

School of Nursing

2008–2009



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Managing Editor: Linda Koch Lorimer
Editor: David J. Baker
PO Box 208230, New Haven CT 06520-8230

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Inquiries

Requests for catalogues and application material should be addressed to the Yale School of Nursing, Office of Admissions, PO Box 9740, New Haven CT 06536-0740; telephone, 203.737.1793; e-mail, yale.nurse@yale.edu.

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Joy Bush, Jerry Domian, Michael Marsland, Harold Shapiro, Ilya Sverdlov, Stephanie Welsh

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ADDENDUM

This addendum to the Yale School of Nursing 2008–2009 Bulletin contains sections that have undergone substantial revision since the original document went to press.

The contents of the addendum replace the corresponding text in the printed bulletin. The changes occur in the following sections:

Master's Program: Curriculum (pages 57–74 in the original printed bulletin);
Course Listings: 659a (page 94) and 850a/b/c (page 104).

The Yale School of Nursing 2008–2009 Bulletin should not be distributed or used without this addendum.

CURRICULUM [replaces text on pages 57–74]

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 80–82 for nonspecialty affiliated School of Nursing electives.

Graduate Entry Prespecialty in Nursing

The Graduate Entry Prespecialty in Nursing (GEPN) 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 specialty directors and the associate dean for academic affairs.

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 Term 503, 509, 511a, 516a, 517a

Spring and Summer Terms 501b, 503, 507b, 509, 512c, 513c, 514b or c, 515b or c, 518b or c, 519b or c, 520b, 521b

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 each clinical specialty 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 at 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) Nursing Management, Policy, and Leadership; (5) Pediatric Nurse Practitioner and (6) Psychiatric–Mental Health Nursing—both adult and child. Students may elect one of two additional concentrations once a clinical specialty has been selected. Concentrations offered are Diabetes Care and Health Care Ethics (Health Care Ethics is not offered in 2008–2009). See the individual concentration descriptions 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 following is a list of core courses for all clinical specialties of the master's program except Nursing Management, Policy, and Leadership. Course descriptions can be found on pages 83–110.

Year one

525a, Nursing Research as a Basis for Evidence-Based Practice

525b, Praxis Seminar

529a, Statistics for Clinical Nursing Research

533a, Advanced Pathophysiology

554a, Advanced Health Assessment across the Life Span

Year two

717a, The Contexts of Care

721a/b, Scholarly Inquiry Praxis

895b, Clinical Pharmacology

The required research and statistics courses in the first year of specialization (525a, 526b, 529a) provide a foundation for evidence-based clinical practice. These courses expand students' critical thinking abilities and knowledge by providing an introduction to the research methodologies and statistical analyses essential to identifying, providing, reviewing, and evaluating evidence-based advanced nursing care to diverse populations within a variety of settings. Students also develop the ability to select and evaluate appropriate techniques of measurement, and statistical techniques utilizing computer analysis. The praxis seminar, offered in the spring term, assists students in identifying a specific clini-

cal problem for examination, critically reviewing the literature and preparing a scholarly inquiry praxis.

All students are required to complete a scholarly inquiry praxis for the M.S.N. degree. Several options are available for students to meet academic requirements for the scholarly inquiry praxis. They include the state of the science paper (such as a clinical paper, integrated literature review or concept analysis), the master's thesis, an aesthetic production, or a historical praxis. Students choose one praxis adviser who has primary responsibility for the direction of the scholarly inquiry praxis. 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 and describing a clinical research problem that should be addressed in order to ensure best practices and quality patient outcomes. Specific information on the preparation of the written component of the scholarly inquiry praxis is provided by the associate dean for academic affairs.

During the final year the student is expected to expand and consolidate knowledge and skill in the specialty and to assume increasingly independent responsibility for the 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.

The curriculum of clinical specialties is intended to prepare students to apply for certification through credentialing agencies. Please note that there is no program in the nation that can meet each state's individual certification requirements. The School recommends that students review all state requirements and consult their academic adviser to plan how they can meet those requirements while enrolled in the School.

ADULT ADVANCED PRACTICE NURSING SPECIALTY

Ruth McCorkle and Jessica Coviello, Interim Directors

The Adult Advanced Practice Nursing (AAPN) 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, Acute/Critical Care Clinical Nurse Specialist, or Oncology Nurse Practitioner track.

Acute Care Nurse Practitioner Track

The Acute Care Nurse Practitioner (ACNP) track prepares 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. The Acute Care Nurse Practitioner curriculum is intended to prepare students to apply 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, pathophysiology, pharmacology, 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, as well as pharmacology.

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 specialty 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: 533a, 607b, 609a, 611b, 895b

Required research courses: 525a, 525b, 529a

Electives

Year two

Required clinical course: 802a/b

Required seminars: 717a, 807a, 817b, 819b, 897b

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. A Post Master's Acute Care Nurse Practitioner Certificate option is also available and described on page 16 of this addendum.

Acute/Critical Care Clinical Nurse Specialist Track

The Acute/Critical Care Clinical Nurse Specialist (CNS) track prepares clinical nurse specialists to manage collaboratively the care for patients in a variety of settings: acute care, oncology, critical care, intermediate care, long-term care, ambulatory care, and home care. Specialization provides for not only in-depth knowledge of a specialty area (acute/critical care 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, pathophysiology, and assessment of the elected specialty population. Students study research and theory as a basis for developing conceptual mod-

*An eight-week course.

†Required for students without experience in caring for critically ill patients managed with complex technological interventions.

els 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. The Acute Care/Critical Care Clinical Nurse Specialist track curriculum is intended to prepare students to apply for Clinical Nurse Specialist Certification through the American Nurses Credentialing Center, or the Oncology Nursing Certification Corporation.

Year one

Required clinical courses: 554a, 610a*, 612b

Required seminars: 533a, 607b and 609a (acute/critical care only), 611b, 615a/b
(oncology only)

Required research courses: 525a, 525b, 529a

Electives

Year two

Required clinical courses: 810a, 812b

Required seminars: 717a, 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 (ONP) 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. The Oncology Nurse Practitioner track curriculum is intended to prepare students to apply 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, pathophysiology, pharmacology, 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 specialty 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: 533a, 557a, 557b, 611b, 615a/b, 895b

Required research courses: 525a, 525b, 529a

*An eight-week course.

Year two

Required clinical courses: 804a/b

Required seminars: 717a, 803a/b, 805a, 817b

Required research course: 721a/b

Scholarly Inquiry Praxis

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 also available and is described on page 17 of this addendum.

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

The Adult, Family, Gerontological, and Women's Health Primary Care (AFGWH) 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 patients served in a multitude of settings. Each patient is viewed in relation to his or her self-described family and community. This curriculum integrates research, clinical practice, health care systems 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. The Adult Nurse Practitioner track curriculum is intended to prepare students to apply for Adult Nurse Practitioner Certification through the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Year one

Required clinical courses: 550a, 554a, 556b

Required seminars: 533a, 557a, 557b, 559b, 641b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 849b, 897a

Required research course: 721a/b

Scholarly Inquiry Praxis

A Post Master's Adult Nurse Practitioner Certificate option is also available and is described on pages 16–17 of this addendum.

Adult and Gerontological Nurse Practitioner Track

The Adult and Gerontological Nurse Practitioner (AGNP) track prepares graduates to deliver primary care to adolescents, adults, and older adults in a variety of health care settings. This track combines the strengths of the Adult Nurse Practitioner Track and the Gerontological Nurse Practitioner Track. The Adult and Gerontological Nurse Practitioner track curriculum is intended to prepare students to apply for Adult Nurse Practitioner

and Gerontological Nurse Practitioner Certification through the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Year one

Required clinical courses: 550a, 554a, 556b

Required seminars: 533a, 555b, 557a, 557b, 559b, 641b, 723a, 853b*, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 849b, 853b*, 897a

Required research course: 721a/b

Scholarly Inquiry Praxis

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. The Family Nurse Practitioner track curriculum is intended to prepare students to apply for Family Nurse Practitioner Certification through the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Year one

Required clinical courses: 550a, 554a, 556b

Required seminars: 533a, 557a, 557b, 559b, 633a, 635b, 637a, 641b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 833a/b, 849b, 897a

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. The Gerontological Nurse Practitioner track curriculum is intended to prepare students to apply for Gerontological Nurse Practitioner Certification through the American Nurses Credentialing Center.

Year one

Required clinical courses: 550a, 554a, 556b

Required seminars: 533a, 555b, 557a, 557b, 723a, 853b*, 895b

Required research courses: 525a, 525b, 529a

Electives

*Offered odd years only.

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 853b*, 897a

Required research course: 721a/b

Scholarly Inquiry Praxis

A Post Master's Gerontological Nurse Practitioner Certificate option is also available and is described on page 17 of this addendum.

Women's Health Nurse Practitioner/Adult Nurse Practitioner Track

The Women's Health Nurse Practitioner/Adult Nurse Practitioner (WHNP/ANP) 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. The Women's Health Nurse Practitioner/Adult Nurse Practitioner track curriculum is intended to prepare students to apply for Adult Nurse Practitioner Certification through the American Nurses Credentialing Center, and for Women's Health Care Nurse Practitioner Certification through the National Certification Corporation for the obstetric, gynecologic, and neonatal nursing specialties.

Year one

Required clinical courses: 550a, 554a, 556b, 580a/b

Required seminars: 533a, 557a, 557b, 559b, 641a, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 752a, 752b, 756a, 756b

Required seminars: 717a, 753a/b, 757a, 757b, 849b, 897a

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 (NM) 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

*Offered odd years only.

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 collaborative management of the care of women and newborns with complications. Clinical practice takes place within health care systems that provide for medical consultation, collaborative management, and referral and is in accord with the Standards for Nurse-Midwifery Practice of the American College of Nurse-Midwives. Electives and independent study offer opportunities for students to pursue individual educational and professional goals. The Nurse-Midwifery program curriculum is intended to prepare students to apply for the Certification Examination of the American Midwifery Certification Board.

The Nurse-Midwifery program of study is fully accredited by the American College of Nurse-Midwives, Accreditation Commission for Midwifery Education, 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: 533a, 583a, 895b, 897b

Required research courses: 525a, 525b, 529a

Year two

Required combined clinical/seminar courses: 780a, 780b

Required seminars: 581a, 717a

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.

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY

The Nursing Management, Policy, and Leadership (NMPL) specialty prepares nurses for leadership positions in health care delivery and health policy that are essential for transforming health care systems and improving population health. The specialty features innovative Web-based methods combined with intensive monthly campus sessions, both of which are designed to be responsive to students' busy personal and professional lives. The curriculum includes courses in management, policy, leadership, organizational behavior, ethics, evidence-based management, health care finance, uses of data in decision making, and patient safety. Clinical placements are tailored to students' individual academic goals. A three-year program of study is available.

Full-time plan of study

<i>Term one</i>	<i>Credit hours</i>
527a, Statistics for Nursing Management, Policy, and Leadership	2
561a, Health Policy and Politics	3

563a, Quality Improvement and Patient Safety	3
575a, Cultural Diversity in Health Care	1

Term two

565b, Leadership in Health Care Organizations	4
577b, Health Care Financial Management	3
578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership	2
579b, Research Methods for NMPL	2

Term three

567a, Uses of Data in Decision Making	2
569a, Principles and Analysis of Health Care Ethics	3
873a, Human Resource Management	3
875a, Key Concepts in Role Development	1

Term four

877b, Implementation and Evaluation	3
878b, Advanced Clinical in NMPL	4
879b, Capstone	3

Part-time plan of study

<i>Term one</i>	<i>Credit hours</i>
561a, Health Policy and Politics	3
563a, Quality Improvement and Patient Safety	3
<i>Term two</i>	
577b, Health Care Financial Management	3
578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership	2
579b, Research Methods for NMPL	2
<i>Term three</i>	
567a, Uses of Data in Decision Making	2
569a, Principles and Analysis of Health Care Ethics	3
575a, Cultural Diversity in Health Care	1
<i>Term four</i>	
565b, Leadership in Health Care Organizations	4
877b, Implementation and Evaluation	3
<i>Term five</i>	
527a, Statistics for Nursing Management, Policy, and Leadership	2
873a, Human Resource Management	3
875a, Key Concepts in Role Development	1
<i>Term six</i>	
878b, Advanced Clinical in NMPL	4
879b, Capstone	3

PEDIATRIC NURSE PRACTITIONER SPECIALTY

The Pediatric Nurse Practitioner (PNP) specialty prepares graduates 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, parent counseling, pathophysiology, pharmacology, and management of common child and adolescent problems. There is an emphasis, as well, on the development of requisite research skills fundamental to advanced practice. Each student, throughout the two years, provides primary health care for children in several clinical settings, including school-based health centers. During the second year, students complete an advanced management course, a pediatric pharmacology course, and courses in family systems, health policy, and advanced practice ethical and legal issues. In addition, students will be selected for either a concentration in chronic illness care or a one-term pediatric specialty rotation. The Pediatric Nurse Practitioner track curriculum is intended to prepare students to apply for Pediatric Nurse Practitioner Certification through the Pediatric Nursing Certification Board and the American Nurses Credentialing Center.

Year one

Required clinical courses: 554a, 632a/b, 640b*

Required seminars: 533a, 625b, 633a, 635b, 637a, 641b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 640a*, 826a/b†, 830a/b, 834a or b

Required seminars: 717a, 825a, 827a, 833a/b, 845a, 849b

Required research course: 721a/b

Scholarly Inquiry Praxis

Chronic Illness Care Concentration

The Chronic Illness Care (CIC) concentration includes clinical courses in specific specialty areas approved by program faculty. Pediatric nurse practitioner students interested in CIC must discuss their specialty of interest with program faculty during the spring term of the first year of study to determine the availability of appropriate clinical sites and preceptors. Final selection of placement in the CIC is determined by program faculty. 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. By consent of CIC coordinator.

Year two

Required clinical courses: 828a/b

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

†Except for students in CIC.

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 18 of this addendum.

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY

The aim of the Psychiatric–Mental Health Nursing (PMH) curriculum is to prepare psychiatric nurse practitioners/ clinical nurse specialists to provide a wide range of services to adults, children, adolescents, 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 two concentrations: Adult and Child/Adolescent. The required Psychiatric–Mental Health Nursing curriculum is intended to prepare students to apply for certification as clinical nurse specialists 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 learning psychiatric diagnostic assessment, and application of evidence based treatments including individual modalities group and family therapy. 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 disabilities; the gerontological client; and clients with substance abuse disorders. In addition to diagnostic assessment skills and application of evidence based treatment interventions, students will learn the art of prescribing medications under the supervision of a licensed prescriber. Course work and clinical practice focus on the development of advanced practice nursing skills with these special populations.

Year one

Required clinical courses: 554a, 656a/b

Required seminars: 533a, 637a (child only), 657a, 659b, 661b, 663a (child only), 859b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical course: 850a/b

Required seminars: 659a, 717a, 851b, 853b*, 855b, 865a

Required research course: 721a/b

Electives

Scholarly Inquiry Praxis

*Required for Geriatric specialization.

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 page 18 of this addendum.

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. A diabetes-related praxis is recommended. 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; 726, 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 726.

The Health Care Ethics concentration is not offered in the 2008–2009 academic year.

Post Master's Certificates

ADMISSION REQUIREMENTS AND 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. Application form and fee (\$65)
2. Résumé/Curriculum Vitae
3. Personal statement/essay
4. Official transcript from your Master's in Nursing program*
5. Three letters of recommendation
6. TOEFL or IETLS (required for non-native English speakers who have not graduated from a U.S. college or university)

Following initial review of written credentials, qualified applicants are invited to the School for an interview with a member of the specialty faculty. The application deadlines are the same as for registered nurse applicants: November 1–March 1 (rolling admissions during this time period).

Tuition is figured at a rate of \$1,100 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 intended to prepare the master's-prepared clinical nurse specialist who desires formal education and clinical training in acute care in order to become eligible to apply 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.

Required courses for all post master's acute care nurse practitioner students are: 533a, 554a, 607b, 609a, 610a, 612b, 802a/b, 807a, 817b, 819b, 895b, and 897b.

ADULT NURSE PRACTITIONER

The Post Master's Adult Nurse Practitioner (ANP) Certificate option is intended to prepare the master's-prepared clinical nurse specialist who desires formal education and clinical training in adult primary care in order to become eligible to apply for certification and advanced practice licensure as an adult nurse practitioner. This Post Master's Certificate option encompasses selected courses in 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 University School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's

*International transcripts must be evaluated by a credentialing agency such as World Education Service (www.wes.org). In addition, a certified English translation must accompany all non-English transcripts.

program. Research courses are not included in this plan of study. A plan of study can be obtained from the Student Affairs Office.

Clinical courses are supervised by the Adult, Family, Gerontological, and Women's Health Primary Care Specialty 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: 533a, 550a, 554a, 556b, 557a, 557b, 559b, 641b, 756a, 756b, 757a, 757b, 895b, and 897a.

GERONTOLOGICAL NURSE PRACTITIONER

The Post Master's Gerontological Nurse Practitioner (GNP) Certificate option is intended to prepare the master's-prepared clinical nurse specialist who desires formal education and clinical training in primary gerontological care in order to become eligible to apply for certification and advanced practice licensure as a gerontological nurse practitioner. This Post Master's Certificate option encompasses selected courses in 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 University 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.

Clinical courses are supervised by the Adult, Family, Gerontological and Women's Health Primary Care Specialty 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: 533a, 550a, 554a, 555b, 556a, 557a, 557b, 723a, 756a, 756b, 757a, 757b, 853b*, 895b, and 897a.

ONCOLOGY NURSE PRACTITIONER

The Post Master's Oncology Nurse Practitioner (ONP) Certificate option is intended to prepare the master's-prepared oncology clinical nurse specialist who desires formal education and clinical training in order to become eligible to apply 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.

