yale Psychiatric Institute constitute the Yale–New Haven Medical Center. The Connecticut Mental Health Center is closely affiliated with this complex.

The Child Study Center is an academic, clinical, and research center devoted to improving the understanding and treatment of children with psychiatric and developmental problems. The center functions as the Department of Child Psychiatry for the School of Medicine and Yale–New Haven Hospital. It has three major missions: to increase knowledge about children from infancy through adolescence using systematic research, to educate professionals concerned with children’s development, and to provide clinical services to children with psychiatric and developmental disorders and to their families. To achieve these goals, the center faculty and staff comprise professionals from the major disciplines concerned with children, including child and adolescent psychiatrists, psychologists, child psychiatric nurses, social workers, speech pathologists, educators, pediatricians, child psychoanalysts, geneticists, public health planners, and lawyers. Engaged in a broad range of research programs, educational activities, consultation, and service provision, these professionals educate the next generation of professionals for leadership roles throughout the United States and abroad.

The combined service, education, and research mission of the center fosters an environment in which students can further their interest in child development and contribute to the field of developmental psychology. Collaboration with the University occurs at both the graduate and undergraduate levels.

The Outpatient Clinic offers direct mental health services to children from birth to age eighteen at the Child Study Center and in school-based clinics in New Haven public schools. There are several specialty clinics that provide consultation for children with tic disorders, obsessive-compulsive disorders, and developmental disorders, and there is a psychopharmacology consultation service. The Outpatient Clinic provides school-based mental health services in inner-city schools and walk-in immediate-access service in the clinic. The Yale Children’s Psychiatric Inpatient Service, a collaborative program of Yale–New Haven Hospital and the Child Study Center, provides inpatient and partial hospital care for children between the ages of four and fourteen. Community-based child and adolescent mental health services include the Family Support Service for vulnerable children and families; in-home psychiatric services; and the Child Development and Community Policing Program, a collaboration between the Child Study Center and the New Haven Department of Police Services to serve children exposed to violence and other trauma. Director, Alan E. Kazdin, Ph.D.; Chief of Child Psychiatry, Joseph L. Woolston, M.D.
The Connecticut Mental Health Center (CMHC) is an urban community mental health center, owned by the State of Connecticut and operated by the Department of Mental Health and Addiction Services in partnership with Yale University Department of Psychiatry. The CMHC has a thirty-year tradition of serving disadvantaged persons with serious illness. The center provides innovative services and solutions to challenging problems of patient care, drawing on research into the causes, treatment, and prevention of behavioral disorders.

CMHC treats individuals suffering from severe and persistent psychosis, depression, anxiety, substance abuse disorders (including heroin and cocaine) and those with dual diagnosis (both mental and drug-related problems). Several treatments in either an inpatient or an outpatient setting are available. Special clinics include the Hispanic Clinic (for Spanish-speaking individuals), and a clinic in West Haven that offers services to children and their families. The center also runs distinct outreach programs for both the homeless mentally ill and for individuals referred by the criminal justice system.

In addition, the center is committed to educating the next generation of behavioral health professionals, who not only will care for the seriously ill but also will continue the missions of education and research into the nature, care, and treatment of serious mental and addictive disorders.

The organization and activities of the Nursing Department reflect the integration of the clinical care and academic dimensions of nursing. This integration is achieved through joint appointments with faculty of the Yale School of Nursing.

Nurses practice in a range of patient care settings in the center, providing services to individuals, groups, and families, as well as attending to community-wide mental health concerns. Director, Selby Jacobs, M.D.; Director of Nursing, Deborah Ward-O’Brien, R.N., M.S.N., A.P.R.N.

The Yale School of Medicine offers courses leading to the degrees of Doctor of Medicine, Doctor of Public Health, and Master of Public Health. In addition there are programs for postdoctoral training in the basic medical sciences and the clinical disciplines. A Physician Associate program is also offered, which awards a Master of Medical Science (Physician Associate) degree. Clinical facilities for instruction are available at Yale–New Haven Medical Center, the Veterans Affairs Medical Center, and at various community hospitals in Connecticut with which the School is affiliated. The School of Medicine provides opportunity for students in nursing to extend their knowledge both through formal courses of study and informally through clinical conferences and rounds, where problems of patient care are discussed by doctors, nurses, and other health professionals. Dean, Robert Alpern, M.D.

Yale–New Haven Hospital. Founded in 1826 as Connecticut’s first and the nation’s fifth hospital, today Yale–New Haven Hospital, affiliated with Yale University Schools of Medicine and Nursing, ranks among the premier medical centers in the nation. The Yale–New Haven Children’s Hospital, which opened in 1993, features new maternity facilities and the most comprehensive pediatric services between Boston and New York. Both an academic medical center hospital and a community hospital, Yale–New Haven
Hospital provides primary and specialized care for 944 beds in three inpatient pavilions. In 2000, 40,697 inpatients were discharged and there were 420,115 ambulatory visits, including 83,241 emergency visits. Yale–New Haven Hospital offers over 90 medical and surgical specialty services, including anesthesiology, organ transplantation, cardiology, psychiatry, newborn special care, and geriatric assessment. It also houses the nationally designated Yale Cancer Center. Yale–New Haven Hospital is the primary clinical campus for the Yale School of Nursing. There are many joint appointments between the staff of the nursing service and the faculty of the nursing school who collaborate closely in the education of students and improvement of patient care. Yale–New Haven Hospital’s commitment to excellence in nursing care attracts highly qualified nurses to its staff, many of whom serve as role models to the rest of the staff and nursing students who use the clinical facilities of the hospital. The hospital is also the flagship hospital of the Yale New Haven Health System, a fully integrated provider of comprehensive health care to individuals, families, and employees of large and small businesses. In addition, as a strong regional provider network, currently composed of Bridgeport, Connecticut; Greenwich, Connecticut; Westerly, Rhode Island; and Yale–New Haven hospitals, the system includes relations with insurance companies, managed care companies, physician practices, and employers throughout the state. President and Chief Executive Officer, Joseph A. Zaccagnino; Senior Vice President for Patient Services, Patricia Sue Fitzsimons, R.N., Ph.D.

OTHER CLINICAL RESOURCES

The Connecticut Hospice offers a specialized health care program for terminally ill patients (adults and children) and their families. The combination of medical, emotional, and psychosocial patient/family needs is met by the coordinated care of members of several disciplines: physicians (including a psychiatrist); nurses; social workers; clergy; pharmacists; financial adviser; arts, bereavement, and dietary consultants; and both professional and lay volunteers. The caregiving team is available to patients and families in the Home Care and Inpatient programs. Hospice includes family members in the unit of care to help them through the time of illness and bereavement. Hospice Home Care Services are available in Fairfield, New Haven, Middlesex, and Hartford counties; inpatient care is available for all state residents at the Connecticut Hospice in Branford. Any physician from the state may refer a patient for inpatient care or home care services. The Connecticut Hospice is a clinical model for national replication, and the John D. Thompson Hospice Institute for Education, Training, and Research is a national education center for health professionals from all disciplines. President and Chief Executive Officer, Rosemary J. Hüürzeler R.N., M.P.H., H.A.