Required courses for all post master's oncology nurse practitioner students are: 533a, 554a, 556b, 557a, 557b, 610a, 803a/b, 804a/b, 805a, and 895b.

*Offered odd years only.

PEDIATRIC NURSE PRACTITIONER

The Post Master's Pediatric Nurse Practitioner (PNP) Certificate option is intended to prepare the master's-prepared pediatric clinical nurse specialist desiring formal education and clinical training in pediatric primary care in order to become eligible to apply 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.

Required courses for all post master's pediatric nurse practitioner students are: 533a, 554a, 625b, 632a/b, 633a, 635b, 637a, 640a or b, 641b, 717a, 825a, 826a/b, 827a, 830a/b, 833a/b, 834a or b, 845a, 849b and 895.

PSYCHIATRIC—MENTAL HEALTH

The Post Master's Psychiatric—Mental Health (PMH) 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.

The Post Master's Psychiatric—Mental Health Certificate option is intended to prepare students to apply for certification in advanced psychiatric—mental health nursing through the American Nurses Credentialing Center.

Required courses for all post master's psychiatric—mental health certificate students are: 533a, 554a, 656a, 657a, 659a, 659b, 661b, 850a/b or b/c, 851b, 855b, 859b, and 865a. Students entering the child/adolescent track must also take 637a and 663a.

Course Listings

659a, Personality Theory and Adult Development [replaces 659a, Psychopathology and Human Behavior, page 94] 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. K. Bearss

850a/b/c, Advanced Psychiatric–Mental Health Nursing Practice [replaces course description for 850a/b/c on page 104] 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 and nurse practitioner level. Emphasis includes building upon first-year clinical skills to include diagnosis and management of individual, group, and family treatment methods and refinement of individual psychotherapy techniques for a select population and patients across the lifespan; 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. Emphasis on assessment and gaining knowledge of prescription of psychiatric medications under supervision of preceptor is covered during this clinical year. Students elect to focus their clinical experience on women, children, and families, and family NP students see clients across the lifespan; 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. V. Hamrin, coordinator

School of Nursing

2008–2009

BULLETIN OF YALE UNIVERSITY

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A Message from the Dean



Margaret Grey, Dean

The world needs nurses more than ever. Increasingly, the focus of nursing, especially advanced practice nursing, is on community-based care aimed at enhancing the ability of individuals and families to decrease the risk of disease and complications of chronic conditions. The Yale School of Nursing master's program prepares advanced practice nurses to practice in today's complex health care environment. Our program prepares nurse practitioners in multiple specialties, nurse midwives, clinical nurse specialists, and leaders in management and policy. The Ph.D. program prepares nurse scientists to conduct clinical research to add to the evidence base for nursing practice. The postdoctoral training program builds on doctoral study to help nurse scientists move toward independent academic and research careers.

Established in 1923, the Yale School of Nursing was the first school of nursing to be based in a university. Since that time, the School has enjoyed a national and international reputation for excellence in education, research, and clinical practice. Our graduates have gone on to assume positions of leadership around the world. The School's educational programs are consistently ranked in the top five for clinical education, and the School ranks seventh in funding from the National Institutes of Health to nursing schools for research. The research-intensive environment of Yale University, with its full range of academic disciplines, provides an exceptional environment for advanced study in nursing. Our position as part of one of the great health care centers in the world assures that our students will have access to extraordinary clinical sites.

We are a diverse community of scholars all endeavoring to assure "better health care for all people." I look forward to welcoming you to Yale and to sharing our School with you.

Margaret Grey
Dr.P.H., R.N., F.A.A.N.
Dean and Annie W. Goodrich Professor of Nursing

Calendar

FALL 2008

Aug. 25–27	M–W	Orientation for new students
Aug. 25	M	Graduate School new student orientation (Ph.D. students only)
Sept. 1	M	No classes, Labor Day
Sept. 2	T	Registration day for first-specialty-year students
Sept. 3	W	Fall term begins, 8 a.m.
Sept. 5	F	Deadline for graduating Ph.D. students to defend their dissertation for December graduation
Sept. 17	W	Course registration deadline
Oct. 1	W	Deadline for Ph.D. dissertations to be considered by the Degree Committees for award of degree in December Final day to file petitions for Ph.D. degrees to be awarded in December
Oct. 20	M	Deadline for graduating master's students to have their prospectus approved by their praxis adviser
Nov. 26	W	Thanksgiving recess begins, 5 p.m.
Dec. 1	M	Thanksgiving recess ends, 8 a.m.
Dec. 5	F	Graduate School classes end, 5:20 p.m. (Ph.D. students only)
Dec. 12	F	YSN classes end, 5 p.m.
Dec. 15	M	Final exam week begins, 8 a.m.
Dec. 19	F	Holiday recess for all students begins, 5:20 p.m.

SPRING 2009

Jan. 12	M	Spring term begins, 8 a.m. (all students)
Jan. 19	M	No classes, Martin Luther King, Jr. Day
Jan. 27	T	Course registration deadline
Feb. 13	F	Deadline for graduating Ph.D. students to defend their dissertation for May graduation
Mar. 6	F	Spring recess for students begins, 5 p.m.
Mar. 16	M	Deadline for Ph.D. dissertations to be considered by the Degree Committees for award of degree in May Final day to file petitions for Ph.D. degrees to be awarded in May
Mar. 23	M	Spring recess ends, 8 a.m.
Mar. 27	F	Deadline for graduating master's students to submit a complete, first draft of their praxis to their praxis adviser
Mar. 31	T	Deadline for graduating D.N.Sc. students to schedule their dissertation defense
Apr. 24	F	Deadline for graduating D.N.Sc. students to defend their dissertation
Apr. 27	M	Graduate School classes end, 5:20 p.m. (Ph.D. students only)

May 8	F	YSN classes end, 5 p.m.
May 11	M	Final exam week begins, 8 a.m.
May 12	T	Graduate School spring term ends (Ph.D. students only)
May 15	F	YSN spring term ends, 5 p.m.
May 20	W	Three bound copies of doctoral dissertation, two bound copies of master's thesis, or one softbound copy of praxis due to Office of Student Affairs, 12 noon
May 25	M	University Commencement

SUMMER 2009

May 18	M	Summer term begins for continuing first-year GEPN students, 8 a.m.
May 25	M	No classes, Memorial Day
July 3	F	No classes, Independence Day (observed)
July 31	F	Summer term ends, 5 p.m.

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*

George Leonard Baker, Jr., B.A., M.B.A., Palo Alto, California

Edward Perry Bass, B.S., Fort Worth, Texas

Roland Whitney Betts, B.A., J.D., New York, New York

Jeffrey Lawrence Bewkes, B.A., M.B.A., New York, New York

Peter Brendan Dervan, B.S., Ph.D., San Marino, California (*June 2014*)

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Mimi Gardner Gates, B.A., M.A., Ph.D., Seattle, Washington (*June 2013*)

Paul Lewis Joskow, B.A., Ph.D., Locust Valley, New York

Jeffrey Powell Koplan, B.A., M.D., M.P.H., Atlanta, Georgia (*June 2009*)

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts (*June 2010*)

William Irwin Miller, B.A., M.B.A., Columbus, Indiana (*June 2011*)

Indra Nooyi, B.S., M.B.A., M.P.P.M., Greenwich, Connecticut

Barrington Daniels Parker, B.A., LL.B., Stamford, Connecticut

Douglas Alexander Warner III, B.A., New York, New York

Margaret Garrard Warner, B.A., Washington, D.C. (*June 2012*)

Fareed Zakaria, B.A., Ph.D., New York, New York

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Lawrence David Scahill, Ph.D., M.S.N., F.A.A.N., Professor of Nursing; and Professor, Yale Child Study Center

*Ann Bartley Williams, Ed.D., R.N., F.A.A.N., Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing; Director, Center for International Nursing Scholarship and Education; and Professor of Medicine, Yale School of Medicine

Faculty Emeritus

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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

Faculty

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Angelo Alonzo, Ph.D., Research Scientist

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

Laura Andrews, Ph.D., R.N., A.P.R.N., A.C.N.P.-B.C., Assistant Professor of 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

Karen Bearss, Ph.D., Associate Research Scientist

Angelina N. Chambers, Ph.D., R.N., C.N.M., Assistant Professor; and Nurse-Midwife

Jessica Shank Coviello, M.S.N., R.N., Assistant Professor in Nursing and Interim Director, Adult Advanced Nursing Program; 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

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Sarabeth Friedman, M.S.N., R.N., C.N.M., Lecturer in Nursing

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

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

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

Vanya Hamrin, M.S., R.N., Associate Professor of Nursing; Interim Director, Psychiatric-Mental Health Nursing Specialty; and Clinical Nurse Specialist, West Haven Mental Health Center

Joanne Iennaco, M.S., R.N., Assistant Professor of Nursing

Patricia Jackson Allen, M.S., R.N., P.N.P., F.A.A.N., Professor of Nursing; and Director, Pediatric Nurse Practitioner Specialty

Clair Kaplan, M.S.N., M.H.S., A.P.R.N., Assistant Professor of Nursing; and Director, Women's Healthcare Services, Cedarcrest Hospital

Robert Krause, M.S.N., A.P.R.N., Lecturer in Nursing

*Leave of absence, July 1, 2008, to June 30, 2009.

Mikki Meadows-Oliver, Ph.D., M.S.N., R.N., Assistant Professor; and Pediatric Nurse Practitioner, Yale-New Haven Hospital

Sheila Molony, Ph.D., R.N., G.N.P., Assistant Professor of Nursing

Alison Moriarty Daley, M.S.N., R.N., C.S., P.N.P., Associate Professor of Nursing; and Pediatric Nurse Practitioner, Yale-New Haven Hospital

Leslie Neal-Boylan, Ph.D., R.N., C.R.R.N., A.P.R.N.-B.C., F.N.P., Associate Professor

Linda Honan Pellico, Ph.D., R.N., Assistant Professor of 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., R.N., C.N.M., F.A.C.N.M., Professor of Nursing

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

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

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

Juliette Shellman, Ph.D., A.P.R.N.-B.C., Assistant Professor of Nursing

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

Rebecca Sipples, M.S.N., A.P.R.N., Lecturer in Nursing

Marianne Stone-Godena, M.S.N., Lecturer in Nursing; and Interim Director, Nurse-Midwifery Specialty

Martha K. Swartz, Ph.D., A.P.R.N., P.N.P., Associate Dean for Clinical and Community Affairs; Professor of Nursing; and Pediatric Nurse Practitioner, Yale-New Haven Hospital

Sandra Talley, Ph.D., R.N., F.A.A.N., Associate Professor of Nursing

Jacqueline Taylor, Ph.D., A.P.R.N./B.C., P.N.P., R.N., Assistant Professor of Nursing

Meredith Wallace, Ph.D., A.P.R.N., Associate Professor

Robin Whittimore, Ph.D., R.N., Associate Professor of Nursing

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

Courtesy Appointments to the Faculty

Mary Ann Abney, M.S., R.N., C.S., Clinical Instructor; A.P.R.N., Anna Marsh Behavioral Care Clinic

Beatrice Adderley-Kelley, Ph.D., R.N., Associate Professor; Associate Professor, Howard University College of Nursing

Gloriann Albini, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, PriMed

Philip Alcabas, Ph.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

Stephen Allegretto, C.P.A., Assistant Clinical Professor; Yale-New Haven Hospital/Finance

Peter Edward Amato, M.D., Assistant Clinical Professor; Medical Director, Occupational Health Plus, Hospital of Saint Raphael

- 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.
- Ellen Andrews, Ph.D., Assistant Clinical Professor; Executive Director, Connecticut Health Policy Project
- Susan Andrews, C.N.M., Associate Clinical Professor; Charge Nurse and Midwife, Yale-New Haven Hospital
- Ronald Angoff, M.D., Associate Clinical Professor; Associate Clinical Professor, Pediatrics and Child Study Center, 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; Associate Clinical Professor, 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
- Nabil A. Atweh, M.D., Associate Clinical Professor; Physician, Section of Trauma & Surgical Critical Care, Bridgeport Hospital
- Susan Henningsen Austen, M.S.N., A.N.P., Assistant Clinical Professor; Adult Nurse Practitioner, West Haven VA Medical Center
- Nancy Leggo Bafundo, M.S.N., R.N., Assistant Clinical Professor; Nurse Educator & Chairperson of Connecticut State Board
- Julie Baker, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner-Oncology, Yale University
- Robert Baltimore, M.D., Clinical Professor; Pediatric Medical Doctor, Yale School of Medicine
- Maria Banevicius, A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Trinity College Health Center
- Gale M. Banks, M.S.N., Clinical Instructor; Nurse Clinician, Assertive Treatment Team, Connecticut Mental Health Center
- Nancy Baranowski, M.S.N., A.P.R.N., Clinical Instructor; Women's Health Care Nurse Practitioner, St. Mary's Hospital/Franklin Medical Group
- Claudette Marie Baril, M.S.N., R.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Planned Parenthood of Connecticut
- Sandra Barnosky, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, UConn Health Center
- Sandra Ann Barnosky, M.S.N., A.P.R.N., F.N.P.-C., Clinical Instructor; A.P.R.N., University of Connecticut Health Center/UMG Contract
- Mary Ella Bartlett, M.S.N., C.-F.N.P., Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Clinic
- 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, Cardiology, Veterans Affairs Medical Center

- Susan M. Bauer-Wu, D.N.Sc., M.S., Assistant Clinical Professor; Director, The Phyllis F. Cantor Center, Dana-Farber Cancer Institute
- Cynthia Alisa Bautista, Ph.D., R.N., C.S., C.N.R.N., C.C.N.S., Assistant Clinical Professor; Neuroscience/Clinical Nurse Specialist, Yale-New Haven Hospital
- Cheryl T. Beck, D.N.Sc., Clinical Professor; Professor, University of Connecticut School of Nursing
- Clarice Begemann, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Center
- Melissa Bergfeld, R.N., B.A., M.S.N., Clinical Instructor; Nurse Practitioner, OB-GYN Services, P.C.
- Cheryl Ann Bevino, M.S.N., R.N., C.S., Clinical Instructor; Clinical Specialist, Psychiatric Mental Health, VA Connecticut Healthcare System
- Sandra T. Bialos, M.S.N., A.P.R.N., C.S., Associate Clinical Professor; Independent Psychotherapy Practice, Meigswood
- Heidi A Biegel, M.A., M.S.N., Clinical Instructor; Midwife, Hospital of Saint Raphael
- Molly Billstein, Pharm.D., Assistant Clinical Professor; Clinical Pharmacist, Yale-New Haven Hospital
- Robert Michael Biondi, M.D., Assistant Clinical Professor; Fairfield County Asthma/Immunology
- Stacia Birdsall, C.N.M., M.S.N., Clinical Instructor; Nurse Midwife, Hospital of Saint Raphael
- Thomas Black, A.P.R.N., Clinical Instructor; Nurse Practitioner, Child Guidance Clinic of Greater Waterbury
- Dawn Blake-Holmes, M.S.N., R.N., C.C.R.N., Clinical Instructor; Clinical Nurse Specialist, Cardiology, Hospital of Saint Raphael
- Leslie R. Blatt, M.S.N., A.P.R.N., Clinical Instructor; Coordinator, Palliative Care Program, St. Vincent Medical Center
- Fern Paula Blumenfeld-Jaffe, M.S., C.N.M., Assistant Clinical Professor; Nurse-Midwife, Bridgeport Hospital
- Elyse Sharon Borsuk, M.S.N., R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Hospital of Saint Raphael
- Carole Ann Boucher, M.S.N., C.C.R.N., Clinical Instructor; Clinical Leader—R.N., Greenwich Hospital
- Patricia Welch Boudreau, B.S.M., N.M., Assistant Clinical Professor; Clinical Adviser, Medical Nursing, Yale-New Haven Hospital
- Peter Bower, M.D., Assistant Clinical Professor; Assistant Professor, Pediatrics, Yale School of Medicine
- Suzanne M. Boyle, D.N.Sc., Assistant Clinical Professor; Assistant Clinical Professor & Director, Ambulatory Emergency Services, Yale-New Haven Hospital
- Jennifer L. Brackett, M.S.N., M.P.H., R.N., C.S., Clinical Instructor; Family Nurse Practitioner, Hill Health Corporation
- Elizabeth H. Bradley, Ph.D., M.B.A., Associate Professor; Professor, Epidemiology & Public Health, Yale School of Medicine
- Mindy Michelle Braemer, M.A., Clinical Instructor; Clinical Audiologist, Drs. Lindenman & Schiff

- Elaine F. Brainerd, M.A., R.N., C.S.N., Clinical Instructor; Director, National Center for School Health Nursing, American Nurses Foundation
- Anatoly Braylovsky, M.D.; Clinical Instructor; Physician, Family Practice of Greater New Haven
- Anna Breiburg, M.S., A.P.R.N.-B.C., R.R.T., Clinical Instructor; Nephrology Nurse Practitioner, Yale School of Medicine
- Carol Brekus-Watson, M.S.N., C.N.M., Assistant Clinical Professor; Nurse-Midwife, County Obstetrics and Gynecology, P.C.
- Maria Brennan, A.P.R.N., Clinical Instructor; A.P.R.N., Dr. Peter Jones Internal Medicine
- Judy Briggs, M.S.N., A.P.R.N.-B., Clinical Instructor; A.P.R.N.–Clinical Adviser, Evercare
- Pier A. Broadnax, Ph.D., R.N., Assistant Clinical Professor; Assistant Professor, Howard University Division of Nursing
- Lynne C. Browning, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, OB/GYN Associates
- Robert D. Bruce, M.D., M.A., Clinical Instructor; Physician, University of Connecticut Health Center
- Martina Brueckner, M.D., Associate Clinical Professor; Associate Professor of Pediatrics, Division of Cardiology/Yale School of Medicine
- Martha Burke, M.S., R.N.-B.C., A.P.R.N., Clinical Instructor; Director, Nurse Practitioner, Trinity College Health Center
- Laura Nemeth Burr, M.S.N., Clinical Instructor; Family Nurse Practitioner, Family Physicians
- Nancy J. Burton, M.S.N., C.N.M., Assistant Clinical Professor; Certified Nurse-Midwife, Department of OB/GYN, Burgdorf Health Center
- Patricia Cables, A.P.R.N., Clinical Instructor; Clinical Nurse Specialist, Wheeler Clinic
- Maura Byrnes-Casey, M.A., R.N., P.N.P.-B.C., Clinical Instructor; Pediatric Nurse Practitioner, Memorial Sloan-Kettering Cancer Center
- Lawrence J. Caliri, M.S.N., R.N., O.N.P., Clinical Instructor; Oncology Nurse Practitioner, New York University Medical Center
- Marquerite Callaway, M.S., M.B.A., Clinical Instructor; President, Callaway Group
- Kathryn Camizzi, M.S.N., C.S., A.P.R.N., Clinical Instructor; A.P.R.N., Yale-New Haven Hospital
- Karen Camp, M.B.A., Associate Clinical Professor; Administrative Director, Patient Services, Yale-New Haven Hospital
- Lucinda Canty, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Hartford Hospital
- Lisa Ann Capobianco, M.S.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Milford Pediatric Group
- Gayle Capozzalo, Ph.D., Executive Vice President (Strategy & System Development); Clinical Instructor, Yale-New Haven Hospital System
- Michelle L. Cappiello, M.S.N., R.N., Clinical Instructor; A.P.R.N., Yale Cancer Center
- Judith Carbonella, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Pediatrics, Yale School of Medicine

Serafina Carlone, M.S., B.C., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, University of Connecticut Health Center

Jennifer McCabe Carlson, M.S.N., A.P.R.N., C.P.N.P., Clinical Instructor; Certified Pediatric Nurse Practitioner, Branford/North Branford Pediatrics

Thomas Oliver Carpenter, M.D., Clinical Professor; Professor of Pediatrics, Yale School of Medicine

Frances Cartwright, Ph.D., M.S., Assistant Clinical Professor; Director of Nursing, New York University Medical Center

Marcia Caruso-Bergman, M.S.N., Clinical Instructor; Coordinator, Palliative Care Team, Hartford Hospital

Domenic W. Casablanca, M.D., Clinical Instructor; M.D.-President, Domenic W. Casablanca, M.D., P.C.