Fair Haven Community Health Center is a community-initiated and community-controlled health center serving the predominantly ethnic neighborhood of Fair Haven. Developed along the lines of the free clinic model in 1971, the Fair Haven center strives to provide health care in a congenial and personalized setting to 10,000 patients through an interdisciplinary team of doctors, nurse practitioners, nurse-midwives, social service, and community health workers. This includes prenatal and family planning services, general
medical and pediatric care, preventive health education, language translation, counseling, and community outreach. Center funding comes from patient fees and a variety of private, government, and third-party reimbursement sources. In addition to its main facility, the center operates a satellite for geriatric patients at an elderly housing complex and three school-based clinics, one at a high school, one at a middle school, and one at an elementary school. The Fair Haven Center is located in a health professional shortage area. **Director, Katrina Clark, M.P.H.**

**Hill Health Center,** established in 1968, is a community-oriented family health service that provides comprehensive care to more than 32,500 people in the New Haven area. The center also operates four satellite clinics: Dixwell Health Center, which specifically serves the Dixwell, Newhallville, and West Rock areas; Women’s Health Services; the West Haven Health Center; and the Community Health Connection in Ansonia, serving the Lower Naugatuck Valley.

The center’s programs are supported by federal grants, patient fees, third-party payments, private donations, foundation grants, and contracts-for-service.

There is emphasis on the total family health needs with comprehensive medical, dental, psychosocial, nursing, and other ancillary services provided by a team composed of professionals and community residents trained as health workers. The intent is to allow the health professional to deal more efficiently and effectively with the health care needs of the people to be served. Programs include the Young Parents Outreach Program; school-based clinics at Robinson and Clemente middle schools, and Hill Central, Lincoln-Bassett, Truman, Davis Street, and Brennan elementary schools; a homeless health care project, an AIDS outreach project, a twenty-nine-bed medical detoxification center; a comprehensive perinatal care program; an outpatient drug and alcohol treatment program; a public housing primary care project; and a day treatment program for homeless substance abusers. **Chief Executive Officer, Cornell Scott.**

**The Hospital of Saint Raphael** was founded in 1907 by the Sisters of Charity of Saint Elizabeth and is a voluntary nonprofit community and teaching hospital. It is licensed for 511 beds. A $25 million ambulatory surgical facility opened in 1999.

Last year, the Hospital of Saint Raphael discharged over 24,368 inpatients. There were 52,730 emergency room and 67,111 clinic visits, with short-term surgery cases surpassing 9,568. Noteworthy statistics include one of the highest geriatric and case mix indexes in the state. The hospital has one of the largest caseloads of cardiothoracic surgery in Connecticut.

Saint Raphael’s provides clinical laboratory experience facilities for Yale University School of Nursing students as well as many other nursing and resident programs in the area. Master's prepared clinical nurse specialists support the staff in clinical decision making and provide direct care in inpatient and outpatient settings. Nursing research and projects are encouraged and are reviewed by an active Nursing Research Committee. The students’ other clinical rotations include physical therapy, occupational therapy, speech therapy, respiratory therapy, laboratory and radiological technology, and pastoral care. **President and Chief Executive Officer, David W. Benfer; Vice President of Patient Services, Mary Kuncas, R.N., M.S.**
VNA Services, Inc. is a state-licensed, Medicare/Medicaid-certified agency dedicated to providing a full range of health care services in the home and community. An interdisciplinary team of professionals provides in-home management and coordination of health care, including skilled nursing; physical, speech, and occupational therapy; home health aide service; homemakers; medical social work and medical nutrition therapy provided by a registered dietitian. Specialty programs include cardiac rehabilitation with home telemonitoring, behavioral health, home infusion therapy, maternal/child health, and early maternity discharge. Health promotion programs include adult health guidance clinics, well-child clinics, and flu and pneumonia clinics.

VNA Services, Inc. delivers over 76,360 home visits to over 2,000 patients annually throughout New Haven County. Founded in 1920, VNA Services, Inc. became an affiliate of Saint Raphael Healthcare System, Inc., in 1996. Services are available twenty-four hours a day, 365 days a year. VNA Services, Inc. is accredited by JCAHO. Chief Executive Officer, Alexine Janiszewski, R.N., M.S.N.

The Veterans Affairs Connecticut Healthcare System is one of the outstanding Veterans Affairs (VA) Medical Centers nationwide with quality clinical services and innovative research programs. The two VA hospitals (West Haven and Newington) merged in 1995 to form VA Connecticut Health Care System. Several VA Connecticut specialized programs are recognized nationally and regionally. These include the Eastern Blind Rehabilitation Center and Clinic. This is one of four national programs providing extensive rehabilitation services to blind veterans enabling them to gain and maintain their independence. The Positron Emission Tomography (PET) Center is a joint project with Yale School of Medicine, and the Single Photo Emission Computerized Tomography (SPECT) provides state-of-the-art imaging for medical care and research in biology, psychiatry, cardiology, and oncology. VA Connecticut also encompasses the Geriatric Rehabilitation Extended Care Service, Substance Abuse Treatment Program, National Centers for Post-Traumatic Stress Disorder, Alcoholism Research, Schizophrenia Research, and a comprehensive cancer center. Additionally, clinical services include epilepsy treatment, cardiac rehabilitation, cardiac surgery, geriatric evaluation, respite care, and home-based primary care. Currently, VA Connecticut is a leader nationally in the application of home telemonitoring of patients in the home-based primary care program. VA Connecticut operates an Ambulatory Care Center at the West Haven campus and the Ambulatory Care Center of Excellence at the Newington campus. There are six community-based outpatient clinics located in Danbury, New London, Waterbury, Stamford, Windham, and Winsted. Director, Roger Johnson; Nurse Executive, Margaret Veazey, M.S.N.

The Visiting Nurse Association of South Central Connecticut is a licensed, nonprofit agency dedicated to providing home health and community services. The agency meets all state and federal requirements and is accredited by Community Health Accreditation Program (CHAP), a subsidiary of the National League for Nursing. The agency developed and sponsors the Nightingale Awards for Excellence in Nursing, a community-wide nursing recognition program. It is qualified to provide care for patients covered by
Medicare, Medicaid, and other third-party payers. Founded in 1904, the VNA of South Central Connecticut offers a comprehensive array of programs and services in New Haven, Fairfield, and Middlesex counties. With its staff of registered nurses, licensed practical nurses, nurse practitioners, clinical nurse specialists, rehabilitative therapists, medical social workers, and home health aides, the agency provides: adult care of the ill, antepartum and postpartum care, asthma care, behavioral health, advanced cardiac care, diabetes management, geriatric care, high-risk maternal and newborn care, HIV/AIDS home care, home infusion therapy, oncology care, pediatric home care, and rehabilitation therapy services including physical, occupational, and speech therapies. Specialty practices include PICC and midline catheter placement and care, central line catheter care, dementia consultation and assessments, EKG monitoring (12 lead), nutrition counseling, pain management, pulse oximetry reading, respiratory care, wound and ostomy care. Among the community services provided by the VNA of South Central Connecticut are: Healthy Families CT, HIV/AIDS caregiver workshops, home safety assessments, flu clinics, blood pressure screenings, and well-child clinics. The agency offers an emergency response system, Health Watch. Private duty care is provided through the agency’s affiliate, CareSource, Inc. President and Chief Executive Officer, Joanne Walsh, M.B.A.