Judith Anne Catalano, M.S.N., R.N.-C., Clinical Instructor; Manager, Nursing Staff Development, Hospital of Saint Raphael

Paula Jean Cate, C.N.M., M.S., Assistant Clinical Professor; Midwife, Naugatuck Valley OB/GYN

Carlos Ceballos, M.P.H., Assistant Clinical Professor; Coordinator, School-Based Health Centers, New Haven Public Schools

Elisabeth Cederblom, R.N., M.S.N, M.P.H., N.P., Clinical Instructor; F.N.P., St John's Well Child & Family Center

Leslie Cenci, B.S.N., M.S.N., Clinical Instructor; Nurse Practitioner, Greenwich Hospital

Sunshine Chan, M.Sc., Clinical Instructor; Nurse Consultant, School of Nursing – The Hong Kong Polytechnic University

Vicky Mei-I Chang, A.P.R.N., B.C.-A.D.M., Assistant Clinical Professor; Adult Nurse Practitioner, Yale University Health Services

Beth E. Cheney, M.S.N., R.N., C.F.N.P., Clinical Instructor; Women's Health Coordinator, Windham Hospital

Nancy Elizabeth Chere, M.S.N., A.P.R.N., Clinical Instructor; Gerontological Nurse Practitioner, Evercare Connecticut

Patricia Chibbaro, M.S., R.N., C.P.N.P., Assistant Clinical Professor; Pediatric Nurse Practitioner, Craniofacial Surgery, Institute of Reconstructive Plastic Surgery

Heather Chittenden, M.S.N., Clinical Instructor; A.P.R.N., Hospital of Saint Raphael

Janice R. Fielding Choiniere, M.S.N., Clinical Instructor; Director of Staff Development, Elmcrest Hospital

Robyn Churchill, C.N.M., M.S.N., Clinical Instructor; C.N.M.-Site Director, Mount Auburn Hospital

Deborah Chyun, Ph.D., Clinical Professor

Yong-Sung Chyun, M.D., Assistant Clinical Professor; Physician, Private Practice, Endocrinology/Internal Medicine

Deborah A. Cibelli, M.S.N., Assistant Clinical Professor; Nurse-Midwife

Ann M. Cinotti, M.S.N., Clinical Instructor; Clinical Nurse Specialist, New Britain General Hospital

Ann Marie Cirkot, M.S.N., B.S.N., R.N, Clinical Instructor; Health Educator, Yale University Health Services

Monique Class, M.S., A.P.R.N., B.C., Clinical Instructor; Family Nurse Practitioner/
Director of Nursing, The Center for Women's Health

Mary Ann Claypoole, R.N., M.S.C., Clinical Instructor; Manager, Nursing Staff
Development, Hospital of Saint Raphael

Ann Cleary, M.S.N., R.N., Clinical Instructor; Med/Oncology Nurse Practitioner,
Clinical Cancer Institute, New York University Medical Center

Margarida Cardozo Clouet, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N.,
Connecticut College

Elizabeth Cocola, M.S.N., A.P.R.N., Clinical Instructor; Director of Health Services,
Saint Joseph College Health Services

Lawrence Sorel Cohen, M.D., Clinical Professor; Special Adviser to the Dean, Yale
School of Medicine

Susan M. Cohen, D.S.N., A.P.R.N., Associate Clinical Professor; Associate Professor,
University of Pittsburgh

Margaret M. Cole, M.A.R., A.P.R.N., Clinical Instructor; Clinician, Planned
Parenthood of Connecticut, Inc

Beth Ann Collins, M.S.N., R.N., Clinical Instructor; Cardiology Patient Care
Coordinator, Hartford Hospital

Beth Collins, M.S., R.N., Clinical Instructor; Cardiology Patient Care Coordinator,
Hartford Hospital

Lisa Desiderio Consiglio, M.S.N., Clinical Instructor; Acute Care Nurse Practitioner,
The Hospital of Central Connecticut

Janet Ann Constantino, M.S.N., R.N., O.S.F., Clinical Instructor; Nurse Practitioner,
Leeway, Inc.

Laura Conway, A.P.R.N., Clinical Instructor; House Office / A.P.R.N., The Hospital of
Central Connecticut–Bradley Memorial Hospital

Maureen Diane Cook, M.S.N., A.P.R.N., Clinical Instructor; Clinical Nurse Specialist,
Connecticut Mental Health Center

Mary Cooley, Ph.D., M.S.N., Assistant Clinical Professor; Research, The Phyllis F.
Cantor Center

Pamela Coombs, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse,
Department of Veterans Affairs

Tara Ann Cortes, Ph.D., Clinical Professor; Bridgeport Hospital

Karina Valerie Courtmanche, M.S.N., R.N., C.S., Clinical Instructor; Clinical Nurse
Specialist–Mental Hygiene Clinic, West Haven VA Medical Center

Scott Credit, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Generation
Family Health Center, Inc

Sheila Croze-Gencarelli, Pharm.D., Assistant Clinical Professor; Clinical Coordinator,
Yale–New Haven Hospital Pharmacy

Marlene Culley, M.S., A.P.R.N., C.S., C.C.R.N., Clinical Instructor; Acute Care Nurse
Practitioner, University of Connecticut Health Center–John Dempsey Hospital

Margaret J. Cushman, M.S.N., R.N., C.N.C.E., F.H.H.C., F.A.A.N., Associate Clinical
Professor

Mary-Ann Lombardi Cyr, M.S.N., R.N., Clinical Instructor; A.P.R.N., Hartford
Hospital

- Susan D'Agostino, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Connecticut Medical Group
- Susan D'Agostino, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, A.P.R.N., Connecticut Medical Group
- Karen Lynn Daigle, M.D., Assistant Clinical Professor; Assistant Professor, Pediatrics, University of Connecticut Health Center
- Linda Dalessio, M.S.N., R.N., Clinical Instructor; A.P.R.N., Critical Care, The Hospital of Central Connecticut–Bradley Memorial Hospital
- Miri Daly, M.S., A.P.R.N., Clinical Instructor; Women's Health Nurse Practitioner, Enfield Women's Health/Johnson Professional Associates, P.C.
- Dale Danowski, M.B.A., R.N., Clinical Professor; Vice President, Patient Care Services, St. Vincent Medical Center
- Fredric Daum, M.D., Clinical Professor; Professor, Pediatrics, Yale School of Medicine
- Karen Elizabeth Davidson, M.S.N., R.N., C.N.M., I.B.C.L.C., Assistant Clinical Professor; Certified Nurse-Midwife, Candlewood OB/GYN
- Marianne Jeanette Davies, M.S.N., A.P.R.N., Clinical Instructor; Oncology Nurse Practitioner, Yale School of Medicine
- Kari Davis, A.P.R.N., Clinical Instructor; A.P.R.N., Generations Family Health Center
- Marvel K. Davis, M.S.N., R.N., Assistant Clinical Professor; Clinical Nurse Specialist, Psychiatry, Yale–New Haven Hospital
- Patricia Burdick Davis, M.S.N., R.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Sydney Spiesel, M.D./Pediatric & Adolescent Medicine
- Susan K. Davis, M.S.N., Assistant Clinical Professor; Certified Nurse Practitioner, Middlesex Pediatric Associates, Inc.
- Linda C. Degutis, Dr.P.H., Assistant Clinical Professor; Associate Professor, Surgery, Yale School of Medicine
- Michelle L. DeLayo, M.S., A.P.R.N., Clinical Instructor; A.P.R.N., University of Connecticut Health Center–John Dempsey Hospital
- Andree L. DeLisser, Ph.D., R.N., C.S., Associate Clinical Professor; Founder & Director, The Comfort Zone
- Carolyn J. Demskey, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Yale School of Medicine
- Teresa D'Errico, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Coastal Digestive Diseases, P.C.
- Judith Deshpande, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Comprehensive Pain and Headache Treatment
- Vanna M. Dest, M.S.N., A.P.R.N., B.C., A.O.C.N., Clinical Instructor; Radiation Oncology Clinical Nurse Specialist, Hospital of Saint Raphael
- Stephanie DeVane-Johnson, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Triangle OB/GYN
- Elizabeth Conway Devine, M.S.N., R.N., G.N.P., Clinical Instructor; Nurse Practitioner/ Patient Care Coordinator, Danbury Office of Physician Services
- Michelle Elizabeth DiLorenzo, D.O., Clinical Instructor; Doctor of Osteopathy, Wildwood Pediatrics & Adolescent Medicine
- Marleena DiMaggio, F.N.P., Clinical Instructor; Family Nurse Practitioner, Optimus Health Care

Susan A. Distasio, M.S., A.P.R.N., A.N.P.-C.S., Assistant Clinical Professor; A.P.R.N., Northwest Hematology & Oncology Associates

Earlene Peckham Donahue, M.S.N., A.P.R.N., P.N.P., B.C., Clinical Instructor; Pediatric Nurse Practitioner, Yale-New Haven Hospital

Constance Theresa Donovan, M.S.N., R.N., C.S., A.N.C.N., F.A.A.N., Associate Clinical Professor; Cancer Clinical Nurse Specialist, Yale-New Haven Hospital

Michael B. Doyle, M.D., Associate Clinical Professor; Physician, Office of Dr. Michael Doyle

Ann Elizabeth Drabinski, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Adolescent Clinic, Yale-New Haven Hospital

Donna Lee Drader, M.S.N., Clinical Instructor; A.P.R.N., West Haven VA Medical Center

Flora Drapeau, M.S.N., Clinical Instructor; A.P.R.N., Department of Veterans Affairs

B. Jay Drew, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, North Stonington Medical Center

Edward Joseph Drew, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Middlesex Hospital

Margaret Drickamer, M.D., F.A.C.P., Clinical Instructor; Associate Professor, Internal Medicine, Yale School of Medicine

Ronnie Dubrowin, M.S., C.N.M., Clinical Instructor; Nurse Midwife, Planned Parenthood of Connecticut

Theodora Louise DuBrul-Burton, M.Ed., A.P.R.N., Assistant Clinical Professor; Team Leader (Unit Chief), Standard Outpatient Team, Greater Bridgeport Community Mental Health Center

Julia A. Duffy, A.P.R.N., B.C., Assistant Clinical Professor; Nurse Practitioner, Fairfield University Health Services

Maria Durand, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital

Donna Dzubin, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Planned Parenthood of Connecticut

Kerry G. Eaton, M.S., R.N., Clinical Instructor; Vice President, Patient Outcomes, St. Vincent Medical Center

Jill E. Edwards, M.S.N., A.N.P., C.D.E., Clinical Instructor; Director of Nursing/Ambulatory Care, West Haven VA Medical Center

Amy Catherine Edwards-Small, M.S.N., R.N., Clinical Instructor; C.N.S., New Britain General Hospital

Serle Epstein, M.D., Assistant Clinical Professor; Physician, Office of Serle Epstein/East Shore Medical Center

Spencer G. Erman, M.D., A.B.F.P., F.A.A.F.P., Clinical Instructor; Medical Director, Hartford Medical Group

Beatriz E. Esayag-Tendler, M.D., Assistant Clinical Professor; Assistant Professor, Hypertension, University of Connecticut Health Center

Sandra Escalera, M.D., Assistant Clinical Professor; Physician, ProHealth Physicians

Barbara J. Esposito, M.S.N., A.P.R.N., C.S., Clinical Instructor; Director, Adult Outpatient Services, Hospital of Saint Raphael

- Stephanie Esposito, M.P.H., M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Register Nurse, Connecticut Medical Group
- Elizabeth Esstman, M.S.N., Clinical Instructor; Geriatric Nurse Practitioner, Hebrew Home & Hospital
- Elizabeth A. Fabrizi, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Planned Parenthood of Connecticut
- Diane E. Fahey, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Staywell Pediatrics
- John Thomas Fahey, M.D., Assistant Clinical Professor; Associate Professor, Pediatrics, Yale School of Medicine
- Carolyn Miller Federici, M.S.N., Assistant Clinical Professor; A.P.R.N., Quinnipiac Valley Health District
- Howard Feldman, M.D., F.A.C.C., F.A.C.P., Assistant Clinical Professor; Associate Attending Cardiologist, Maimonides Medical Center
- Suzanne Femino, M.S.N., Clinical Instructor; Nurse Clinician-Adult Practice Registered Nurse, Hartford Hospital
- Mary Anne Ferazzi, M.Ed., Assistant Clinical Professor; Connecticut Children's Medical Center
- Judith Deborah Ferholt, M.D., Associate Clinical Professor; Pediatrician, Private Practice
- Patricia A. Ferraro, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Hospital of Saint Raphael
- Mary Beth Fessler, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Saint Joseph Family Life Center
- Joseph Michael Filakovsky, M.S.N., Assistant Clinical Professor; Critical Care Educator, Greenwich Hospital
- Carter Fish, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Planned Parenthood of Connecticut
- Susan Mary Fisher, Ed.D., A.P.R.N.-B.C., A.O.C.N., Assistant Clinical Professor; Clinical Specialist, Hematology/Medical Oncology, Hospital of Saint Raphael
- Seja Fishman, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Saint Francis Hospital, Burgdorf Clinic
- Patricia Susan Fitzsimons, Ph.D., R.N., Associate Clinical Professor; Senior Vice President for Patient Services, Yale-New Haven Hospital
- Doreen Pond Flanigan, M.S.N., Clinical Instructor
- Sandra Eisenhauer Flatow, M.Ed., R.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Fair Haven Community Health Center
- Lynn Fletcher, Ph.D., Clinical Instructor; Acute Care Nurse Practitioner; Eastern CT Health Network
- Margaret Mary Flintner, M.S.N., Assistant Clinical Professor; Vice President & Clinical Director, Community Health Center, Inc.
- Doris W. Foell, M.S.N., A.P.R.N., C.C.M., C.S., Assistant Clinical Professor; Manager, Department of Care Coordination, Yale University Health Services
- Julie Follo, M.S.N., C.M.C., Clinical Instructor; Education Services Supervisor, Connecticut Community Care, Inc.