During the previous academic year educational experiences for some individual students have also been arranged at the following institutions and agencies:

Alameda County Medical Center, Oakland, California.
Albert Einstein College of Medicine, Bronx, New York.
Alegent Health, Omaha, Nebraska.
All for Women, Westerly, Rhode Island.
American Cancer Society, New England Division, Meriden, Connecticut.
Ishrat J. Ansari, M.D., Murfreesboro, Tennessee.
Anthem Blue Cross and Blue Shield of Connecticut, North Haven, Connecticut.
Aomori University, Aomori, Japan
Arden Courts Manor Care Health Services, Hamden, Connecticut.
Area Cooperative Educational Services (ACES), Hamden, Connecticut.
Asniya, Brookline, Massachusetts.
Atlantic Health Services, Hamden, Connecticut.
The Baby Cottage, Stamford, Connecticut.
The Barton Center for Diabetes Education, North Oxford, Massachusetts.
Baylor College of Medicine/Department of OB/GYN Midwives, Houston, Texas.
Bellevue Hospital, New York, New York.
Dr. Paul E. Berard Internal Medicine, Fairfield, Connecticut.
Best Start Birth Center, San Diego, California.
Birth & Beyond, Madison, Connecticut.
Boggy Creek Gang Camp, Eustis, Florida.
Boston VNA, Hyde Park, Massachusetts.
Branford/North Branford Pediatrics, Branford, Connecticut.
Branford Pediatric & Allergy, PC, Branford, Connecticut.
Bridgeport Health Care Center, Bridgeport, Connecticut.
Bridgeport Health Department, Bridgeport, Connecticut.
Bridgeport Hospital, Bridgeport, Connecticut.
Bridgeport, Newtown & Monroe Pediatric Group, Bridgeport, Connecticut.
Bristol and Women's Hospital, Brookline, Massachusetts.
Brightwood Health Center, Springfield, Massachusetts.
Bristol Hospital, Bristol, Connecticut.
Broadway OB/GYN Midwifery Services, Providence, Rhode Island.
Brookfield Pediatrics, Brookfield, Connecticut.
Brookside Pediatrics, PC, Bridgeport, Connecticut.
The Cancer Institute of New Jersey, New Brunswick, New Jersey.
Candlewood OB/GYN, Danbury, Connecticut.
Capitol Region Mental Health Center, Hartford, Connecticut.
Cardiac Specialists of Fairfield, PC, Fairfield, Connecticut.
Caritas Norwood Hospital, Norwood, Massachusetts.
Carlos G. Otis Health Care Center, Inc., Townshend, Vermont.
Catawba Valley Medical Center, Hickory, North Carolina.
CCOG Women's Health Group, Bristol, Connecticut.
Center for Advanced Reproductive Medicine, Norwalk, Connecticut.
Center for Pediatric Medicine, Danbury, Connecticut.
Center for Women's Health in Connecticut, Waterbury, Connecticut.
Centers for Disease Control – Global AIDS Program, Port of Spain, Trinidad and Tobago.
Central Maine Medical Center, Lewiston, Maine.
Central Maine OB/GYN Group, Lewiston, Maine.
Cereal City Pediatrics, Battle Creek, Michigan.
Charlotte Hungerford Hospital, Torrington, Connecticut.
Cheshire Medical Center, Keene, New Hampshire.
Childbirth Center, Englewood, New Jersey.
Children’s Health Care of Atlanta, Inc., Atlanta, Georgia.
The Children's Hospital of Alabama dba Children’s Hospital, Birmingham, Alabama.
Children’s Hospital of Boston, Boston, Massachusetts.
Children’s Medical Group, Hamden, Connecticut.
Church of Scotland Hospital, Tugela Ferry, Kwazula/Natal, South Africa.
Young Chyun, M.D., Bristol, Connecticut.
Clara Barton Camp for Girls with Diabetes, North Oxford, Massachusetts.
Coastal Women’s Care, New London, Connecticut.
Columbia Eastside Presbyterian Radiation Therapy, New York, New York.
Columbia Healthcare System of Louisiana, Inc. dba Lakeland Medical Center, New
Orleans, Louisiana.
Columbia Healthcare System of Louisiana, Inc. dba New Orleans, Louisiana.
Community Health Center, Bridgeport, Connecticut.
Community Health Network of San Francisco, Dept. of Health, San Francisco,
California.
Community Health Services, Inc. (Hartford), Hartford, Connecticut.
Connecticut Association for Human Services, Hartford, Connecticut.
Connecticut Childbirth & Women’s Center, Danbury, Connecticut.
Connecticut Children’s Medical Center, Hartford, Connecticut.
Connecticut Counseling Center, Norwalk, Connecticut.
Connecticut Heart Group, New Haven, Connecticut.
Connecticut Hospice, Branford, Connecticut.
Connecticut Medicaid Managed Care Council, Hartford, Connecticut.
Connecticut Medical Group, New Haven, Connecticut.
Connecticut Nurses’ Association/Meriden, Meriden, Connecticut.
Consolidated Tribal Health Project, Capella, California.
Correctional Managed Health Care, Farmington, Connecticut.
County OB/GYN Group, Branford, Connecticut.
Creative Stress Management, Middlebury, Connecticut.
Cyril Ross Nursery, Society of St. Vincent de Paul, Tunapina, Trinidad and Tobago.
Karen Dahlgard, New Haven, Connecticut.
Dana Farber Cancer Institute, Boston, Massachusetts.
Danbury Geriatric Health Center, Danbury, Connecticut.
Danbury Health and Housing Department, Danbury, Connecticut.
Danbury Hospital, Danbury, Connecticut.
Danbury Visiting Nurses Association, Danbury, Connecticut.
Dartmouth-Hitchcock Clinic-Keene, New Hampshire.
Dartmouth-Hitchcock Clinic-Lebanon, New Hampshire.
Dartmouth-Hitchcock Clinic-Nashua, New Hampshire.
Department of Veterans Affairs—Rocky Hill, Rocky Hill, Connecticut.
Department of Veterans Affairs/Veterans Home & Hospital—Rocky Hill, Rocky Hill, Connecticut.
Diabetes Treatment & Training Center, Dr. Etkind, New Haven, Connecticut.
Dimensions Health Care Systems, Cheverly, Maryland.
Michael Doyle, M.D., Norwalk, Connecticut.
Duncaster, Bloomfield, Connecticut.
East Granby Family Practice, East Granby, Connecticut.
East Hartford Community Health Care, East Hartford, Connecticut.
East Haven Pediatrics, PC, East Haven, Connecticut.
El Paso County Department of Health & Environment—Women’s Clinic, Colorado Springs, Colorado.
Eleanor Widernner Dixon Clinic, Ellsworth, Maine.
Elim Park Baptist Home, Cheshire, Connecticut.
Elmwood Medical Group, West Hartford, Connecticut.
Endocrinology & Internal Medicine, Inc., North Providence, Rhode Island.
Serle Epstein M.D., Madison, Connecticut.
Thomas Etkins, M.D. & Jeffrey Hoogstra, M.D., Office, West Haven, Connecticut.
Fairfield County Allergy, Asthma & Immunology Associates, Norwalk, Connecticut.
Fairfield University, Fairfield, Connecticut.
Fair Haven Community Health Clinic–School Based Health Clinic, New Haven, Connecticut.
Fallon Clinic—Worcester Medical Center Fallon OB/GYN Department, Worcester, Massachusetts.
Family Care, PC, Waterbury, Connecticut.
Family Practice & Internal Medicine of Spring Glen, LLC, Hamden, Connecticut.
Fenway Community Health, Boston, Massachusetts.
Juan Fica, M.D., Waterbury, Connecticut.
Emily Fine, M.D. & Mary Elizabeth Gillette, M.D., Hamden, Connecticut.
Fletcher Allen Health Care, Burlington, Vermont.
Fletcher Allen Health Center/Midwifery Department, Burlington, Vermont.
Gambro Healthcare, New Haven, Connecticut.
Gaylord Hospital, Inc., Wallingford, Connecticut.
General Practitioners/Branford, Branford, Connecticut.
Geriatric and Adult Psychiatry, LLC, Hamden, Connecticut.
Glendale Nursing and Rehabilitation Center, Naugatuck, Connecticut.
Greater New Haven OB/GYN Group, PC, New Haven, Connecticut.
Greater Waterbury Primary Care Center, Prospect, Connecticut.
Greenwich Hospital, Greenwich, Connecticut.
Griffin Hospital, Derby, Connecticut.
Grove Hill Medical Center/OB-GYN, New Britain, Connecticut.
Guilford Internal Medicine, Guilford, Connecticut.
Guilford Pediatrics, Guilford, Connecticut.
Hamden Health Care Center, Hamden, Connecticut.
Hamden Medical Services, PC, Hamden, Connecticut.
Hartford Board of Education/School Based Health Clinics, Hartford, Connecticut.
Hartford Health Department (City of), Hartford, Connecticut.
Hartford Hospital, Hartford, Connecticut.
Hartford Medical Group, Wethersfield, Connecticut.
Hartford OB/GYN Group, PC, Hartford, Connecticut.
Health Care for the Homeless–Houston, Houston, Texas.
Health Center Sacred Heart University, Fairfield, Connecticut.
Heart Care, Hamden, Connecticut.
Helm and Helm, Wallingford, Connecticut.
Charles Hemenway, Jr., M.D., PC, Fairfield, Connecticut.
Hewitt Memorial, Shelton, Connecticut.
Hill Health Center, New Haven, Connecticut.
Hole in the Wall Gang Camp, Ashford, Connecticut.
Holy Family Birth Center, Westlaco, Texas.
Holy Rosary Medical Center, Ontario, Canada.
Holyoke Hospital, Holyoke, Massachusetts.
Home Health – Visiting Nurse Services of Southern Maine, Saco, Maine.
Hospice by the Bay/San Francisco, San Francisco, California.
Hospice of Martha’s Vineyard, Oak Bluffs, Massachusetts.
Hospital for Special Care, New Britain, Connecticut.
Hudson River Health Center, Peekskill, New York.
Hudson Valley River Healthcare, Peekskill, New York.
Human Services Council of Mid-Fairfield/School Based Health Clinic/Norwalk, Norwalk, Connecticut.
Dennis Huskins, M.D./Norwalk Medical Group, PC, Norwalk, Connecticut.
Robert N. Hyde, M.D., Derby, Connecticut.
Inscription House Health Center, Tonalea, Arizona.
Institute for Long Term Care Policy, Meriden, Connecticut.
Instituto Cultural Oaxaca, Centro, Oaxaca, Mexico.
Irvine Medical Group, Inc., Nashville, Tennessee.
ITA Ford Health Team, New York, New York.
Ixmucane Women’s Health Birth Center, Antigua, Guatemala.
John Dempsey Hospital/University of Connecticut Health Center, Farmington, Connecticut.
Joseph Smith Community Health Center, Allston, Massachusetts.
Joslin Diabetes Center (Harvard Medical School), Boston, Massachusetts.
Key Medical Center, Lakebay, Washington.
Kids Station Pediatrics, Manchester, Connecticut.
Lakeland Medical Center, New Orleans, Louisiana.
Lakeview Clinic, Chicago, Illinois.
Landmark Medical Center, Woonsocket, Rhode Island.
Laurel Gardens, Woodbridge, Connecticut.
Lawrence & Memorial Hospital, New London, Connecticut.
Litchfield Internal Medicine, Torrington, Connecticut.
Maimonides Medical Center, Brooklyn, New York.
Main Street Pediatrics, Monroe, Connecticut.
Radhika Malhotra, M.D., Seymour, Connecticut.
Manchester Hospital, Manchester, Connecticut.
Maricopa County, Phoenix, Arizona.
Martha Eliot Health Center, Jamaica Plain, Massachusetts.
Mary Hitchcock Memorial Hospital, Lebanon, New Hampshire.
Mashantucket Pequot Tribal Health Department, Mashantucket, Connecticut.
Masonic Geriatric Healthcare Center, Wallingford, Connecticut.
Massachusetts General Hospital, Boston, Massachusetts.
Maternal Fetal Care, Stamford, Connecticut.
Medical Associates of North Haven, North Haven, Connecticut.
Medical Oncology & Hematology, PC, Woodbridge, Connecticut.
Medical Oncology-Hematology Inc., Stamford, Connecticut.
Medical Specialists of Fairfield, Fairfield, Connecticut.
Memorial Hospital for Cancer and Allied Diseases, New York, New York.
Meriden Nursing and Rehabilitation Center, Meriden, Connecticut.
Michael Callan/Audre Lord Community Health Center, New York, New York.
Midcentral Health/Department of Nursing & Midwifery, Palmerston North, New Zealand.
Middlesex Hospital, Middletown, Connecticut.
MidState Medical Center, Meriden, Connecticut.
Midstate VNA and Hospice, Meriden, Connecticut.
Midwifery Care of Holyoke, Holyoke, Massachusetts.
The Midwives, Marshfield Clinic, Eau Claire, Wisconsin.
The Midwives at Mt. Auburn (formerly Womencare and Mt. Auburn Midwifery), Cambridge, Massachusetts.
Milford Hospital, Milford, Connecticut.
Milford Pediatric Group, PC, Milford, Connecticut.
Ministerio de Salud–Centro de Salud, Esteli, Esteli, Nicaragua.
Miracles Child Care Program, Bridgeport, Connecticut.
Montefiore Family Health Center, Bronx, New York.
Mount Carmel Internal Medicine, Cheshire, Connecticut.
Mount Sinai Hospital/Hartford, Hartford, Connecticut.
Mount Sinai Hospital, New York, New York.
Mt. Auburn Hospital, Cambridge, Massachusetts.
Mt. Moriah Medical Center LLC, New London, Connecticut.
Natchaug Hospital, Inc., Mansfield, Connecticut.
Naugatuck Valley OB/GYN, Waterbury, Connecticut.
Naval Ambulatory Care Center, Groton, Connecticut.
New Eden Care Center, Topeka, Indiana.
New Haven Public School, New Haven, Connecticut.
New York City Health and Hospitals Corporation, New York, New York.
Newington Internal Medicine Primary Care, LLC, Newington, Connecticut.
Newport Hospital, Newport, Rhode Island.
North Broward Hospital, Deerfield Beach, Florida.
North Central Bronx Hospital, Bronx, New York.
Northeastern Vermont Regional Hospital, St. Johnsbury, Vermont.
Northern Navajo Medical Center, Shiprock, New Mexico.
North Stonington Medical Walk-In Center, PC/contract under Jerzy Stocki, M.D., North Stonington, Connecticut.
Norwalk Community Health Center, Norwalk, Connecticut.
Norwalk High School System/contract under Human Services Council, Norwalk, Connecticut.
Norwalk Hospital Nurse Midwifery Service, Norwalk, Connecticut.
Norwalk Medical Group, PC, Norwalk, Connecticut.
Norwich OB/GYN Group, Norwich, Connecticut.
Norwich Pediatric Group (Kara Willette, A.P.R.N.), Colchester, Connecticut.
Nurse Midwife Services/Montrose Memorial Hospital, Montrose, Colorado.
Nursing & Home Care, Inc., Wilton, Connecticut.
OB/GYN and Infertility Group, PC, New Haven, Connecticut.
OB/GYN Associates, Incorporated, Newport, Rhode Island.
OB/GYN of Fairfield County, Fairfield, Connecticut.
OB/GYN Services, PC/Norwich, Norwich, Connecticut.
Obstetrics, Midwifery and Gynecology, Cheshire, Connecticut.
On-Lok Senior Health Services, San Francisco, California.
Open Door McKinleyville Community Health Center, McKinleyville, California.
Oregon Health Science University, Portland, Oregon.
Park City Primary Care Center, Bridgeport, Connecticut.
David S. Parnas, M.D., Norwalk, Connecticut.
Partners in OB/GYN, Woonsocket, Rhode Island.
Partners in Women's Health Care/Ansonia, Ansonia, Connecticut.
Bruce Patterson, A.P.R.N., Oakdale, Connecticut.
Pediatric and Adolescent Medicine of Cheshire, Cheshire, Connecticut.
Pediatric and Adolescent Medicine of Meriden & Wallingford, Meriden, Connecticut.
Pediatric and Adolescent Medicine of Orange, Orange, Connecticut.
Pediatric Health Care Associates/Trumbull, Trumbull, Connecticut.
Pediatric Hematology/Oncology Association, Guilford, Connecticut.
Pediatric Plus, North Haven, Connecticut.
Pendleton Memorial Methodist, New Orleans, Louisiana.
Pine Ridge Hospital/Women's Health, Pine Ridge, South Dakota.
Pioneer Valley Pediatrics, Longmeadow, Maryland.
Planned Parenthood, Providence, Rhode Island.
Planned Parenthood, Springfield, Massachusetts.