- Peter Alan Ford, M.S.N., M.Ed., A.P.R.N., Clinical Instructor; Program Director/
Nurse Practitioner/Athletic Trainer, Temple Physical Therapy
- Richard Formica, M.D., Associate Clinical Professor; Associate Professor, Internal
Medicine & Surgery, Yale School of Medicine
- Susan Forster, M.D., Associate Clinical Professor; Chief of Ophthalmology, Yale
University Health Services
- Brian William Cameron Forsyth, M.D., Associate Clinical Professor; Assistant
Professor, Pediatrics & Child Study Center, Yale School of Medicine
- Karen Foss, M.S.N., Assistant Clinical Professor; Family Nurse Practitioner, Mid-
Upper Cape Community Health Center
- Judith Marie Fox, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N., Nurse Practitioner,
Bone Marrow Unit, University of Connecticut Health Center
- John S. Francis, M.D., Ph.D., Clinical Instructor; Clinical Instructor, AIDS Program,
Yale School of Medicine
- Jennifer Sweetman Freund, M.S.N., A.P.R.N., C.C.R.N., Clinical Instructor;
A.P.R.N., Neurosurgical Intensive Care Unit, Hartford Hospital
- Gerald H. Friedland, M.D., Clinical Professor; Director, AIDS Care Program, Yale-
New Haven Hospital
- Alan Harold Friedman, M.D., Associate Professor; Associate Professor, Pediatrics, Yale
School of Medicine
- Theresa Mary Friend, M.S.N., C.N.M., Assistant Clinical Professor; Director of
Midwifery Services, Pine Ridge Indian Health Service Hospital
- Ramsay L. Fuleihan, M.D., Assistant Clinical Professor; Associate Research Scientist,
Yale Cancer Center
- Fiona Furlong, M.S., A.P.R.N., Assistant Clinical Professor; Acute Care Nurse
Practitioner, UConn Health Center
- Fiona Campbell Furlong, M.S., A.P.R.N., Assistant Clinical Professor; Acute Care
Nurse Practitioner, Bone Marrow Program, University of Connecticut Health
Center
- Martin H. Gad, M.D., F.A.A.P., Clinical Instructor; Pediatrician, Branford Pediatrics &
Allergy, P.C.
- Patrick Gagnon, A.P.R.N., C.N.S., Clinical Instructor; A.P.R.N., Geriatric & Adult
Psychiatry, LLC
- Marci Garafaolo Qujaranta, M.S.N., A.N.P.; Clinical Instructor, West Haven VA
Medical Center
- Christina L. Garcia, M.S.N., R.N., F.N.P., Clinical Instructor; Nurse Practitioner,
Connecticut Children's Medical Center
- Patricia A. Garrett, M.H.S., A.P.R.N., C.R.R.N., Assistant Clinical Professor;
Community Care Coordinator, Pediatrics, Yale School of Medicine
- Patricia Murray Gatcomb, M.S.N., R.N., Clinical Instructor; A.P.R.N., B.C.-A.D.M.,
Yale-New Haven Hospital
- Rachael Gell, M.S.N., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner/
Oncology, Pediatrics, Yale School of Medicine
- Brian James Geyser, M.S.N., A.P.R.N., B.C., Clinical Instructor; Child Psychiatry
Consultant, Yale-New Haven Hospital

- Robert Kevin Gildersleeve, M.D., Clinical Instructor; Private Practice/Medical Director, Windham Hospital, Mansfield OB/GYN
- Cynthia A. Goetz, M.S.N., Assistant Clinical Professor; Certified Nurse-Midwife, Nurse-Midwifery Practice, St. Francis Hospital
- Ruth Goldbaum, M.P.H., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Hartford Board of Education
- Julie Gombieski, M.S.N., A.P.R.N., Clinical Instructor; Adult Practitioner Registered Nurse, Family & Children's Aid
- Mary-Ellen Gonci, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Hartford Hospital
- John Greeley, M.D., Clinical Instructor; Physician, Family Medicine Associates of Stamford
- Pauline Green, Ph.D., R.N., Professor; Professor, Howard University Division of Nursing
- Madelyne Greif, M.S.N., C.N.M., Assistant Clinical Professor; L.M.N., Student Health Service, Connecticut College
- Michael R. Grey, M.D., M.P.H., Clinical Professor; Medical Director, Baystate Health Systems
- Shirley Marie Griffith, M.S.N., A.P.R.N., R.N.C., Clinical Instructor; Perinatal Clinical Nurse Specialist/Women's Nurse Practitioner, Maternal Fetal Care, P.C.
- Mary Elizabeth Anglim Groth, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Wildwood Pediatrics
- Leslie Gumbs, M.D., Clinical Instructor; M.D., Mansfield Obstetrics & Gynecology Association
- Elaine M Gustafson, M.S.N., R.N., P.N.P., Associate Clinical Professor; Pediatric Nurse Practitioner, Fair Haven Community Health Clinic
- Claudia Guynn, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Greater Hartford Women's Health Association
- Margaret Campbell Haggerty, M.S.N., Assistant Clinical Professor; Pulmonary Nurse Practitioner/Coordinator, Norwalk Hospital
- Carol L. Haig, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Coastal Women's Care
- Kristin D. Hale, M.S.N., A.P.R.N., Clinical Instructor; Clinical Specialist, Post Traumatic Stress Center
- Susan Spada Hally, M.S., C.N.M., Clinical Instructor; Nurse-Midwife, Women's Center, Yale-New Haven Hospital
- Richard B. Halperin, M.D., M.P.H., F.A.A.P., Associate Clinical Professor; Physician, Long Wharf Pediatrics, and Assistant Clinical Professor, Pediatrics, Yale School of Medicine
- Martha A. Hamlin, M.S.N., R.N., Assistant Clinical Professor; Clinical Educator, Behavioral Medical Clinical Unit, Hennepin County Medical Center
- Jordan Grace Hampton, M.S.N., R.N., C.P.N.P., Clinical Instructor; P.N.P., Program Director, School-Based Health Clinic, Chelsea Healthcare
- Carla V. Hannon, M.S.N., A.P.R.N., C.S., C.C.R.N., C.N.S., Assistant Clinical Professor; Clinical Nurse Specialist, Medical ICU, Hospital of Saint Raphael

- Cisalee G. Harrell, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Primary Care, Veterans Home & Hospital
- Lyndsay Harris, M.D., Associate Clinical Professor; Physician, Yale Cancer Center
- Patty Elaine Harris, M.S.N., Clinical Instructor; Psychotherapist/Clinical Nurse Specialist, The Carriage House
- Patricia M. Harrison, M.S., R.N., A.C.N.P., Clinical Instructor; Acute Care Nurse Practitioner, Boston Medical Center
- Therese Harrison, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Health Care Connections
- Kathleen Marie Hayes, M.S.N., Clinical Instructor; Nurse Practitioner, Trinity College Health Services
- Kathy Ann Heard, M.S.N., A.N.P., Assistant Clinical Professor; Clinical Nurse Specialist, Hospital of Saint Raphael
- Patricia E. Helm, M.S.N., Clinical Instructor; Clinical Specialist, West Haven VA Medical Center
- Mary A. Helming, M.S.N., A.P.R.N., Assistant Clinical Professor; Family Nurse Practitioner, Family Practice Associates
- Charles Gerald Hemenway, Jr., M.D., Associate Clinical Professor; Physician, Office of Charles Hemenway, Jr.
- Nancy Hemingway, M.S.N., A.N.P., Clinical Instructor; Adult Practice Registered Nurse, The Hospital of Central Connecticut
- Robert Wentworth Hill, M.S.N., R.N., Clinical Instructor; Nurse Practitioner, Hill Health Center
- Pamela Ann Hinthorn, Ph.D., Associate Clinical Professor; Family Nurse Practitioner, Ear, Nose, Throat & Facial Plastic Surgery
- Bernadette D. Hirst, M.S.N., R.N., P.N.P., S.N.P., Clinical Instructor; A.P.R.N., Loomis Chaffee School Health Center
- Pamela Beth Hoffman, M.D., Assistant Clinical Professor; Chief, Division of Geriatrics, Saint Vincent's Medical Center
- Mai-Fung Ho-Law, M.S., Clinical Instructor; Oncology Clinical Nurse Specialist, New York University Medical Center
- Valerie Jeanne Holcomb, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Pediatric & Adolescent Medicine
- Cynthia Holland-Toftness, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Yale University Health Services
- Courtney Holmes, M.S.N., A.P.R.N., B.C., Clinical Instructor; Nurse Practitioner, NP Care
- June Walker Holmes, M.S.W., Assistant Clinical Professor; Manager, AIDS Care Program, Yale-New Haven Hospital
- Timothy Duane Huber, Ph.D., A.T.R., N.C.C., Clinical Instructor; Clinical Psychologist, The Carriage House
- Michelle Hundt, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Bridgeport Public Health Department
- Coriander Hunt, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Naval Ambulatory Care Center

- Ann T. Hurtado, M.N., R.N., F.N.P., Assistant Clinical Professor; Advanced Practice Registered Nurse, Avon Health
- Dennis G. Huskins, M.D., Assistant Clinical Professor
- Lakisha E. Hyatt, M.S.N., R.N., Clinical Instructor; Director of Nursing, Natchaug Hospital
- Elizabeth M. Hyde, M.S.N., C.N.M., Assistant Clinical Professor; Administrator, Midwifery Service, OB-GYN Infertility Group, P.C.
- Sharon K. Inouye, M.D., M.P.H., Associate Clinical Professor; Associate Professor, Internal Medicine/Geriatrics, Yale School of Medicine
- Laura M. Ippolito-Bracale, M.S.N., M.P.H., A.P.R.N.-B.C., Clinical Instructor; A.P.R.N., Adult Psychiatric Clinic, Hill Health Center
- Linda Ann Jacobson, M.S.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Pediatrics Plus
- Elizabeth Jensen, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, SHE Medical
- Kimberly Ann Joerg, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; A.P.R.N., Pediatric Nurse Practitioner, Torrington/Winsted Pediatrics
- Cara Marie Johnson, M.S.N., Clinical Instructor; Psychiatric Advanced Practice Nurse, The Village for Families and Children
- Diana Ellen Johnson, M.S.N., R.N., Clinical Instructor; Psychiatric Home Care Nurse, Visiting Nurse Association
- Rosemary A. Johnson, M.S., R.N., Clinical Instructor; Nurse Practitioner, Federal Correctional Institution
- Susan Dow Johnson, M.S.N., C.N.M., Assistant Clinical Professor; Certified Nurse-Midwife, OB-GYN & Infertility Group
- Susanne Staples Johnson, M.S.N., Clinical Instructor; Nurse Practitioner, Pediatric Gastroenterology, Yale School of Medicine
- Robin L. Johnston, M.S.N., A.P.R.N.-B.C., N.P.-C., Clinical Instructor; Oncology Nurse Practitioner, Eastern Connecticut Hematology & Oncology Associates
- Katherine Rose Jones, Ph.D., R.N., F.A.A.N., Clinical Professor; Case School of Nursing
- Peter H. Juergensen, P.A., Assistant Clinical Professor; Physician Associate, Metabolism Associates
- Nanci Kaczegowicz, M.S.N., A.P.R.N., F.N.P.-C., Clinical Instructor; Nurse Practitioner, NP Care
- Kristin Kaley, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Black Rock Medical Group
- Susan Marie Kamovitch, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Nurse Practitioner Resources, Inc.
- David Edward Karas, M.D., Assistant Clinical Professor; Associate Professor, Pediatric Otolaryngology, Yale-New Haven Hospital
- Laima Maria Karosas, Ph.D., A.P.R.N., Clinical Instructor; Family & Adult Nurse Practitioner, NP Resources, LLC
- Edward Kavle, M.D., Associate Clinical Professor; Pediatrician, Torrington/Winsted Pediatric Associates

Joan Kearney, M.S.N., A.P.R.N., C.S., Assistant Clinical Professor; Director, Child & Adolescent Service, Hospital of Saint Raphael

Margaret Kearney, Ph.D., Associate Clinical Professor

Beverly Kidder, D.S.W., Assistant Clinical Professor; Director, Aging Resource Center, South Central Connecticut Agency on Aging

Rae Kingsley, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Pediatric Pain Management, Yale University

Randi Lee Kington, A.P.R.N., C.D.E., Clinical Instructor; Nurse Practitioner/Diabetes Educator, Lawrence & Memorial Hospital

Kathleen M. Kirwin, A.P.R.N., B.C., L.L.C., Clinical Instructor; Family Psychiatric Nurse Practitioner, The Carriage House

Nancy Loc Kline, M.S.N., G.N.P., A.N.P., C.D.E., Clinical Instructor; Adult Nurse Practitioner, VA Waterbury

George Knafl, Ph.D., Professor, Oregon Health & Sciences University

Kathleen Knafl, Ph.D., F.A.A.N., Professor; Professor, Oregon Health & Sciences University

Shannon Bruce Knaggs, M.S.N., R.N., F.N.P., Clinical Instructor; Lead Midlevel Provider, Hospital of Saint Raphael

Karel Koenig, Ph.D., Assistant Clinical Professor; Family Nurse Practitioner, Family Medical Associates of Stamford

Arnold Koff, M.D., Clinical Instructor; Physician, Avon Health

Judith K. Kohan, M.S.N., R.N., C.P.N.P., Clinical Instructor; C.P.N.P., Neonatal Intensive Care Nursery, Bridgeport Hospital

Maria Koslawy, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, University of Connecticut – Correctional Management

Christina Kozlowski, M.S., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, General Practitioner of Branford & Hamden

Judith M. Kranz, A.P.R.N., Clinical Instructor; Primary Care Provider, St. Mary's Hospital–Children's Health Center

Nancy Kraus, M.S.N., A.C.N.M., Assistant Clinical Professor; Nurse-Midwife, Downtown Women OB/GYN

Kathryn Ann Kruser, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Guilford Pediatrics

Krista L. Kuehler, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Naval Ambulatory Care Clinic

Babu S. Kumar, M.D., Assistant Clinical Professor; Physician, Family Practice & Internal Medicine of Spring Glen, LLC

Chandrika Kumar, M.D., Assistant Clinical Professor; Physician, Yale Geriatric Services

Joan Kwiatkowski, M.S.W, Clinical Instructor; Chief Executive Officer, CareLink/ PACE Organization of Rhode Island

Robert George LaCamera, M.D., Clinical Professor; Interim Medical Director, Pediatric Out-Patient Program, Yale-New Haven Hospital

Tracey E. Lafferty, M.S.N., R.N., Clinical Instructor; Adult Nurse Practitioner, Massachusetts General Hospital

- Julie Ann Laflamme, M.S.N., R.N., C.C.R.N., Clinical Instructor; Clinical Nurse Specialist, University of Connecticut Health Center
- Carrie Lampley, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Norwalk Medical Group, P.C.
- Heather R. Lane, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Women's Healthcare
- Robert Lang, M.D., Associate Clinical Professor; Medical Director, Osteoporosis Diagnostic & Treatment Center
- Kerri M. Langevin, M.S.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Saint Francis Hospital and Medical Center
- Jane Lawrence-Riddell, M.S.N., R.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Main Street Pediatrics
- Mary Leahy, M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Roaring Brook Family Practice
- Beverly A. Leggitt, M.S., R.N., C.S., Clinical Instructor; Nurse Practitioner, Critical Care Medicine/Surgery, Hartford Hospital
- Sharon Lemberger, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Human Services Council of Mid Fairfield
- Kevin Lembo, M.P.H., Clinical Instructor; Agency Head-State Health Care Advocate, Office of the Healthcare Advocate, State of Connecticut
- Mary K. Lemley, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Fair Haven Community Health Center
- Raymond William Lenox, M.S.N., R.N., Clinical Instructor; Nurse Practitioner, Allogeneic Stem Cell Program, Yale-New Haven Hospital
- John M. Leventhal, M.D., Clinical Professor; Professor, Pediatrics & Child Study Center, Yale School of Medicine
- Andrew J. Levi, M.D., Assistant Clinical Professor; Lead Physician, Andrew Levi, M.D.—Park Avenue Fertility & Reproductive Medicine
- Peter Levinson, M.D., Clinical Instructor; Physician, Phoenix Internal Medical Associates, LLC
- Arthur Louis Levy, M.D., Assistant Clinical Professor; Physician, Medical Oncology & Hematology, P.C.
- J. James Lewis, M.D., Clinical Instructor; M.D., Norwalk Medical Group, P.C.
- Margaret D. Lewis, M.Div., Assistant Clinical Professor; Chaplain, Department of Religious Ministries, Yale-New Haven Hospital
- Linda LiBrize, M.S.N., Clinical Instructor; Manager Clinical Team, Hospice by the Bay
- Erica J. Liebermann, M.S.N., R.N.C., Clinical Instructor; Nurse Practitioner, Planned Parenthood League of Massachusetts
- Jonathan B. Liebman, M.S.N., Clinical Instructor; Nurse Practitioner, Holyoke Health Center
- Mary D. Lilley, M.S.N., Clinical Instructor; Gerontological Nurse Practitioner, West Haven VA Medical Center
- Paresh Limaye, M.D., Clinical Instructor; Physician, Connecticut OB/GYN, LLC
- Sonia Lipson, A.P.R.N., Clinical Instructor; Nurse Practitioner, Greater Lawrence Family Health Center

- Linda Lisk, M.S.N., C.N.M., Assistant Clinical Professor; Nurse Midwife, Women's Health Associates
- Pao-Lin Cathy Liu, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Yale-New Haven Hospital
- Michael D. Loftus, M.B.A., Assistant Clinical Professor; Director of Reimbursement, Yale-New Haven Hospital
- Naomi London, M.D., Assistant Clinical Professor; Pediatrician, Baystate Medical Center
- John Lujanac, M.S.N., A.P.R.N., F.N.P.-C., Clinical Instructor; A.P.R.N., House Medical Officer, NP Care (Montowese Health & Rehabilitation)
- Judith Shannon Lynch, M.S., M.A., A.P.R.N., F.A.A.N.P., Assistant Clinical Professor; Nurse Practitioner, Ear, Nose, Throat & Facial Plastic Surgery
- Karen Mack, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, West Haven VA Medical Center
- Obinna Maduka, M.D., Clinical Instructor; Physician, Windham Pediatrics
- Elizabeth A. Magenheimer, M.S.N., Assistant Clinical Professor; Director of Nursing, Fair Haven Community Health Clinic
- Maria Maiaroto, M.S.N., Clinical Instructor; General Nurse Practitioner, Department of Veterans Affairs
- Nancy Ann Maillet, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Family Practice Associates
- Priscilla Malloy, M.S., A.P.R.N., Clinical Instructor, Advanced Practice Registered Nurse, Connecticut Children's Medical Center
- Mary Jane Malone, M.S., A.N.P., Clinical Instructor; Nurse Practitioner, Yale University Health Services
- Liza Mandel, M.S.N., Clinical Instructor; Nurse-Midwife, OB/GYN Group of Manchester, P.C.
- Mark A. Marieb, M.D., Assistant Clinical Professor; Physician, Arrhythmia Center of Connecticut
- Cheryl T. Marsh, M.S.N., Assistant Clinical Professor; Psychiatric Clinical Nurse Specialist, Counseling, Lawrence and Memorial Hospital
- Peter Marks, M.D., Assistant Clinical Professor; Associate Professor of Medicine, Yale School of Medicine
- Geraldine Marrocco, E.D.D., A.P.R.N., Assistant Clinical Professor; Adult Nurse Practitioner, Geraldine Marrocco, LLC Primary Care
- Cheryl Marsh, M.S.N., Assistant Clinical Professor; Psychiatric Clinical Nurse Specialist, Lawrence & Memorial Hospital
- James Marsh, M.D., Associate Clinical Professor; Assistant Clinical Professor, Orthopaedics & Rehabilitation, Yale School of Medicine
- Alison Marshall, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, South Boston Community Health Center
- Karen Martin, M.S.N., R.N., A.C.N.P.-B.C., O.C.N., Clinical Instructor; Oncology Nurse Practitioner, Medical Oncology & Hematology Associates
- Mary Julia Martin-O'Brien, M.S.N., Clinical Instructor; Clinical Nurse Specialist, Outpatient Cardiology, West Haven VA Medical Center