Planned Parenthood of the Columbia/Willamette, Portland, Oregon.
Planned Parenthood of the Rocky Mountains, Denver, Colorado.
Pleasant Lake Medical Offices, Harwich, Massachusetts.
Post Traumatic Stress Center, New Haven, Connecticut.
Practitioners of Primary Care, Inc./Skin Medicine & Cosmetic Surgery Centers, Norwich, Connecticut.
Pregnancy Resource Center, Santa Cruz, California.
Presbyterian Hospital, New York, New York.
Primary Health Care, LLC, Glastonbury, Connecticut.
Prime Health Care, East Hartford, Connecticut.
Primed, Trumbull, Connecticut.
Priority Care, Inc., Stratford, Connecticut.
Pro Health Physicians/Enfield, Enfield, Connecticut.
Pro Health Physicians – University of Hartford Health Services, West Hartford, Connecticut.
Pro Health Physicians/West Hartford, West Hartford, Connecticut.
Providence Community Health Centers, Incorporated, Providence, Rhode Island.
Pyramid Primary Care Physicians, Wallingford, Connecticut.
Quinnipiack Valley Health District, North Haven, Connecticut.
Ramathibodi Hospital, Bangkok, Thailand.
Redwood City Youth Health Center, Redwood City, California.
The Rehabilitation Hospital of Connecticut, Hartford, Connecticut.
Rhode Island Hospital, Providence, Rhode Island.
Riverside Health & Rehabilitation, East Hartford, Connecticut.
Rockville Hospital, Rockville, Connecticut.
Michael Ryskin, M.D., PC, Ansonia, Connecticut.
Sacred Heart University, Fairfield, Connecticut.
Saint Francis Hospital, New York, Poughkeepsie, New York.
Saint Francis Hospital & Medical Center/Burgdorf/Fleet Health Center, Hartford, Connecticut.
Saint Francis Hospital & Medical Center/Hartford, Hartford, Connecticut.
Saint Francis Midwifery Practice/Hartford, Hartford, Connecticut.
Saint Joseph’s Family Life Center, Stamford, Connecticut.
Saint Joseph’s Hospital, Providence, Rhode Island.
Saint Mary’s Hospital, Waterbury, Connecticut.
Saint Raphael, Hospital of, New Haven, Connecticut.
Mary Cummings Satti, M.D., Old Lyme, Connecticut.
Sharon Hospital, Sharon, Connecticut.
Sharon OB/GYN, Sharon, Connecticut.
Shelton Lakes Residence and Health Care Center, Shelton, Connecticut.
Skin Medicine & Cosmetic Surgery Center, Inc., Warwick, Rhode Island.
Christina Smillie, M.D., Stratford, Connecticut.
Linda Sosman, Oak Park, Illinois.
Sound Medical Associates, PC, Groton, Connecticut.
Sound Seniors Geriatrics, LLC, Salem, Connecticut.
South Bronx Health Center for Family and Children, Bronx, New York.
Southern New Hampshire Medical Center, Nashua, New Hampshire.
South Shore Hospital, South Weymouth, Massachusetts.
Southside Community Clinic, Minneapolis, Minnesota.
Southwest Community Health Center, Inc., Bridgeport, Connecticut.
Sydney Spiesel, M.D., Pediatrics & Adolescent Medicine, Woodbridge, Connecticut.
Spooner House, Derby, Connecticut.
St. Angela’s College, Lough Gill, Sligo, Ireland.
St. Jude Children’s Research Hospital, Memphis, Tennessee.
St. Vincent Medical Center, Bridgeport, Connecticut.
Stamford Community Health Center, Stamford, Connecticut.
Stamford Corporation Health Services, Stamford, Connecticut.
Stamford Hospital, Stamford, Connecticut.
State University of New York (Stony Brook Univ. Hospital), Stony Brook, New York.
Staywell Health Center/Waterbury, Waterbury, Connecticut.
Staywell Pediatrics, West Haven, Connecticut.
Jerzy Stocki, M.D. (North Stonington Medical Center), North Stonington, Connecticut.
Stonington Institute, North Stonington, Connecticut.
Stratford Health Department, Stratford, Connecticut.
Student Health Services of Stamford, Stamford, Connecticut.
Cathy Swain-Jones, M.D., New Orleans, Louisiana.
Takoma Women’s Health Center, Takoma Park, Maryland.
Taylor’s Tots Daycare, Bridgeport, Connecticut.
Temple Cardiac Rehab, New Haven, Connecticut.
Texas Children’s Hospital/Integrated Delivery System, Houston, Texas.
Thundermist Health Associates, Woonsocket, Rhode Island.
Tollgate OB/GYN Associates, Warwick, Rhode Island.
Tri-County Health Services of Western Maine Community Action, Farmington, Maine.
Trinity College Health Center, Hartford, Connecticut.
Tuba City Regional Health Care Corporation, Tuba City, Arizona.
Tucson Medical Center, Tucson, Arizona.
Tutor Time, Norwalk & Tutor Time, Milford, Norwalk, Connecticut.
United VNA, Trumbull, Connecticut.
Unity Health Care, Washington, D.C.
University of Connecticut Health Center, Correctional Managed Health Care, Farmington, Connecticut.
University of Massachusetts, Worcester, Massachusetts.
University of Michigan Health Systems, Ann Arbor, Michigan.
University of New Haven, West Haven, Connecticut.
University of New Mexico Hospital/Midwifery Assoc., Albuquerque, New Mexico.
University Physicians, Inc., Tucson, Arizona.
The Urology Center, New Haven, Connecticut.
Vineyard Nursing Association, Oak Bluffs, Massachusetts.
Virginia Garcia Migrant Health Clinic, Cornelius, Oregon.
Visiting Nurse and Home Care NW/Litchfield, Litchfield, Connecticut.
Visiting Nurse Association/Community Health Care, Inc./Guilford, Guilford, Connecticut.
Visiting Nurse Association of South Central Connecticut/New Haven, Milford, Derby, New Haven, Connecticut.
Visiting Nurse Service of New York Home Care, New York, New York.
Visiting Nurse Services, Saco, Maine.
Visiting Nurse Services of Connecticut/Bridgeport, Bridgeport, Colorado.
VNA Health Care, Inc., Hartford, Connecticut.
VNA of Santa Cruz County, Santa Cruz, California.
VNA Services, Inc., Hamden, Connecticut.
Washington County Health System, Inc., Hagerstown, Maryland.
Waterbury Hospital, Waterbury, Connecticut.
Waveny Health Care Center, New Canaan, Connecticut.
Wesleyan University Student Health Center, Middletown, Connecticut.
West Haven Child Development Center, West Haven, Connecticut.
West Haven Veterans Hospital, West Haven, Connecticut.
Westchester County Health Care Corporation, Hawthorne, New York.
Westchester Medical Center, Hawthorne, New York.
Westerly Hospital, Westerly, Rhode Island.
Westside Medical Group, PC, Waterbury, Connecticut.
The William & Sally Tandet Center for Continuing Care, Stamford, Connecticut.
William Backus Hospital, Norwich, Connecticut.
William F. Ryan Community Health Center, New York, New York.
Windham Community Memorial Hospital, Willimantic, Connecticut.
Windham Medical Group, PC, Willimantic, Connecticut.
Winslow Indian Health Center, Winslow, Arizona.
Womancare Midwife Center, New Orleans, Louisiana.
Women and Infants Hospital, Providence, Rhode Island.
Womencare, Arlington, Massachusetts.
Women’s Care, Incorporated, Providence, Rhode Island.
Women’s Care, Pawtucket, Rhode Island.
Women’s Health & Midwifery, Derby, Connecticut.
Women’s Health and Wellness Center, Cheshire, Connecticut.
Women’s Health Associates, Westfield, Massachusetts.
Women’s Health Care, LLC / Trumbull, Trumbull, Connecticut.
Women’s Health Care of New England, Norwalk, Connecticut.
Women’s Health Clinic – Bristol Hospital, Bristol, Connecticut.
Women’s Health Group, LLC, Hartford, Connecticut.
Women’s Health PLLC, Adrian, Michigan.
Yale – New Haven Hospital, New Haven, Connecticut.
Yale University, New Haven, Connecticut.
INTERNATIONAL ACTIVITIES AND INTERNATIONAL REPRESENTATION

YSN has a long history of collaboration with colleagues and institutions abroad. Through these partnerships, YSN faculty have contributed significantly to improvements in global health by helping shape the delivery of health care that addresses the unique needs of individuals and communities around the world.

International students account for 5 percent of YSN enrollment. In addition, YSN students and faculty have partnered with institutions in over twenty countries.

The YSN Office of International Affairs (OIA), launched in the fall of 2002, supports the School’s historic and contemporary international partnerships and acts to strengthen YSN’s leadership in international health care and education. Since its inception, YSN’s OIA has increased the number of international programs, visiting scholars, and education and research opportunities abroad for students and faculty. The office has also increased YSN sponsorship of presentations by international faculty at Yale.

Through the OIA, YSN sponsors international joint ventures and student exchange with Mahidol University, Thailand; faculty and student exchange with Aomori University of Health and Welfare, Japan; and — through partnership with the Yale-China Association — the Yale-China nursing program which maintains an active relationship with the Faculty of Nursing at Hunan Medical University in Changsha, China. In the fall of 2004, YSN is launching a new partnership with the Graduate School of Nursing at the Sechenov Moscow Medical Academy (MMA) in Moscow, Russia. Among the first collaborative activities of this partnership are a series of seminars in psychiatric—mental health nursing and health care ethics presented at MMA by YSN professor and 2004 Fulbright Fellow Douglas Olsen.

The Graduate Entry Prespecialty in Nursing (GEPN) has sponsored international community health service projects in such countries as Mexico, Nicaragua, Guatemala, Trinidad and Tobago, Japan, India, and New Zealand.

YSN students and faculty are also active participants in, and recipients of, numerous Yale University international fellowships, including the Wilbur G. Downs Fellowship and associate fellowships in the Yale World Fellows program. The YSN programs reflect the growing international interests of the University as a whole, as seen in a broad range of recent innovations.

A Global University

In celebrating the Yale Tercentennial in 2001, President Richard C. Levin gave special weight to “Yale’s intention to become a truly global institution” by building on existing relationships and international activity. Since that time, the University has made great strides to intensify and broaden its efforts in the international arena. Exchanges of students, faculty, researchers, and fellows have grown significantly. Programs of study and
research across the University increasingly incorporate international subject matter. To enhance all its initiatives in this direction, the administration has created a number of organizations and other specialized resources.

The most recently established organizational unit, inaugurated in 2003–2004, is the Office of International Affairs, which serves as an administrative resource to support the international activities of all schools, departments, offices, centers, and organizations at Yale; to promote Yale and its faculty to international audiences; and to increase the visibility of Yale’s international activities around the globe. Web site: www.yale.edu/oia.

The Office of International Affairs joins a range of other institutional resources, including:

Yale Center for International and Area Studies (YCIAS), the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies and cultures; www.yale.edu/ycias.

Yale Center for the Study of Globalization, which draws on the rich intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, while helping to enrich debate through workshops, conferences, and public programs; www.ycsg.yale.edu.

Office of International Students and Scholars (OISS); www.oiss.yale.edu. See the description on page 129.

Yale World Fellows Program, which hosts twelve to eighteen Fellows from outside the U.S. each year for a term of concentrated study and close contact on the Yale campus; www.yale.edu/worldfellows.

For additional information: “Yale and the World” is a compilation, on the Yale Web site, of resources for international students, scholars and other Yale affiliates interested in the University’s global initiatives: http://world.yale.edu.

LIBRARIES

The major collection of the School of Nursing is in the Yale Medical Library, which serves the entire Yale–New Haven Medical Center, as well as others in Yale University, and also offers its services to the nursing and health professions at large.

The Yale Medical Library is staffed by 41 people (13 professional librarians and 28 library assistants), who provide such services as acquiring and organizing the collections, guiding users, lending or photocopying materials, and obtaining from other libraries those needed items that the library does not own. The library also offers library instruction and specialized seminars, and access to online databases both by the reader and through a mediated search service.

The collections covering nursing, clinical medicine and its specialties, the preclinical sciences, public health, and related fields, are among the country’s largest in a medical center, numbering over 380,000 volumes. About 90,000 or more are source materials or supporting works in the historical collections, including over 315 incunabula. Over 2,400 current journals are received regularly. The collections also include over 50 manuscript
volumes of the twelfth through sixteenth centuries, prints and drawings, paintings, art slides, and museum objects. The Historical Library, a section of the Yale Medical Library, was founded by Dr. Harvey Cushing, Dr. Arnold C. Klebs, and Dr. John F. Fulton, whose personal collections form its core.

Many units of the Medical Center maintain their own specialized libraries, including the small reference library in the School of Nursing’s education unit. Yale’s main library is the Sterling Memorial Library, which, together with the Beinecke Rare Book and Manuscript Library, the Cross Campus Library, and the Seeley G. Mudd Library, contains about 5,600,000 volumes. The Kline Science Library has 358,000 volumes and receives about 1,900 current journals, many in the life sciences. Messengers transport books daily among these and other units of the Yale University Library, whose over 10 million volumes are available to all members of the University.

GENERAL RESOURCES

A calendar listing the broad range of events at the University is issued weekly during the academic year in the Yale Bulletin & Calendar. The hours when special exhibitions and the University’s permanent collections are open to the public are also recorded in this publication. Free copies of the Yale Bulletin & Calendar are available at many locations throughout the campus, and the paper is sent via U.S. Mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opa/ yb&c.

The Yale Peabody Museum of Natural History contains collections in anthropology, mineralogy, oceanography, paleontology, and some aspects of geology.

The Yale University Art Gallery contains representative collections of ancient, medieval, and Renaissance art, Near and Far Eastern art, archaeological material from the University’s excavations, Pre-Columbian and African art, works of European and American masters from virtually every period, and a rich collection of modern art. The landmark Louis I. Kahn building is closed for a two-year renovation. The hub of the museum’s activities during this period will be the adjacent Swartwout building, housing Yale’s world-renowned collections of American paintings, sculpture, and decorative arts, as well as a selection of masterworks from all other departments.