- Lisa Marvin Smith, M.S.N., A.P.R.N., Clinical Instructor; Clinician/Nurse Practitioner, Planned Parenthood of Connecticut
- Karen Marzitelli, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, West Haven VA Medical Center
- Ellen Massey, M.S.N., A.P.R.N., Clinical Instructor, Adult Practice Registered Nurse, Middlesex Medical Associates
- Maria Mauldon, M.S.N., R.N., Assistant Clinical Professor; Family Nurse Practitioner, Fair Haven Community Health Clinic
- Karen H. McAvoy, M.S.N., R.N., C.D.E., Clinical Instructor; Diabetes Education Coordinator, Joslin Center for Diabetes
- Bridget A McBride, M.S.N., Clinical Instructor; Nurse Practitioner, Evercare Connecticut
- Ann McCarthy, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, The Midwife Center for Birth & Women's Health
- Paul L. McCarthy, M.D., Clinical Professor; Professor & Section Chief, General Pediatrics, Yale School of Medicine
- Carolyn V. McCarthy-Golden, M.S.N., R.N., F.N.P.-C., Clinical Instructor; Family Nurse Practitioner, New York University Hospital
- Paula Smith McCauley, M.S., A.P.R.N., C.S., A.C.N.P., C.C.R.N., C.E.N., Clinical Instructor; Acute Care Nurse Practitioner, University of Connecticut–John Dempsey Hospital
- Jean H. McCormick, M.S.N., Clinical Instructor; Nurse Practitioner, Health Care Connections, Inc.
- Penny McEvoy, B.S., A.P.R.N., A.N.P., Clinical Instructor; A.P.R.N., Litchfield Internal Medicine
- Jill McGarry, M.S.N., Clinical Instructor; Nurse-Midwife, Women's Health Group
- Bernice G. McKay, M.S.N., A.P.R.N., Assistant Clinical Professor; Adult Nurse Practitioner, Yale-New Haven Hospital
- Clare McKegney, M.S., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, The Center for Advanced Pediatrics
- Sandra McKelvie-Bacon, A.P.R.N., Clinical Instructor; Performance Improvement Coordinator, Patient Services, Yale-New Haven Hospital
- Erin McMahan, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Yale-New Haven Hospital
- Thomas J. McMahan, Ph.D., Assistant Clinical Professor; Associate Professor, Psychiatry, Yale School of Medicine
- Michael McNamee, M.D., Clinical Professor; Physician, Division of Pulmonary/Critical Care Medicine, The Hospital of Central Connecticut – Bradley Memorial Hospital
- Marilyn McNatt, M.S., A.P.R.N., Clinical Instructor, Adult Practice Registered Nurse, Montauk GYN
- Erin Medoff, M.S.N., A.P.R.N., Assistant Clinical Professor; Stem Cell Transplant Coordinator, Yale-New Haven Hospital
- Johanna L. Meehan, M.S.N., A.P.R.N., C.S., A.O.C.N., Assistant Clinical Professor; Oncology Nurse Practitioner, Medical Oncology & Hematology, P.C.
- Colleen E. Mellen, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N., Hartford Hospital

Patricia Mencil, M.S., R.N., Clinical Instructor; Geriatric Specialist & Program Director, Eastern Connecticut Health Network

Karen Elise Mera, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Child & Family Agency of Southeastern Connecticut

Stephanie F. Merck, M.S.N., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner/Clinical Specialist

Sheryl Beth Merkin, M.S., A.P.R.N.-C., C.D.E., C.P.T., Clinical Instructor; Family Nurse Practitioner, Diabetes Program Coordinator, Montefiore Medical Center

Christine M. Merle, R.N., M.S.N., C.P.N.P., Assistant Clinical Professor; Faculty Nurse Practitioner, Columbia University School of Nursing

Meredith B. Messing, M.S.N., A.P.R.N., N.P.-C., Clinical Instructor; Nurse Practitioner, NP Care

Jane Metzger, R.N., D.N.Sc., Assistant Clinical Professor; Senior Vice President & Chief Nursing Officer, Rhode Island Hospital

Molly Meyer, M.S., A.P.R.N., Assistant Clinical Professor; A.P.R.N., Yale University Health Services

Alan Meyers, M.D., Assistant Clinical Professor; Physician, Branford/North Branford Pediatrics

Tomasz G. Michalewski, M.S.N., R.N., Clinical Instructor; A.A.P.N., Department of Surgery, Yale-New Haven Hospital

Deborah Miles, M.S.N., N.P., Assistant Clinical Professor; Nurse Practitioner, Department of Veterans Affairs

Irene B. Miller, M.S.N., Assistant Clinical Professor; Director of Behavioral Health, Mohegan Tribe–Behavioral Health Services

Susan Sweeney Miller, M.S.N., C.N.M., Clinical Instructor; Clinical Nurse-Midwife, Obstetrics, Midwifery & Gynecology, LLP

Paula Milone-Nuzzo, Ph.D., Professor; Director, School of Nursing, The Pennsylvania State University

Martha Mitchell, M.S.N., Associate Clinical Professor; Clinical Nurse Specialist, Connecticut Mental Health Center

Kathleen M. Mitcheom, M.S.N., Clinical Instructor; Certified Nurse-Midwife, Fair Haven Community Health Center

Catharine Moffett, M.S.N., R.N., Assistant Clinical Professor; Director, Student Health Services, Connecticut College

Deborah Ashton Molloy, M.S.N., Clinical Instructor; Nurse Practitioner, Women's Health and Wellness Center

Karen J. Molloy, M.S.N., R.N., Clinical Instructor; Director of Nursing, The Hole in the Wall Gang Camp

Jill B. Monda, A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Health Department, City of Bridgeport

Mamie C. Montague, Ph.D., A.P.R.N.-B.C., F.A.A.N., Associate Professor; Associate Professor, Nursing, Howard University, CPNAHS, Division of Nursing

Angela Monterosso, Ed.D., A.P.R.N., Assistant Clinical Professor

Janel Moore, M.S.N., Clinical Instructor; Program Coordinator, Mills-Peninsula Health Services

- Joan M. Moore, A.P.R.N., A.O.C.N., Assistant Clinical Professor; Oncology Nurse Specialist, Saint Francis Hospital & Medical Center
- Meena S. Moran, M.D., Assistant Clinical Professor; Medical Director/Department of Radiation Therapy, William Backus Hospital
- Patricia Moriarty, M.S.N., R.N., F.N.P., Clinical Instructor; A.P.R.N.-Women's Health, University of Connecticut Health Center/Correctional Managed Health Care
- Judith Breakenridge Morosky, M.S.N., Assistant Clinical Professor; A.P.R.N., Saint Francis Hospital & Medical Center
- Marion Morra, M.A., Sc.D., Associate Clinical Professor; President, Morra Communications
- Christopher J. Morren, M.D., Associate Clinical Professor; Chief, Internal Medicine, Lawrence & Memorial Hospital
- Edith E. Morrison-Morren, M.S.N., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Connecticut College
- Bret Albert Morrow, R.P.H., Ph.D., Associate Clinical Professor; Associate Research Scientist, Pharmacology, Yale School of Medicine
- Harry Moscovitz, M.D., Assistant Clinical Professor; Physician, Yale Emergency Medicine
- Tina Marie Mulinski, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, The Cardiology Group
- Beth Muller, M.S.N., A.P.R.N., C.S., Assistant Clinical Professor; Psychiatric Nurse Clinician, Psychiatry, Yale School of Medicine
- Nancy I. Munn, M.S.N., C.P.N.P., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner, School-Based Health Centers, Bridgeport Health Department
- Claire Murphy, M.S.N., N.P.-C., Clinical Instructor; Nurse Practitioner, Boston Health Care for the Homeless
- James Murphy, M.S., A.P.R.N., Clinical Instructor; Psychiatric Clinical Specialist, Department of Veterans Affairs
- Janet Murphy, M.S.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Branford/North Branford Pediatrics
- Monique Cherie Murphy, M.S.N., M.H.A., R.N., C.H.E., Associate Clinical Professor; Vice President of Patient Services, Chief Nursing Officer, East Texas Medical Center
- Judy-Lynn Murray, A.P.R.N., Clinical Instructor; Nurse Practitioner, Thameside OB/GYN Centre
- Rebecca Ruth Murray, M.S.N., A.P.R.N., C.D.E., Assistant Clinical Professor; Family Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Robin Murtha, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Breastfeeding Resources
- Michele Rene Muzyka, M.S.N., R.N., Clinical Instructor; Team Leader/Nurse Clinician, Connecticut Mental Health Center
- Ronald Nardi, M.S.N., A.P.R.N., Clinical Instructor; Director-Intensive Outpatient Treatment Program, Department of Veterans Affairs
- Sujai Dept Nath, M.D., Clinical Instructor; Consultant in Neurology, Connecticut NeuroCare, LLC

- Ann Nelson, M.S.N., A.P.R.N., Clinical Instructor; Perinatal Nurse Clinician, Saint Francis Hospital & Medical Center
- Beverly Anne Nelson, M.S., Assistant Clinical Professor; Clinical Director, Psychiatric Nursing, Yale-New Haven Hospital
- Claire Nelson, M.S.N., C.N.M., Assistant Clinical Professor; Co-Director, Nurse-Midwife Service, Hennepin County Medical Center
- Kathryn Nelson, M.S., A.P.R.N., Clinical Instructor; P.N.P., Child & Family Agency of Southeastern Connecticut
- Clare Nespoli, M.S.N., C.P.N.P, Clinical Instructor; Pediatric Nurse Practitioner, Southbury Pediatrics
- Linda Nevins, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Connecticut Medical Group
- Sheryl Nichols, Ph.D., L.I.C.S.W., L.C.S.W.-C., Assistant Clinical Professor; Director of Student Affairs, Howard University Division of Nursing
- Carrie A. Nielsen, M.S.N., A.P.R.N., N.P.-C., Clinical Instructor; Nurse Practitioner, Norwalk Medical Group, P.C.
- Nancy Niemczyk, M.S.N., C.N.M., Assistant Clinical Professor; Clinical Director, The Midwife Center for Birth and Women's Health
- Mary A. Nies, Ph.D., R.N., F.A.A.N., F.A.A.N.B., Associate Clinical Professor; Dean, Stony Brook University School of Nursing
- Diana J. Norris, M.S., R.N.B.C., A.P.R.N., Clinical Instructor; A.P.R.N., Eastern Connecticut Health Network
- Edward Novotny, Jr., M.D., Associate Clinical Professor; Associate Professor, Pediatrics, Yale School of Medicine
- Leslie Hetzel O'Connor, M.S.N., A.P.R.N., B.C., Assistant Clinical Professor; Clinical Director, Yale-New Haven Hospital Psychiatric Institute
- Brian O'Neill, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N., Yale-New Haven Hospital
- Patricia O'Neill, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Yale-New Haven Hospital
- Nancy C. O'Rourke, M.S.N., Ed.D., R.N., Assistant Clinical Professor; Clinic Manager, Registered Nurse Consultant, Duval County Health Department
- Angela Orsini Garry, M.S.N., Clinical Instructor; A.P.R.N., Alliance Medical Group
- Jean Molloy Palin, M.S., R.N.-C., Clinical Instructor; Family Nurse Practitioner, School-Based Health Center, Community Health Center, Inc.
- Richard V. Panetta, A.P.R.N., Clinical Instructor; Geriatric Nurse Practitioner, NP Care
- Lea Pannella, M.S.N., A.P.R.N., B.C., Clinical Instructor; Adult Nurse Practitioner, Hill Health Corporation/South Central Rehabilitation Center
- Diane Paquette, M.S.N., Clinical Instructor; Nurse Practitioner, Yale University Health Services
- Catherine Jennings Parisi, M.S.N., C.N.M., Clinical Instructor; Staff Clinical Midwife, Connecticut Childbirth & Women's Center
- Janet A. Parkosewich, M.S.N., R.N., C.C.R.N., Assistant Clinical Professor; Cardiac Clinical Nurse Specialist, Yale-New Haven Hospital

- Bruce Patterson, M.S., A.P.R.N., Clinical Instructor
- Karen Pawelek, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Connecticut College – Health Center
- David Pazer, M.D., Clinical Instructor; Physician, Family Medical Associates
- Geraldine S. Pearson, Ph.D., A.P.R.N., Assistant Clinical Professor; Program Director, HomeCare, University of Connecticut Health Center
- Sandra Kalison Peccerillo, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Staywell Health Center
- Madeleine Pellerin, M.S.N., A.P.R.N., B.C., Assistant Clinical Professor; Nurse Practitioner/Clinic Coordinator, Psychiatric Primary Care, West Haven VA Medical Center
- Emily M. Peluso, M.S.N., R.N., P.N.P., Clinical Instructor; Pediatric Hematology/Oncology Nurse Practitioner, Connecticut Children’s Medical Center
- Claire Atkins Pieri, A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Community Health Center
- Terri Pisseri, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Bridgeport Health Department
- Margaret L. Plunkett, M.S.N., A.R.N.P., C.S., Clinical Instructor; Clinical Nurse Specialist, Dartmouth-Hitchcock Medical Center
- Barbara E. Pokorny, M.S.N., R.N., C.S., Assistant Clinical Professor; Family Nurse Practitioner, ProHealth Physicians, Inc.–Sparrow Commons Family Practice
- Janice Margaret Poley, A.P.R.N., Assistant Clinical Professor; Adult Nurse Practitioner, Saint Francis Hospital, New York
- Dorothy L. Powell, Ed.D., R.N., F.A.A.N., Professor; Associate Dean of Nursing, Howard University
- Renee B. Powell, M.S.N., Clinical Instructor; Nurse Practitioner, St. Vincent Medical Center
- Daniel Powers, M.D., Clinical Instructor; Physician, Internal Medicine
- Deborah Proctor, M.D., Assistant Clinical Professor; Associate Professor, Internal Medicine, Yale School of Medicine
- Marci Ann Garafaolo Quaranta, M.S.N., A.N.P., Clinical Instructor; Adult Nurse Practitioner/Gerontological Nurse Practitioner, West Haven VA Medical Center
- Nancy Osborn Quimby, M.S., A.P.R.N., Assistant Clinical Professor; Clinical Services Director, Health First, Inc.
- Sanjeev P. Rao, M.D., Clinical Instructor; Pediatrician, Southwest Community Health Center
- Kerry Joy Rausch, M.S.N., A.P.R.N., F.N.P., C.S., Clinical Instructor; Research Facilitator, Osteoporosis, University of Connecticut Health Center
- Jane Z. Reardon, R.N., M.S.N., Assistant Clinical Professor; Acute Care Nurse Practitioner, Hartford Hospital
- Vanessa Reid, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Child & Family Agency of Southeastern Connecticut
- Sharon L. Remillard, M.S.N., R.N., Assistant Clinical Professor; Director of Nursing, Yale University Health Services
- Thomas S. Renshaw, M.D., Clinical Professor (retired); Professor, Orthopaedics and Rehabilitation, Yale School of Medicine

- Christy Ann Reuben, M.S.N., Clinical Instructor; A.P.R.N., Yale-New Haven Hospital
- Jessica Marks Ricciardelli, M.S.N., P.N.P., Clinical Instructor; Practitioner Nurse,
Walsh Intermediate School/SBHC
- Loretta Catherine Richardson, C.N.M., Clinical Instructor; Certified Nurse-Midwife,
Sharon Hospital/Sharon OB/GYN
- Cherrilyn Flemming Richmond, M.S., A.P.R.N., F.N.P., W.H.N.P., B.C., Clinical
Instructor; Women's Health Nurse Practitioner, Yale School of Medicine
- Christina Fultz Rickenback, M.S.N., Assistant Clinical Professor; Certified Pediatric
Nurse Practitioner, Wildwood Pediatrics
- Michael O. Rigsby, M.D., Associate Clinical Professor; Staff Physician, West Haven VA
Medical Center
- Janet R. Rimm, A.P.R.N., B.C., Clinical Instructor; A.P.R.N.-Psychiatric
Consultation-Liaison Service, Hospital of Saint Raphael
- Marie Rinaldi, M.S.N., R.N., Clinical Instructor; Acute Care Nurse Practitioner,
Hartford Hospital
- Margarita Rios, M.S., A.P.R.N., B.C., Clinical Instructor; Family Nurse Practitioner,
Roberto Medina, M.D., LLC
- Natalie Rios, M.S.N., C.P.N.P., Clinical Instructor; Advanced Practice Nurse,
Hematology/Oncology, Hackensack University Medical Center
- Sharon Schindler Rising, M.S.N., C.N.M., Associate Clinical Professor; Executive
Director, Centering Pregnancy & Parenting Association
- Partirica Risley, M.S.N., Clinical Instructor; Family Nurse Practitioner, Norwalk
Hospital
- Mary Beth Rivard, M.S.N., Assistant Clinical Professor; Nurse Practitioner, Leeway,
Inc.
- Marie V. Roberto, Dr.P.H., Assistant Clinical Professor; Project Director, Bioterrorism
Training Project, Connecticut Partnership for Public Health Workforce
Development
- Laurie Rockwell, R.N., M.P.A, Clinical Instructor; Director of Quality Management &
Education, VNA Community Health Care
- David Roer, M.D., Assistant Clinical Professor; M.D., Nephrology and Hypertension
Associates
- Amy M. Romano, M.S.N., B.A., R.N., Clinical Instructor; Perinatal Research &
Advocacy Coordinator, Lamaze International (Contract)
- Lynda Romita, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner,
Whitney Pediatrics and Adolescent Medicine
- Janet Rooney, M.S., A.P.R.N., Assistant Clinical Professor; Clinical Nurse Specialist,
The Carriage House
- Aron Dana Rose, M.D., Assistant Clinical Professor; Physician, Temple Eye Physicians
- Maureen G. Roussel, M.S.N., A.P.R.N., C.S., Clinical Instructor; Clinical Nurse
Specialist, Yale-New Haven Hospital
- Steven Rudolph, M.D., Assistant Clinical Professor; Director, Stroke Center,
Maimonides Medical Center–Mt. Sinai Hospital
- Coralase C. Ruff, Pharm.D., Associate Professor; Associate Professor of Nursing,
College of Pharmacy, Nursing & Allied Health Sciences