The Yale Center for British Art houses an extraordinary collection of British paintings, sculpture, drawings, and books given to the University by the late Paul Mellon, Yale Class of 1929.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the
Duke Ellington Series, the Horowitz Piano Series, Great Organ Music at Yale, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. Among New Haven’s numerous performing organizations are Orchestra New England, the New Haven Chorale, and the New Haven Symphony Orchestra.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The religious resources of Yale University serve all students, faculty, and staff. These resources are the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Church of Christ in Yale University, an open and affirming member congregation of the United Church of Christ; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and religious groups such as the Baha’i Association, the New Haven Zen Center, the Yale Vedanta Society and Yale Hindu Council, and the Muslim Student Association. Additional information is available at www.yale.edu/chaplain.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and professional school students may use the gym at no charge during the academic year and for a nominal fee during the summer term. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Outdoor Education Center (OEC), the tennis courts, and the golf course are open to faculty, students, and employees of the University at established fees. Ingalls Rink has public skating Monday through Thursday from 11:30 a.m. to 12:45 p.m. and on weekends as the training schedule permits. Up-to-date information on hours is available at 203.432.0875. Skate sharpening is available daily; however, skate rentals are not available.

Approximately thirty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of the activities, both
purely recreational and instructional, are open to graduate and professional school students. Faculty, staff, and alumni, as well as groups, may use the Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes cabins, campsites, pavilion, dining hall, swimming, boating, canoeing, and picnic groves beside a mile-long lake. Hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at http://yalebulldogs.collegesports.com/ (click on Sports Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at http://yalebulldogs.collegesports.com.

COURSES IN YALE COLLEGE

Advanced courses in various departments of Yale College may be elected by students enrolled in the School of Nursing, if schedule conflicts prevent them from obtaining particular course content on the graduate level. To enroll in a course offered by Yale College, students must first obtain permission from their adviser, the instructor of the course, and the departmental director of undergraduate studies. The elected course must be listed on the student’s School of Nursing course schedule within the prescribed period for course registration.

COURSES IN YALE UNIVERSITY GRADUATE AND PROFESSIONAL SCHOOLS

Students in the School of Nursing may elect courses offered by the various departments of the Graduate School and other professional schools of the University. In the past, students have elected courses from the Medical School and its department of Epidemiology and Public Health; Sociology, Psychology, and Anthropology at the Graduate School; and courses offered by the Schools of Art, Divinity, Law, Music, and Management. Students are encouraged to consult the bulletins of these schools, where course offerings are listed and described, to seek content that may be relevant to their individual educational goals. Subject to the approval of the student’s adviser, the instructor of the course, and the departmental director of graduate studies, the elected course must be listed on the student’s School of Nursing course schedule within the prescribed period for course registration. Students should also check with the registrar of the individual school in which the course is elected for registration procedures specific to that school.
Candidates for Degree of Master of Science in Nursing, 2005


Hilary Armstrong, b.s.n., University of Mississippi. Family Nurse Practitioner.

Daniele N. Avila, b.a., George Mason University. Oncology Nurse Practitioner.

Jennifer R. Balukonis, b.s.n., Fairfield University, b.s., Pennsylvania State University. Adult/Gerontological Nurse Practitioner.

Rebecca Bares, b.a., Prescott College, b.s.n., Columbia University. Nurse-Midwifery.

Christine M. Bihday, b.s.n., Fairfield University. Psychiatric–Mental Health Nurse Practitioner.

Andrea F. Blake, b.s.n., Union College. Gerontological Nurse Practitioner.


Michelle N. Brei, b.s.n., University of Massachusetts (Amherst). Pediatric Nurse Practitioner.

Elizabeth S. Burke, b.a., College of the Holy Cross. Pediatric Nurse Practitioner.

Michelle L. Cappiello, b.s., University of Delaware. Oncology Nurse Practitioner.

Jennifer M. Carrier, b.s., Southern Connecticut State University. Oncology Nurse Practitioner.

Kelly L. Carroll, b.a., University of California (Los Angeles). Family Nurse Practitioner.

Elisabeth H. Cederblom, b.a., University of California (Santa Cruz), m.a., University of California (Los Angeles). Family Nurse Practitioner.

Callandra B. Clark, b.a., University of California (Los Angeles). Nurse-Midwifery.

Anne Shumaik Cooper, b.a., University of California (San Diego). Nurse-Midwifery.

Mary Patricia Cosgrove, b.a., Wesleyan University (Connecticut). Pediatric Nurse Practitioner.

Krista J. Danneman, b.a., St. Olaf College. Family Nurse Practitioner.

Alison O. Doran, b.a., Boston College. Family Nurse Practitioner.

Raechelle L. Dow, b.a., University of San Diego, m.p.h., Loma Linda University. Pediatric Nurse Practitioner.

Donna J. Dzubin, b.s., Central Connecticut State University. Women’s Health Nurse Practitioner.

Jeffrey S. Edelman, b.a., Wesley College (Delaware). Psychiatric–Mental Health Nurse Practitioner.

Meaghan Evans-Belknap, b.a., Grinnell College. Nurse-Midwifery.

Whitney M. Ewing, b.a., Gordon College (Massachusetts). Pediatric Nurse Practitioner.

Cindy Ferreira, b.s., Fairfield University. Family Nurse Practitioner.

Heather M. Gainer, b.s., Boston College. Adult Nurse Practitioner.
Ann Marie Gorham, b.a., Barnard College. Women’s Health Nurse Practitioner.
Sharon E. Hamilton, b.s.n., Sacred Heart University (Connecticut). Oncology Nurse Practitioner.
Alison A. Hawkins, b.a., College of the Holy Cross. Pediatric Nurse Practitioner.
Leah Elizabeth Hecht, b.s., m.s., Boston University. Pediatric Nurse Practitioner.
Katharine B. Hutchinson, b.a., Swarthmore College. Nurse-Midwifery.
Brooke E. Jacobsen, b.a., Bowdoin College. Pediatric Nurse Practitioner.
Brooke J. Johnson, b.s., James Madison University. Adult Nurse Practitioner.
Heather M. Kaufman, b.s.n., Sacred Heart University (Connecticut). Pediatric Nurse Practitioner.
John M. Kinabrew, b.a., Williams College. Adult/Gerontological Nurse Practitioner.
Heather R. Lane, b.a., Vassar College. Nurse-Midwifery.
Mary Ellyn LaPlante, b.a., Tufts University. Family Nurse Practitioner.
Claudia M. Laverde, b.s., Colby College. Acute Care Nurse Practitioner.
Sylvia Hedaya Lempit, b.a., Skidmore College. Adult Nurse Practitioner.
Kathryn A. Lerz, b.s.n., Georgetown University (Washington, DC).
    Adult/Gerontological Nurse Practitioner.
Carolyn Bernadette Mahoney, b.a., Stanford University, m.p.h., Emory University.
    Family Nurse Practitioner.
Mary A. Martin, b.s., Southern Connecticut State University, m.a., Long Island University (Brooklyn). Psychiatric–Mental Health Nurse Practitioner.

Jeanine Lonzenski May, b.s.n., m.p.h., Southern Connecticut State University. Acute Care Nurse Practitioner.

Shannon L. McCabe, b.a., Boston College. Nurse-Midwifery.

Susan Farnham McDonald, b.a., Hampshire College. Women’s Health Care Nurse Practitioner.

Tomasz Gregory Michalewski, b.s., Trinity College. Acute Care Nurse Practitioner.

Carrie Ann Miller, b.s., St. Lawrence University. Acute Care Nurse Practitioner.

Annette H. Milliron, b.s., University of Utah. Psychiatric–Mental Health Nurse Practitioner.