- Janet Rufo, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Coastal Women's Care
- Jacqueline Rugg, M.S.N., A.P.R.N., Associate Clinical Professor; Psychiatric Clinical Specialist, Jacqueline Rugg – Private Practice
- Leona J. Ruggiero, M.S.N., Clinical Instructor; Nurse Clinical Specialist, River Valley Services
- Jayne Ryzewski, M.S.N., R.N., C.R.R.N., Associate Clinical Professor; Clinical Nurse Specialist, Rehabilitation, Yale-New Haven Hospital
- Barbara Eileen Sabo, M.S., Assistant Clinical Professor; Clinical Nurse Specialist, Yale-New Haven Hospital
- Shirley Yashotha Samy, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner/Sub-Investigator, Alliance Medical Group
- Joanne Sandberg-Cook, M.S.N., A.P.R.N., C.R.R.N., Assistant Clinical Professor; Nurse Practitioner, The Hitchcock Clinic
- Richard Sandrib, M.S.N., Clinical Instructor; Manager of Occupational Health Services, Bristol-Meyers Squibb
- Michelle L. Sanford, M.S.N., Clinical Instructor; A.P.R.N., Surgical ICU, Hartford Hospital
- Rhea C. Sanford, M.S.N., Assistant Clinical Professor; Medical Surgical Nurse Specialist, Department of Nursing, John Dempsey Hospital
- Prasama Sangkachand, M.S.N., R.N., Clinical Instructor; Staff Nurse, Yale-New Haven Hospital
- Lynn St. Germain Saphire, M.S.N., R.N., Assistant Clinical Professor; Global Medical Operations Leader, General Electric Company
- Linda Sapio-Longo, M.S.N., R.N., Clinical Instructor; Family Nurse Practitioner, Infectious Disease Clinic, Waterbury Hospital Health Center
- Jane Borden Sarja, M.S.N., Clinical Instructor; Nurse Practitioner/Clinical Coordinator, West Haven VA Medical Center
- Polly Sather, M.S.N., Clinical Instructor; Acute Care Nurse Practitioner, ACNP Medical Intensive Care Service, Yale-New Haven Hospital
- Donna M. Savino, A.P.R.N., C.P.N.P., A.E.-C., Clinical Instructor; A.P.R.N., Yale-New Haven Hospital
- Cheryl Savoca, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner – Pediatrics, Pediatric Plus
- Kristin Scarlata, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, OB/GYN Services, P.C.
- Phyllis E. Schling, M.S.N., R.N., C.R.N.P., Clinical Instructor; Family Nurse Practitioner, Community Health Services
- Henry Schneiderman, M.D., Clinical Professor; Physician, Hebrew Health Care
- Robert T. Schoen, M.D., Clinical Professor; Clinical Professor, Internal Medicine, Yale School of Medicine
- Mark H. Schoenfeld, M.D., Clinical Professor; Physician, Arrhythmia Center of Connecticut, P.C.
- Nadine Curley Schwab, M.P.H., B.S.N., P.N.P., F.N.A.S.N., Associate Clinical Professor; Supervisor, School Health Services, Westport Public Schools

- Jane S. Schwartz, M.S.N., Assistant Clinical Professor; Psychiatric Nurse Clinical Specialist, Atlantic Health Services P.C.
- Linda A. Schwartz, Dr.P.H., M.S.N., R.N., Associate Clinical Professor; Commissioner, Department of Veterans Affairs
- Margretta R. Seashore, M.D., Assistant Clinical Professor; Professor, Genetics & Pediatrics, Yale School of Medicine
- Nadine D. Seltzer, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner Director, St. Joseph Family Life Center
- Peter Alan Selwyn, M.D., M.P.H., Clinical Professor; Professor & Chairman, Family Medicine, Albert Einstein College of Medicine/Montefiore Medical Center
- Lucille Ann Semeraro, M.D., Assistant Clinical Professor; Assistant Clinical Professor, Pediatrics, Connecticut Health Care Plan
- Laurel Beth Shader, M.D., Assistant Clinical Professor; Pediatrician, Fair Haven Community Health Center
- Varsha S. Shah, M.D., Assistant Clinical Professor; Pediatrician, Brookside Pediatrics
- Beth Goldberg Shaine, M.S.N., P.N.P., Assistant Clinical Professor; Pediatric Nurse Practitioner, Summer Pediatrics
- Tracy Leigh Shamas, M.S.N., Clinical Instructor; Family Nurse Practitioner, VA Healthcare of New England
- Alexandra Shea, M.S.N., C.N.M., Clinical Instructor; Nurse Midwife, Brigham & Women's Hospital
- Franci Sheehan, M.S.N., Clinical Instructor; Nurse Manager/Nurse Practitioner, Andrew Levi, M.D.–Park Avenue Fertility & Reproductive Medicine
- Donna Shinn, M.S.N., A.P.R.N., Clinical Instructor; Psychiatric Clinical Nurse Specialist, Yale-New Haven Hospital
- Stephanie Sigmund, M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Hartford Hospital
- Adele Silhavy, C.N.M., Clinical Instructor; C.N.M., Saint Francis Hospital & Medical Center
- Elissa Nancy Silvio, M.S., A.P.R.N., F.N.P.C., Clinical Instructor; Adult Nurse Practitioner, Blind Rehabilitation Unit, West Haven Veterans Hospital
- William J. Simone, Jr., B.S., C.P.A., F.H.H.C., Assistant Clinical Professor; Managing Partner, Simone & Simone
- Simone Kaye Simon, M.D., Assistant Clinical Professor; Pediatrician, Yale University Health Services
- Patricia Simonowicz, M.S.N., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, Hartford Hospital
- Phanthila Singhaviranon, M.D., D.T.M. & H., Associate Professor; Pediatrician, Community Health Services
- Amanda Nancy Skinner, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Specialist in Women's Health Care
- Karren Slade, M.S., R.N., C.S., Clinical Instructor; Nurse Practitioner, University of Connecticut Health Center
- Stacy M. Smalley, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Obstetrics-Gynecology & Infertility Group, P.C.

- Julia Smith, M.S.N., A.N.P.-B.C., A.O.C.N., Clinical Instructor
- Susan Seltzer Solinsky, M.S.N., A.P.R.N., G.N.P., Clinical Instructor; Geriatric Nurse Practitioner, University of Connecticut Health Center/Geriatric Associates
- Heather L. Spear, A.P.R.N., C.S., Clinical Instructor; Nurse Psychotherapist (A.P.R.N.), Hartford Hospital/Institute of Living
- Margaret Ahearn Spera, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Family Medical Associates
- Sydney Z. Spiesel, M.D., Ph.D., Associate Clinical Professor; Pediatrician, Office of Sydney Spiesel
- Janet C. Spinner, M.S.N., C.N.M., Assistant Clinical Professor; Certified Nurse-Midwife, Greater New Haven OB/GYN Group
- Geralyn Spollett, M.S.N., C.-A.N.P., Associate Clinical Professor; Associate Director, Adult Nurse Practitioner, Yale Diabetes Center, Yale School of Medicine
- Elizabeth F. Stankiewicz, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Community Health Center
- Mary Ann Starkes, M.S.N., A.P.R.N., Clinical Instructor; Nurse Clinical Specialist, Mary Ann Starkes, APRN – Private Practice
- Wolfgang D. Steinmann, M.D., Assistant Professor; Physician, Norwalk Hospital
- Janna N. Stephan, M.S.N., C.N.M., Clinical Instructor; Certified Nurse Midwife, Community Health Services, Inc.
- Catherine Stevens, M.S.N., Clinical Instructor; Director of Women's Services, Yale-New Haven Hospital
- Rebecca Stockdale-Woolley, M.S.N., Assistant Clinical Professor; Pulmonary Clinical Specialist & Program Manager, Hospital of Saint Raphael
- Cindi Mae Stribel-Oberly, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N., Neurosurgical Trauma ICU, Hartford Hospital
- Anna Sullivan, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, The Hospital of Central Connecticut
- Gail Marie Sullivan, M.D., M.P.H., Associate Clinical Professor; Associate Director, Education/Center on Aging, University of Connecticut Health Center
- Mary Sullivan, M.S.N., Clinical Instructor; Nurse Practitioner, Pitney Bowes Medical Department
- Craig Paul Summers, M.D., Assistant Clinical Professor; Physician, Children's Medical Group
- Phyllis Sutton, A.P.R.N., B.C.-P.C., Clinical Instructor; Administrative Coordinator & Nurse Practitioner, New York University Medical Center
- Amanda Swan, M.S.N., N.P., Clinical Instructor; Nurse Practitioner, SUNY Downstate Medical Center
- Rosemary A. Swanke, M.S.N., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, Adult Intensive Care, University of Connecticut Health Center—John Dempsey Hospital
- Mary Elizabeth Swaykus, M.D., Assistant Clinical Professor; Physician, Preferred Care Walk-In Medical Center
- Heidi Parkman Sweeney, M.S.N., R.N., P.N.P., Clinical Instructor; Nurse Practitioner, Pediatric Urology, Connecticut Children's Medical Center

- Jacalyn Szarkowicz-Nair, M.S., R.N., Clinical Instructor; Geriatric Clinical Nurse Specialist, Brittany Farms Health Center
- Phyllis Tarallo, M.S., C.S., F.N.P., Clinical Instructor; Business Director/Family Nurse Practitioner, University of Connecticut Health Center
- Wilhelmina G. Thomas-Jackson, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, OB/GYN Department, Bridgeport Hospital
- Eric Tichy, Pharm.D., Clinical Instructor; Medical/Surgical/Pediatric, Yale-New Haven Hospital
- Anna Tielsch-Goddard, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Marjorie Tierney, M.S.N, A.P.R.N., Clinical Professor; Nurse Practitioner, Eastern Connecticut Health Network
- David G. Tillinghast, M.D., Assistant Clinical Professor; Pediatrician, Middlesex Pediatric Associates/ProHealth Physicians
- Linda M. Titus, M.S.N., R.N., Associate Clinical Professor; Nursing Director, Acute & Extended Care, VA Connecticut Health Care System
- Donna Trigilia, A.P.R.N., Clinical Instructor; Nurse Practitioner, Gaylord Hospital
- Hing Min (Sonny) Tse, B.S., T.C.M., Assistant Clinical Professor; Lecturer, The Hong Kong Polytechnic University
- Beth Tohy, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Arthritis & Internal Medicine, LLC
- Carol Joan Turner, M.S.N., A.N.P., Clinical Instructor; Nurse Practitioner & Clinic Manager, Pitney Bowes Medical Department
- Kathleen E. Tynan, M.S.N., Assistant Clinical Professor; Nursing Manager, Center for Pain Management, Yale School of Medicine
- Gael Ulisse, A.P.R.N., C.D.E., Clinical Instructor; N.P.-Inpatient Diabetes Team, Yale-New Haven Hospital
- Andrea D. Urban, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Yale Pediatric Diabetes Clinic
- Stephen Urciuoli, M.D., Clinical Instructor; Physician, PriMed
- Annie Vaillant, M.S.N., N.M., Clinical Instructor; Nurse Midwife, Women's Health Associates of Western Massachusetts
- Helene Marianne Vartelas, M.S.N., R.N., C.S., Assistant Clinical Professor; Director, Nursing II, Cedarcrest Regional Hospital
- Zena Vatman, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Human Services Council
- Sarah Mottram Vaughan, M.S.N., A.P.R.N., Clinical Instructor; A.P.R.N., Site Manager, School-Based Health Center, Yale-New Haven Hospital
- Margaret Fowler Veazey, M.S.N., R.N., Associate Clinical Professor; Associate Director, Patient/Nursing Services, VA Connecticut Healthcare System
- Karen A. Veith, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; A.P.R.N., Community Health Center
- Marie Villanueva, A.P.R.N., B.C., Clinical Instructor; A.P.R.N., Catholic Family Services at Bridgeport
- Judith Westra Vinoski, M.S.N., Clinical Instructor; Mental Health Director of Treatment Services I, Connecticut Mental Health Center

Elizabeth Visone, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Windham Medical Group

Michelle Bolles Vitale, M.S.N., Clinical Instructor; Nurse Practitioner, Connecticut Medical Group, LLC

Karen Rose Volatile, M.S., Clinical Instructor; Adult Nurse Practitioner, Alliance Medical Group

Zoanne Vollono, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, John Dempsey Hospital/University of Connecticut Health Center

Almarie S. Walczak, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Center

Florence S. Wald, M.S., M.N., Clinical Professor

Rachna Walia, M.D., Assistant Clinical Professor; Physician, United Community Family Services

Ramindra Walia, M.D., Assistant Clinical Professor; Physician, United Community Family Services

Elizabeth Arquin Walker, D.N.Sc., Associate Clinical Professor; Assistant Professor, Epidemiology & Social Medicine, Einstein College of Medicine

Mary Jean Walker, M.S., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Hartford Obstetrical & Gynecological Group

Joanne Walsh, M.B.A., Assistant Clinical Professor; President & CEO, VNA of South Central Connecticut, Inc.

Kathleen Walsh, M.S.N., A.P.R.N., Clinical Instructor; Nurse Clinician, Connecticut Mental Health Center

Deborah Harriett Ward-O'Brien, M.S.N., A.P.R.N., C.S., Clinical Instructor; Director of Nursing, Connecticut Mental Health Clinic, State of Connecticut

Christine Waszynski, M.S., A.P.R.N., Assistant Clinical Professor; Adult Practitioner Registered Nurse – Division of Geriatrics, Hartford Hospital – Department of Medicine

Nancy E. Watsky, A.P.R.N., C.B., Clinical Instructor; Associate Director, Acute Services, Connecticut Mental Health Center

Jana Weingrad Smith, M.P.H., Assistant Clinical Professor; Director, Prenatal Center, Community Health Services

Stuart Weinzimmer, M.D., Assistant Clinical Professor; Assistant Professor, Pediatrics, Yale School of Medicine

Peter Weiss, M.S.N., Clinical Instructor; Nurse Practitioner, Acute Medicine, Newington VA Medical Center

Sharon Beth Weissman, M.D., Assistant Clinical Professor; Director, HIV Services, Hospital of Saint Raphael

Susan Finley Welch, M.S.N., C.P.N.P., Clinical Instructor; A.P.R.N., Ambulatory Pediatrics, Greenwich Hospital

Stephanie L Welsh, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Mansfield OB/GYN

Carol Ann Wetmore, M.S.N., R.N., Assistant Clinical Professor; Director of Case Management, Bridgeport Hospital

Charles F. Wetmore, A.P.R.N., C.P.N.P., Clinical Instructor; C.P.N.P., A.P.R.N.,
Pediatric Healthcare Associates

Carol A. Whelan, M.S., A.P.R.N., C.S., A.N.P., Assistant Clinical Professor; Advanced
Practice Nurse, VA Medical Center

Diahann Kazierad Wilcox, M.S.N., Clinical Instructor; Nurse Practitioner, Medical
Oncology, University of Connecticut Health Center

Anne Wilkinson, M.S., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse
Practitioner, Women's Cancer Care Associates, LLC

Dennis James Williams, M.D., Assistant Clinical Professor; Medical Director,
Pediatrics & Internal Medicine, Park City Primary Care Center

Ena Williams, M.S., M.B.A., Clinical Instructor; Nursing Director, Perioperative
Services, Yale-New Haven Hospital

Alison Rosemary Winter, R.D., C.D.-N., Clinical Instructor; Clinical Dietician, Yale-
New Haven Hospital

Tracy C. Wittreich, M.S.N., C.N.M., Clinical Instructor; Senior Nurse-Midwife,
Obstetrics, Gynecology & Infertility, P.C.

Robert Raymond Woodard, M.S.N., R.N., P.N.P., Clinical Instructor; Nurse
Practitioner, Torrington-Winsted Pediatrics

Ellen Jarocki Wormser, M.S., Clinical Instructor; Staff Nurse-Midwife, Fair Haven
Community Health Clinic

Barry Jason Wu, M.D., Clinical Instructor; Medical Director, Hospital of Saint
Raphael

Susan R. Yates, M.S.N., R.N., C.S., P.N.P., Assistant Clinical Professor; Head
Consultant (Pediatric Nurse Practitioner), West Haven Child Development Center

Andrew Yim, M.S.N, M.P.H., Clinical Instructor; Adult Practice Registered Nurse,
Hill Health Center

Shoshana Zax, M.S.N., Clinical Instructor; Nurse-Midwife, Office of Fine & Gillette

Jean Stankaitis Zdanys, M.S.N., A.P.R.N., C.P.N.P., Clinical Instructor; Pediatric
Nurse Practitioner, City of New Haven Health Department–SBHC

Mary Zeh, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, John
Dempsey Hospital/University of Connecticut Health Center

Robin Mary Zingales-Browne, M.S.N., R.N., A.N.P., Clinical Instructor; Care
Coordinator/A.P.R.N., Yale-New Haven Hospital

Research Staff

Lauren Boggs, Research Assistant

Karina A. Danvers, M.A., Director, Connecticut AIDS Education and Training Center

Nicole Hunter, Research Associate

Lauren Liberti, Trial Coordinator

Tony Ma, Ph.D., Data Manager

Allison Proto, Research Assistant

A. Siobhan Thompson, M.P.H., Director of Research Administration, Center for Self-
and Family Management of Vulnerable Populations

Kathleen Zawalich, B.S., Research Associate, Research Lab

Administrative Staff

Susan Barringer, Associate Director, Center for International Nursing Scholarship and Education

Janene Batten, Reference Librarian, Yale School of Nursing/Cushing Whitney Medical Library

Dylesha Blackmon, Assistant Administrator, Business Services

Barbara Celotto, Senior Administrative Assistant, Academic Programs

Joseph DeLuca, Senior Administrative Assistant, Office of the Dean

Nancy A. DeMatteo, Senior Administrative Assistant, Academic Programs

Donna Epps, Program Manager, Academic Programs

Sandra F. Esposito, Senior Administrative Assistant, Office of Admissions

Carolyn T. Falls, Director, Financial Aid

Josephine Ford, Senior Administrative Assistant, Clinical Resources, Academic Programs

Mary Ann Fuentes, Senior Administrative Assistant, Center for International Nursing Scholarship and Education

Latisha Fuller-Sharpe, Senior Administrative Assistant, Academic Affairs

Veronica Good, Office Manager, Office of the Dean

Fredericka Grant, Senior Administrative Assistant, Academic Programs

Neal Greene, Media Technician, Information Technology

Frances Hackerman, Senior Administrative Assistant, Office of Scholarly Affairs

Lisa M. Hottin, Director, Development and Alumnae/i Affairs

Kimberly H. James, Grant Administrator, Business Services

Kenneth Kader, Financial Assistant, Business Services

Joan Katko, Senior Administrative Assistant, Office of Student Affairs

Angela Kuhne, Director, Office of Admissions

Barbara S. Larkin, Senior Administrative Assistant, Office of Student Affairs and Financial Aid

Sydney Martin, Senior Administrative Assistant, Office of the Dean, and Office of Public Affairs

Erin McBurney, Senior Administrative Assistant, Development and Alumnae/i Affairs

James W. McKay, Jr., Director, Information Technology

John Powers, Director, Public Affairs

Elizabeth Roscher, Annual Giving and Alumnae/Affairs Officer

Joann Santora, Senior Administrative Assistant, Academic Programs

Robin Scribner, Senior Administrative Assistant, Academic Affairs

William Storandt, Staff Editor

Bonnie Trexler, Senior Administrative Assistant, Office of the Dean

Jeanetsey Velazquez, Administrative Assistant, Academic Programs

Sarah Zaino, Assistant Director for Research Activities, Office of Scholarly Affairs

Yale School of Nursing

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. That specialty was discontinued in 2003. In 2006 Nursing Management, Policy, and Leadership was added to prepare leaders in the management of delivery systems that promote patient safety and quality of care. 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 2005 the entering class numbered seventy.

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. In 2006 the Corporation approved the program's switch from the Doctor of Nursing Science to a Doctor of Philosophy. The first Ph.D. class was admitted and enrolled in September 2006.

The School is accredited by 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 Pediatric Nursing Certification Board.

MISSION

The ultimate mission of the Yale School of Nursing is to contribute to better health care for all people. Through the systematic study of the nature and effect of nursing practice, students are prepared to become effective nurse clinicians and nurse scholars capable of improving practice through sound clinical judgment, scholarship, and research.

In this endeavor, we are mindful not only of our privilege and freedom as educators in this resource-filled private university, but also our responsibility and accountability with colleagues to consumers. The former allows us to be creative in our thinking and innovative in our practice, while the latter demands a commitment to implementation and a realism in our problem solving.

To accomplish our mission, it is necessary to provide settings for learning in which students may see the contributions of modern nursing to improving the quality of health care for all people through expert practice, research, and health policy. To develop patient-centered nurse clinicians/scholars, we must seek educational and clinical sites that provide an interdisciplinary setting where learning occurs in the context of delivering care that is organized around the patients' needs.

To assure that commitment to better health care for all people is met, it is necessary that our belief in a multiracial, multicultural, nonsexist society be made operational. This requires learning environments where the approach to both patients and students is based on reason and respect for individual differences and free from bias and stereotypes. It is our responsibility to shape the design of health care and education systems, working with consumers and colleagues in the belief that improving patient care improves education and, likewise, improving education improves patient care.

Recognizing that this is a time of transition for nursing and for health care delivery, it will be necessary for the School to make a serious commitment of faculty and administrative time and effort to help consumers and colleagues accept the changed capabilities of the profession. This must be done with equal dedication to the character of University life—scholarship in clinical service, building the bases in theory and research on which current and future education and practice depend.

PHILOSOPHY

Each person is a unique biological, psychological, social being, who is influenced by and influences environments. Culture and society shape a person's values, beliefs, behaviors, and perceptions about health and illness. We believe that individual differences are to be respected, free from bias and stereotyping.

Individuals have the right to accurate and comprehensible information about their health care and available resources. Individuals have the right to participate in decisions concerning their care and their return to health.

Our diverse society is composed of individuals, families, and communities that share a need for health care. We believe in working toward a society in which individuals have equal rights regardless of personal characteristics or genetic differences.

Health is a product of a dynamic process in which growth and development enable adaptation to changing environmental demands. We believe that improvement in health care will be facilitated through the collaborative efforts of patients* and health professionals.

Concern for the highest possible quality of life, respect for human value, and commitment to caring are the primary postulates of nursing. Nursing involves an alliance with the patient to promote health, prevent disease, treat selected illness, and maintain or restore function. Nursing services may be provided independently or in collaboration with other health professionals. Nursing draws upon the integration of science and humanism, and theory developed through practice and research. We believe that the Yale School of Nursing has an obligation to effect public and colleague acceptance of the leadership capabilities of the nursing profession.

Faculty are committed to the advancement of nursing knowledge and the improvement of health care. It is our responsibility to shape the design of health care and nursing education systems, because we believe that improving patient care improves education and, likewise, improving education improves patient care. An environment conducive to an interchange of ideas among students, faculty, and administration is essential. The character of University life for faculty and students consists of active teaching and learning, clinical scholarship, and research upon which to base current and future education and practice.

We believe that practice will be improved through sound clinical judgment, scholarship, and research. Those who enter this environment should exhibit a readiness for systematic inquiry and critical thinking, and the ability to contribute to the advancement of nursing knowledge and health policy.

ORGANIZATIONAL FRAMEWORK

Curriculum follows directly from the Yale School of Nursing's mission and philosophy. The aims and assumptions of the School outlined in the Bulletin state:

The master's curriculum is designed to offer students an opportunity to become prepared as advanced practitioners in selected health care specialties so that they may assume roles as clinicians, scholars, and leaders and ultimately improve health care for all people. Advanced Practice Nurses are committed to the delivery and the study of high-quality evidence-based clinical care and work to help shape health care systems. The program of study in the School is viewed as preparation for graduates' continuing activity in a variety of leadership roles.

*The term "patient" encompasses individuals, families, groups, and communities across the life span in various states of health and illness.

Advanced Nursing Practice

Nursing involves an alliance with the patient* or health care system using a holistic and contextual perspective. This statement is further substantiated by a direct quote:

...to assist the individual, sick or well, with those activities contributing to health or its recovery (or to a peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible.

—V. Henderson, *The Nature of Nursing* (Philadelphia: Macmillan, 1963)

Advanced Practice Nursing is defined as specialization in an area of practice and builds upon mastery of depth and breadth of specific knowledge. Practicing at the advanced level also involves the identification of signs/symptoms/behaviors that indicate vulnerability and the selection of interventions to promote health and prevent illness, disability, and complications. Nurses in advanced practice integrate knowledge, scholarship, management, leadership, and consultation into their role and function in collaboration with other members of the health care team.

Knowledge supporting advanced practice nursing is organized into three constructs including clinical practice, scholarship, and leadership.

CLINICAL PRACTICE

Clinical Practice includes the assessment, management, and coordination of health care needs of individuals, families, groups, communities, and/or populations. This care occurs within bio-psychosocial, cultural, political, environmental, and economic contexts.

Clinical practice requires that clinicians foster, develop, and sustain effective patient-provider relationships within the context of complex organizational and health care delivery systems. Excellent clinical practice is based on current and relevant evidence-based data and entails the systematic collection of diverse forms of information, sound analytical reasoning, strong interpersonal and leadership skills, knowledge of organizational and systems behavior, and proficiency in translating knowledge into practice and policy. The ultimate goal of clinical practice is to enable patients to attain the best possible quality of life by integrating principles of health promotion and disease prevention into their life styles and fostering an effective patient-provider relationship. Clinical practice includes clinicians' ability to coordinate patient care, resources, and services among providers and to provide patients with the information needed to attain optimum health outcomes.

SCHOLARSHIP

Scholarship forms the underpinning and context for advanced practice nursing. Scholarship encompasses the iterative process of generating and testing theories, applying them in practice settings, and revising theories based on data. This intellectual process involves familiarity with knowledge of current and cutting-edge science from nursing and other health-related disciplines, critical analysis, hypothesis formation and testing, and consideration of alternative theories. In clinical practice, scholarship includes assessment, data gathering, hypothesis generation, and use of clinical data for evaluation.

*The term "patient" encompasses individuals, families, groups, and communities across the life span in various states of health and illness.

Scholarship involves systematic evaluation of the rationale for health-related decision making, critical analysis of health-related issues and policies, and the process of describing, explaining, and predicting phenomena of relevance to human health, health care environments, and nursing. Examples of relevant phenomena include, but are not limited to, patterns of human behavior and the contexts in which it occurs, physiological and pathophysiological processes, and health care systems, ethical concerns, and policy. Knowledge is generated through empirical, aesthetic, personal, and ethical ways of knowing. Ongoing critical evaluation of the state of the science and questioning of available information, as well as personal clinical wisdom, are critical components of scholarly inquiry.

Scholarly activity is the hallmark of graduate education in nursing and provides the basis for delivery of evidence-based best nursing practices. Scholarship is an essential organizing construct for the curriculum and is evident in the strong emphasis on using empirical, personal, aesthetic, and ethical knowledge. Development of scholarly skills and use of knowledge derived from these skills are addressed in clinical and didactic courses.

LEADERSHIP

Leadership is essential for creating change within a society, organization, or health care system. Ultimately, leadership is about the capacity for vision and the wise use of power, authority, managerial skills, and influence to enable others to accomplish and sustain change. Change is an important concept based in knowledge of group process, organizational and systems theory, and leadership strategies. Influence comes in part from knowledge of the health care system's structure and process, inter- and intra-professional issues, and public and private sector policies as they affect health care services. Influence also arises from interpersonal competence and knowledge of human relations theories. Leadership is necessary at all levels of the health care organization, including at the level of patient care, where it is seen in autonomy and accountability of practice, grounded in specialized practice knowledge. Leadership is fundamental to providing equitable health care for all people.

Thus, the three major constructs – clinical management, scholarly inquiry, and leadership – reinforce each other, true to the nature of knowledge in advanced nursing practice, and provide the organizing framework for the master's objectives and outcomes.

MASTER'S-LEVEL OUTCOMES

Upon completion of the Master of Science in Nursing Program, graduates will have the requisite skills and knowledge to accomplish the following:

Clinical Practice

1. Provide evidence-based care integrating holistic perspectives and ethical factors at the advanced practice level specific to the specialty area.
 - Employ appropriate methods/strategies/technologies to gather relevant data from multiple sources.
 - Analyze and synthesize data to identify and prioritize problems.
 - Develop and implement management plans using best available evidence, and evaluate outcomes and modify management plans.

2. Engage in scholarship.
3. Critically evaluate clinical evidence from multiple sources (such as current literature, clinical, and patient) to derive implications for best practices.
4. Identify clinical challenges and gaps in knowledge, and participate in scholarship to improve health care.
5. Apply clinical scholarship to improve outcomes in health care.

Leadership

1. Provide professional advanced practice nursing/midwifery leadership to improve patient outcomes and shape health care systems.
2. Demonstrate professionalism and integrity in interactions with patients, colleagues, and systems.
3. Collaborate with colleagues and patients to improve access to and quality of health care.
4. Act as a catalyst for assuring access to timely quality health care for all people irrespective of race, ethnicity, gender, or social status.

Scholarship

1. Engage in scholarship.
2. Critically evaluate clinical evidence from multiple sources (such as current literature, clinical, and patient) to derive implications for best practices.
3. Identify clinical challenges and gaps in knowledge, and participate in scholarship to improve health care.
4. Apply clinical scholarship to improve outcomes in health care.

Scholarly Affairs



*Nancy S. Redeker, Associate
Dean for Scholarly Affairs*

Part of one of the world's most distinguished research universities, the Yale School of Nursing is proud of its role in advancing human knowledge. The School was founded with a mission embracing service and scholarship as two interdependent endeavors. The commitment to these endeavors remains strong. The faculty recognize and accept a responsibility to shape health care delivery systems to improve the health of all people. In training nursing leaders, the School relies on a rich tradition of excellence in clinical practice, as well as an expanding portfolio of innovative research.

A fundamental principle that guides research at the School is the integration of theory and practice. Indeed faculty research at YSN is changing clinical practice in several fields. Current research efforts exist in self- and family management of chronic illness, cancer, cardiovascular disease, diabetes, mental health, maternal-child health, as well as health policy and the challenge of health disparities.

In recent years, the research portfolio at YSN has expanded to include multidisciplinary and multi-site projects. The trend toward multidisciplinary and multi-site research projects is occurring in medicine and in nursing. The scope of these projects is often much larger than single-site or single-investigator studies. The promise of these larger studies is a greater impact on the health and well-being of vulnerable populations. YSN investigators are serving as leaders and team members in these multidisciplinary and multi-site endeavors. Another area of expanding activity is dissemination of research. YSN faculty are at the forefront of moving the evidence from the laboratory to practice in several fields including cardiology, HIV/AIDS, diabetes, child mental health, and child development.

Centers

CENTER FOR ENHANCING HEALTH OUTCOMES WITH VULNERABLE POPULATIONS

The mission of the center is to promote the creation of knowledge that will lead to the understanding, development, and testing of interventions to promote health in vulnerable populations. The goals of the center are to (1) facilitate the growth of research in this important clinical area; (2) enhance collaboration among disciplines in the School of Nursing and the University on key areas of research and practice with vulnerable populations; (3) develop new interventions based on evidence about the health problem and the population and develop new and innovative methods of monitoring nursing interventions in community-based clinical studies to assure data integrity; (4) expand the scientific base of nursing practice with individuals and families at risk by drawing conclusions about the impact of nursing interventions on key outcomes across population groups; (5) facilitate use of research-based knowledge in a timely fashion to enhance nursing research and care as well as the public's health through multiple dissemination approaches; and (6) provide faculty development through training and mentorship to broaden the base of scholarship in nursing care of vulnerable populations.

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 mission of the center is to promote the creation of knowledge that will support improved self- and family management. The center aims to rapidly advance the science of self- and family management through interdisciplinary research, awarding of pilot funds, development of investigators in the field, and collaboration among center investigators from the School and across the campus.

Clinical and Community Affairs



*Martha K. Swartz, Associate
Dean for Clinical and
Community Affairs*

The Office of Clinical and Community Affairs creates mechanisms to support faculty who maintain a clinical practice in addition to their teaching and scholarly activities. It facilitates synergy among faculty practice, teaching, and scholarship, provides leadership in the conversion of clinical and health services knowledge into policy, and administers the YSN Faculty Practice Group.

YSN has long been known for its clinical expertise and emphasis on providing direct health care services to the community. More than half of faculty members maintain a clinical practice and spend a considerable amount of their time in clinical settings. Such a high number of the faculty who provide direct patient care is not the norm among nursing education institutions, especially those institutions that have developed as extensive and productive a research base as Yale.

For the past eighty years, YSN has had a tremendous impact on the health of individuals and families in our local community. YSN faculty have spearheaded the development of new strategies to minimize the effects of diabetes and the HIV/AIDS epidemic. They have created new models to care for the chronically ill; put in place new technology to bring cardiac care into the home setting; and developed new programs to reduce disparities in health. And they have responded to the health care needs of women by establishing a Women's Health and Midwifery practice. This practice provides comprehensive health services for women in the Greater New Haven area. These and other groundbreaking initiatives continue to meet the emerging needs of patients, demonstrate better ways to deliver care, provide cutting-edge learning opportunities for students, allow for continuous generation of new knowledge, and provide real data to inform policy development.

By supporting the YSN faculty to provide direct patient care, the Office of Clinical Affairs is furthering the YSN mission to improve health care for all people.

Academic Programs



*Barbara J. Guthrie, Associate
Dean for Academic Affairs*

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, nurse-midwifery, and nursing management, policy, and leadership 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.

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 71-74.

Doctoral study at the Yale School of Nursing with the Doctor of Nursing Science program was launched in 1994. In 2006 the switch from the D.N.Sc. program to the Ph.D. program in nursing received final approval by the Yale Graduate School of Arts and Sciences. 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 should be completed in four to five years of full-time study. A full description of the program can be found on pages 75-77.

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 evidence-based 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.

REQUIREMENTS FOR THE DEGREE

The degree of Master of Science in Nursing (M.S.N.) 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 for the medical professional 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.

GENERAL ENROLLMENT INFORMATION

Students are enrolled in the master's program in nursing once a year in September. Fall and spring terms are sixteen weeks in length and the summer term is eleven weeks long. Full-time study is required for students in the Graduate Entry Prespecialty in nursing

*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.

and is offered in all specialties except Nursing Management, Policy & Leadership. 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. 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 three courses per term. Students are permitted to apply up to six courses toward a degree program or a post master's certificate at the discretion of the specialty director and assistant dean of academic affairs.