Christopher L. Miniter, b.a., Southern Connecticut State University. Adult Nurse Practitioner.

Lisa DeGrand Mondlick, b.s.n., Western Connecticut State University. Pediatric Nurse Practitioner.

Ulrike Münch, b.s., King’s College (University of London). Adult Nurse Practitioner.

Maura Elizabeth Murphy, b.s., Fordham University. Pediatric Nurse Practitioner.

Devi M. O’Neill, b.a., Smith College. Family Nurse Practitioner.

Danielle Jane Olivier, b.s., Tufts University. Nurse-Midwifery.

Jillien G. Orozco, b.s.n., Simmons College. Pediatric Nurse Practitioner.

Leila M. Paredes, b.s.n., University of Texas (Houston). Nurse-Midwifery.

Barbara-Ann Pitta, b.a., Drew University, b.s.n., Pace University. Psychiatric–Mental Health Nurse Practitioner.

Barbara F. Rassow, b.a., New York University, m.s., University of Bridgeport. Nurse-Midwifery.

Vanessa L. Reid, b.s., Southern Connecticut State University. Pediatric Nurse Practitioner.

Lorie A. Resendes, b.s., Boston College. Oncology Nurse Practitioner.

Lisa A. Ross, b.a., University of Hartford, m.a., Oxford University. Nurse-Midwifery.

Sherry A. Sanderson, b.a., Lafayette College. Pediatric Nurse Practitioner.

Cassandra F. Schiller, b.a., Agnes Scott College. Pediatric Nurse Practitioner.

Stephanie R. Schwartz, b.s.n., Emory University. Psychiatric–Mental Health Nurse Practitioner.

Karen M. Sheffield, b.a., Connecticut College. Nurse-Midwifery.

Michelle L. Sieben, b.a., University of San Diego. Women’s Health Nurse Practitioner.

Aaron Z. Spector, b.a., Brandeis University. Psychiatric–Mental Health Nurse Practitioner.

Laura C. Sundstrom, b.a., Bates College. Nurse-Midwifery.

Bernadette K. Thomas, b.a., University of Pittsburgh. Family Nurse Practitioner.

Sarah K. Thompson, b.a., St. Mary’s College (Indiana). Pediatric Nurse Practitioner.


Misae Ueha, b.s., University of San Diego, m.p.h., Johns Hopkins University. Family Nurse Practitioner.
Regina M. Vadney, b.a., State University of New York (Albany). Nurse-Midwifery.
Katina E. Varzos, b.s., Cornell University. Nurse-Midwifery.
Catherine E. Virostko, b.a., University of Georgia (Athens). Nurse-Midwifery.
Dana M. Volstorff, b.s., California Polytechnic State University (San Luis Obispo).
      Nurse-Midwifery.
Tanya A. Walter, b.a., Columbia University. Nurse-Midwifery.
Maia B. Weed, m.s.n., University of Utah. Oncology Nurse Practitioner.
A. Joseph Wright, b.a., University of Arkansas (Fayetteville), b.s.n., Baylor University.
      Cardiovascular Clinical Nurse Specialist.
Christy Anne Wright, b.s., California State University (Hayward), b.s., California State
      University (Stanislaus), m.p.h., Tulane University. Family Nurse Practitioner.

Candidates for Post Master’s Certificate in Nursing, 2005

Susan G. Boorin, m.s.n., Hunter College (CUNY). Psychiatric–Mental Health Nurse Practitioner.
Sheryl Combs, m.s.n., Yale University. Pediatric Nurse Practitioner.

Candidates for Degree of Doctor of Nursing Science, 2005

Jane Elizabeth Clark, b.s., Trinity College (Connecticut), m.s.n., Yale University.
Elizabeth A. Ercolano, b.s., Columbia University, m.s.n., Yale University.
Ya-Ling Lee, b.s., m.s., National Taiwan University.
Kelley H. Newlin, b.a., Palm Beach Community College, b.a., Arizona State University, b.s.n., Florida Atlantic University.
Jeffrey P. O’Donnell, b.s., Sacred Heart University (Connecticut), m.s.n., Pace University.
Janet A. Parkosewich, b.s., Southern Connecticut State University, m.s.n., Yale University.
Esther Shoshana Seibold, b.a., Brandeis University, b.s.n., Columbia University, b.s.n., Brandeis University, m.s.n., University of Pennsylvania.
Mary Lou Siefert, b.s., Emmanuel College, m.s.n., Yale University, m.b.a., Fordham University.
Distribution of Graduates

Alumni records show that those individuals who have completed graduate programs offered by the Yale University School of Nursing are now located throughout the United States and in a number of foreign countries.

Recent graduates hold positions as nurse clinicians, clinical specialists, nurse-midwives, nurse practitioners, or nurse managers in a variety of settings. Their roles are being tested and defined as they function in new situations. Their responsibilities may include direct patient care, supervision and teaching of others involved in caring for patients served by their units or agencies, interdisciplinary planning, and execution and evaluation of services.

Many graduates from former years are now in administrative, teaching, policy, and/or research positions in educational institutions, foundations, or government.

A number hold positions as consultants in their specialty areas to public and private agencies at local, state, federal, and international levels.

Others have assumed responsibility for management of nursing services in both public and private institutions and agencies.
School of Nursing Alumnae/i Association

OFFICERS FOR YEAR ENDING JUNE 30, 2005

President
Carol Ann Wetmore ’94

President-Elect
Ramon Lavandero ’79

Secretary
Donna Boehm ’95

Treasurer
Sally Richards ’97, ’98

Board of Directors
Bonnie Baloga-Altieri ’89
Susan Bonini ’89
Susan Langerman ’99
Judith Lentz ’76
Perry Mahaffy ’64
Luc Pelletier ’82
Margretta Madden Styles ’54, Chairperson, Nominating Committee

Student Representative
Anne Cooper ’05

Representatives to Association of Yale Alumni
Mary Bartlett ’00
Linda Pellico ’89
Elaine Gustafson ’86

Ex Officio Members
Catherine Lynch Gilliss, Dean
Lisa M. Hottin, Editor, Yale Nurse
The work of Yale University is carried on in the following schools:

**Yale College:** Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; telephone, 203.432.9300; e-mail, undergraduate.admissions@yale.edu; Web site, www.yale.edu/admit/

**Graduate School of Arts and Sciences:** Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2771; e-mail, graduate.admissions@yale.edu; Web site, www.yale.edu/graduateschool/

**School of Medicine:** Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale University School of Medicine, 367 Cedar Street, New Haven CT 06510; telephone, 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, http://info.med.yale.edu/education/admissions/

For additional information about the Department of Epidemiology and Public Health, an accredited School of Public Health, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, http://publichealth.yale.edu/

**Divinity School:** Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; e-mail, divinityadmissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, http://apply.embark.com/grad/yale/divinity/

**Law School:** Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329; telephone, 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (L.L.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/
School of Art: Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale University School of Art, PO Box 208339, New Haven CT 06520-8339; telephone, 203.432.2600; e-mail, artschool.info@yale.edu; Web site, www.yale.edu/art/


For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; telephone, 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.yale.edu/music/

School of Forestry & Environmental Studies: Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Academic Services, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330 or 203.432.5100; e-mail, fesinfo@yale.edu; Web site, www.yale.edu/environment/

School of Architecture: Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; telephone, 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing: Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.Sc.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; telephone, 203.737.2257; Web site, www.nursing.yale.edu/


For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; telephone, 203.432.1507; Web site, www.yale.edu/drama/

School of Management: Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/
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In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to the School of Nursing, please telephone the Office of Recruitment and Placement, 203.737.2557.