The application procedure and deadlines are the same for both part-time and full-time study. Application information can be found online at www.nursing.yale.edu/admissions or by writing to the Office of Admissions, Yale University School of Nursing, PO Box 9740, New Haven CT 06536-0740 or by calling 203.737.1793.

A nonrefundable fee of \$65 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. For clinical placement purposes, all accepted applicants will be required to complete a background check before enrolling in the fall.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES FOR THE MASTER'S PROGRAM

The minimum requirement for admission to the Graduate Entry Prespecialty in Nursing (GEPN) is a baccalaureate degree from an accredited college or university. No specific major is required, but collegiate courses in anatomy, physiology, statistics, and biological and social sciences are strongly recommended.

Admissions requirements 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). A course in statistics and research methods is recommended, but not required. Additionally, professional nursing experience is highly recommended. Applicants must be licensed to practice nursing in at least one U.S. state. If the applicant is a new graduate, licensure steps must be in process at the time the applicant enters the program and must be completed no later than November 1.

The following application materials are required:

1. Application form and fee (\$65)
2. Résumé/Curriculum Vitae
3. Personal statement/essay
4. One official transcript from each college or university attended*
5. Three letters of recommendation

*All international transcripts must be evaluated by a credentialing agency such as World Education Service (www.wes.org). In addition, a certified English translation must accompany all non-English transcripts.

6. Graduate Record Examination (GRE)
7. TOEFL or IETLS (required for non-native English speakers who have not graduated from a U.S. college or university)

The Commission on Graduates of Foreign Nursing Schools (CGFNS) examination is also required for graduates of foreign nursing schools.

Application instructions can be found on the Yale School of Nursing Web site at nursing.yale.edu.

Deadline for GEPN applicants: November 1. Applications submitted after November 1 will not be considered for admission in the upcoming fall term.

Deadline for registered nurse applicants: November 1–March 1 (rolling admissions during this time period). Applications submitted after March 1 will not be considered for admission in the upcoming fall term.

Applications will be reviewed only after all application materials are received or post-marked by the above deadlines. Incomplete applications will not be forwarded to the Admissions Committee for consideration.

Following the 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 Office of Admissions to make alternate arrangements.

It is to the applicant's advantage to complete the application process by the November 1 application deadline, as available positions are offered to all qualified applicants from this cycle first. 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, below. Admission requirements and application procedures for the doctoral program are found under Doctor of Philosophy Program.

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.

In most cases, computer-based testing has replaced the paper format and can be scheduled year-round in the U.S. International students must plan carefully as the GRE may only be offered a few times per year in a specific country. 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.

English as a Foreign Language

Applicants whose first language is other than English must take the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) as one of the admission requirements. These tests are given at various centers throughout the world.

Arrangements to take the TOEFL 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.

Arrangements to take the academic IELTS must be made by visiting the Web site at www.ielts.org.

The English Language requirement can be waived if the applicant has successfully completed a bachelor's or master's degree from an accredited college or university in the United States. A formal request must be made to the 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.

EQUAL OPPORTUNITY STATEMENT

The University is committed to basing judgments concerning the admission, education, and employment of individuals on 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 or gender identity or expression.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

To complete most of the nursing programs at the Yale School of Nursing, a student must complete a clinical/practicum component which involves caring for actual patients. By accepting admission and enrolling in the School of Nursing, the student certifies that

she/he has read these materials and understands the essential eligibility requirements of the program. YSN does not discriminate on the basis of disability. If reasonable accommodations will allow an otherwise qualified student with a disability to meet the essential eligibility requirements for participation in its nursing programs, the School will assist the student in making the reasonable accommodations. Students who would like to receive accommodations on the basis of disability must self-identify, must provide documentation of the disability, and must request accommodation. Please refer to the Yale University Resource Office on Disabilities' Web site at www.yale.edu/rod for further information.

Essential eligibility requirements for participation and completion by students in the nursing program include the following core performance standards:

Intellectual Critical thinking ability sufficient for clinical and academic judgment.

Interpersonal Interpersonal ability sufficient to appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

Communication Communication abilities sufficient for professional interaction with others in oral, written, and computer-assisted forms.

Mobility Physical abilities sufficient to move from room to room and maneuver in small spaces.

Motor Skills Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards.

Hearing Auditory ability sufficient to monitor, assess, and respond to health needs.

Visual Visual ability sufficient to monitor, assess, and respond to health needs.

Tactile Tactile ability sufficient to monitor, assess, and respond to health needs.

Judgmental Mental and physical ability to demonstrate good judgment in decision making, in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, and supervisors.

PERSONAL CONDUCT POLICY

The Yale School of Nursing is an academic and professional community committed to the education of students and socialization of professionals for a variety of clinical and scholarly roles. The ultimate goal of the School is to contribute to the better health care of people. This goal requires that all members of the YSN community contribute to the creation of a work and learning environment that maintains the highest standards of academic integrity, values honesty and free expression, and respects individual differences and viewpoints. All members of the community are expected to abide by the regulations of the University as well as to obey local, state, and federal laws. Students in the School of Nursing are expected to adhere to high standards of behavior in the following areas, and failure to do so will lead to appropriate disciplinary action.

1. *Academic Integrity* It is expected that students' work represent their own efforts. Behaviors such as cheating on exams or other forms of tests, the falsification or fabrication of data, and plagiarism are prohibited. Students witnessing cheating are expected to contact the appropriate faculty member.

2. *Personal Integrity* It is expected that students honestly represent their credentials, abilities, and situation. Behaviors such as altering transcripts or work history or misrepresenting one's financial situation in order to obtain financial aid are prohibited.
3. *Professional Integrity* It is expected that students behave in clinical settings in a way that is consistent with the goal of providing optimal patient care. Students' interactions with clients and other professionals in these settings should respect differences, avoid stereotyping, and reflect nursing's ultimate commitment to caring.
4. *Respect for Person and Property* It is expected that students respect individual differences, welcome diverse viewpoints, and avoid stereotyping. In addition, it is the students' responsibility to contribute to the maintenance of the physical environment of the School and the University. Behaviors such as harassment, disruption of class, misuse of materials or facilities of the University library, and unauthorized use of services, equipment, or facilities are prohibited. Students are also expected to respect their classmates and professors by adhering to general classroom decorum (e.g., punctuality, refraining from cell phone usage, addressing faculty and students in a respectful tone). The possession or use, on or around campus, of explosives, incendiary materials, or weapons (including guns, ammunition, air rifles, paintball and pellet guns, Tasers, and knives) is absolutely prohibited.

Failure to adhere to the above principles will be referred to the YSN Committee on Discipline and students who have violated the above principles will be subject to one or more of the following actions: counseling, reprimand, probation, suspension, dismissal, fine, or restriction. This policy allows for the consideration of infractions on a case-by-case basis. Final actions will depend on the seriousness of the infraction and the circumstances surrounding the case.

WITHDRAWAL AND LEAVE OF ABSENCE

A leave of absence must be requested in writing and is subject to approval by the assistant dean for student affairs. A request for withdrawal must also be in writing and presented first to the appropriate specialty director and then to the assistant dean for student affairs. In the event of withdrawal or leave of absence, the general rules of the University and policies of the School apply. They can be found in the School's Student Handbook. Tuition charges will be adjusted according to the Refund and Rebate section on page 115.

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. More information on satisfactory progress can be found in the School's Student Handbook under Policy No. 23, Students in Academic Difficulty. Students who withdraw or are withdrawn for unsatisfactory grades or progress may be considered eligible to return only upon recommendation of the fac-

ulty, the specialty director, 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.

CURRICULUM

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 80–82 for nonspecialty affiliated School of Nursing electives.

Graduate Entry Prespecialty in Nursing

The Graduate Entry Prespecialty in Nursing (GEPN) 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 specialty directors and the associate dean for academic affairs.

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 Term 503, 509, 511a, 516a, 517a

Spring and Summer Terms 501b, 503, 507b, 509, 512c, 513c, 514b or c, 515b or c, 518b or c, 519b or c, 520b, 521b

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 each clinical specialty 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 at 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) Nursing Management, Policy, and Leadership; (5) Pediatric Nurse Practitioner and (6) Psychiatric—Mental Health Nursing—both adult and child. Students may elect one of two additional concentrations once a clinical specialty has been selected. Concentrations offered are Diabetes Care and Health Care Ethics (Health Care Ethics is not offered in 2008–2009). See the individual concentration descriptions 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 following is a list of core courses for all clinical specialties of the master's program except Nursing Management, Policy, and Leadership. Course descriptions can be found on pages 83–110.

Year one

- 525a, Nursing Research as a Basis for Evidence-Based Practice
- 525b, Praxis Seminar
- 529a, Statistics for Clinical Nursing Research
- 533a, Advanced Pathophysiology
- 554a, Advanced Health Assessment across the Life Span

Year two

- 717a, The Contexts of Care
- 721a/b, Scholarly Inquiry Praxis
- 895b, Clinical Pharmacology

The required research and statistics courses in the first year of specialization (525a, 526b, 529a) provide a foundation for evidence-based clinical practice. These courses expand students' critical thinking abilities and knowledge by providing an introduction to the research methodologies and statistical analyses essential to identifying, providing, reviewing, and evaluating evidence-based advanced nursing care to diverse populations within a variety of settings. Students also develop the ability to select and evaluate appropriate techniques of measurement, and statistical techniques utilizing computer analysis. The praxis seminar, offered in the spring term, assists students in identifying a specific clinical problem for examination, critically reviewing the literature and preparing a scholarly inquiry praxis.

All students are required to complete a scholarly inquiry praxis for the M.S.N. degree. Several options are available for students to meet academic requirements for the scholarly inquiry praxis. They include the state of the science paper (such as a clinical paper, integrated literature review or concept analysis), the master's thesis, an aesthetic production, or a historical praxis. Students choose one praxis adviser who has primary responsibility for the direction of the scholarly inquiry praxis. 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 and describing a clinical research problem that should be addressed in order to ensure best practices and quality patient outcomes. Specific information on the preparation of the written component of the scholarly inquiry praxis is provided by the associate dean for academic affairs.

During the final year the student is expected to expand and consolidate knowledge and skill in the specialty and to assume increasingly independent responsibility for the 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.

Upon completion of clinical specialties, graduates are eligible to sit for certification through credentialing agencies. Please note that there is no program in the nation that can meet each state's individual certification requirements. The School recommends that students review all state requirements and consult their academic adviser to plan how they can meet those requirements while enrolled in the School.

ADULT ADVANCED PRACTICE NURSING SPECIALTY

Ruth McCorkle and Jessica Coviello, Interim Directors

The Adult Advanced Practice Nursing (AAPN) 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, Acute/Critical Care Clinical Nurse Specialist, or Oncology Nurse Practitioner track.

Acute Care Nurse Practitioner Track

The Acute Care Nurse Practitioner (ACNP) track prepares 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, pathophysiology, pharmacology, 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, as well as pharmacology.

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 specialty 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: 533a, 607b, 609a, 611b, 895b

Required research courses: 525a, 525b, 529a

Electives

*An eight-week course.

†Required for students without experience in caring for critically ill patients managed with complex technological interventions.

Year two

Required clinical course: 802a/b

Required seminars: 717a, 807a, 817b, 819b, 897b

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. A Post Master's Acute Care Nurse Practitioner Certificate option is also available and described on page 71.

Acute/Critical Care Clinical Nurse Specialist Track

The Acute/Critical Care Clinical Nurse Specialist (CNS) track prepares clinical nurse specialists to manage collaboratively the care for patients in a variety of settings: acute care, oncology, critical care, intermediate care, long-term care, ambulatory care, and home care. Specialization provides for not only in-depth knowledge of a specialty area (acute/critical care 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, pathophysiology, 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 Acute/Critical Care Clinical Nurse Specialist track, students are eligible for Clinical Nurse Specialist Certification through the American Nurses' Credentialing Center, or the Oncology Nursing Certification Corporation.

Year one

Required clinical courses: 554a, 610a*, 612b

Required seminars: 533a, 607b and 609a (acute/critical care only), 611b, 615a/b
(oncology only)

Required research courses: 525a, 525b, 529a

Electives

Year two

Required clinical courses: 810a, 812b

Required seminars: 717a, 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.

*An eight-week course.

Oncology Nurse Practitioner Track

The Oncology Nurse Practitioner (ONP) 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, pathophysiology, pharmacology, 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 specialty 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: 533a, 557a, 557b, 611b, 615a/b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 804a/b

Required seminars: 717a, 803a/b, 805a, 817b

Required research course: 721a/b

Scholarly Inquiry Praxis

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 also available and is described on pages 72–73.

*An eight-week course.

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



Ivy Alexander, Director, Adult, Family, Gerontological, and Women's Health Primary Care Specialty

The Adult, Family, Gerontological, and Women's Health Primary Care (AFGWH) 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 patients served in a multitude of settings. Each patient is viewed in relation to his or her self-described family and community. This curriculum integrates research, clinical practice, health care systems 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: 533a, 557a, 557b, 559b, 641b, 895b
 Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 756a, 756b
 Required seminars: 717a, 757a, 757b, 849b, 897a
 Required research course: 721a/b
 Scholarly Inquiry Praxis

A Post Master's Adult Nurse Practitioner Certificate option is also available and is described on page 72.

Adult and Gerontological Nurse Practitioner Track

The Adult and Gerontological Nurse Practitioner (AGNP) track prepares graduates to deliver primary care to adolescents, adults, and older adults in a variety of health care settings. This track combines 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 certification through the American Academy of Nurse Practitioners.

Year one

Required clinical courses: 550a, 554a, 556b
 Required seminars: 533a, 555b, 557a, 557b, 559b, 641b, 723a, 853b*, 895b
 Required research courses: 525a, 525b, 529a

*Offered odd years only.

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 849b, 853b*, 897a

Required research course: 721a/b

Scholarly Inquiry Praxis

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, 554a, 556b

Required seminars: 533a, 557a, 557b, 559b, 633a, 635b, 637a, 641b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 833a/b, 849b, 897a

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, 556b

Required seminars: 533a, 555b, 557a, 557b, 723a, 853b*, 895b

Required research courses: 525a, 525b, 529a

Electives

Year two

Required clinical courses: 756a, 756b

Required seminars: 717a, 757a, 757b, 853b*, 897a

Required research course: 721a/b

Scholarly Inquiry Praxis

A Post Master's Gerontological Nurse Practitioner Certificate option is also available and is described on page 72.

*Offered odd years only.

Women's Health Nurse Practitioner/Adult Nurse Practitioner Track

The Women's Health Nurse Practitioner/Adult Nurse Practitioner (WHNP/ANP) 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/Adult Nurse Practitioner track, students are eligible for Adult Nurse Practitioner Certification through the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners, 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, 580a/b

Required seminars: 533a, 557a, 557b, 559b, 641a, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 752a, 752b, 756a, 756b

Required seminars: 717a, 753a/b, 757a, 757b, 849b, 897a

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



*Marianne Stone-Godena,
Interim Director, Nurse-
Midwifery Specialty*

The Nurse-Midwifery (NM) 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 collaborative management of the care of women and newborns with complications. Clinical practice takes place within

health care systems that provide for medical consultation, collaborative management, and referral and is in accord with the Standards for Nurse-Midwifery 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, Accreditation Commission for Midwifery Education, 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: 533a, 583a, 895b, 897b

Required research courses: 525a, 525b, 529a

Year two

Required combined clinical/seminar courses: 780a, 780b

Required seminars: 581a, 717a

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.



*Sally S. Cohen, Director,
Nursing Management, Policy,
and Leadership Specialty*

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY

The Nursing Management, Policy, and Leadership (NMPL) specialty prepares nurses for leadership positions in health care delivery and health policy that are essential for transforming health care systems and improving population health. The specialty features innovative Web-based methods combined with intensive monthly campus sessions, both of which are designed to be responsive to students' busy personal and professional lives. The curriculum includes courses in management, policy, leadership, organizational behavior, ethics, evidence-based management, health care finance, uses of data in decision making, and patient safety.

Clinical placements are tailored to students' individual academic goals. A three-year program of study is available. The program satisfies the academic criteria for certification in nursing administration by the American Nurses' Credentialing Center.

Full-time plan of study

<i>Term one</i>	<i>Credit hours</i>
527a, Statistics for Nursing Management, Policy, and Leadership	2
561a, Health Policy and Politics	3
563a, Quality Improvement and Patient Safety	3
575a, Cultural Diversity in Health Care	1

Term two

565b, Leadership in Health Care Organizations	4
577b, Health Care Financial Management	3
578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership	2
579b, Research Methods for NMPL	2

Term three

567a, Uses of Data in Decision Making	2
569a, Principles and Analysis of Health Care Ethics	3
873a, Human Resource Management	3
875a, Key Concepts in Role Development	1

Term four

877b, Implementation and Evaluation	3
878b, Advanced Clinical in NMPL	4
879b, Capstone	3

Part-time plan of study*Term one**Credit hours*

561a, Health Policy and Politics	3
563a, Quality Improvement and Patient Safety	3

Term two

577b, Health Care Financial Management	3
578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership	2
579b, Research Methods for NMPL	2

Term three

567a, Uses of Data in Decision Making	2
569a, Principles and Analysis of Health Care Ethics	3
575a, Cultural Diversity in Health Care	1

Term four

565b, Leadership in Health Care Organizations	4
877b, Implementation and Evaluation	3

Term five

527a, Statistics for Nursing Management, Policy, and Leadership	2
873a, Human Resource Management	3
875a, Key Concepts in Role Development	1

Term six

878b, Advanced Clinical in NMPL	4
879b, Capstone	3

PEDIATRIC NURSE PRACTITIONER SPECIALTY

*Patricia Jackson Allen,
Director, Pediatric Nurse
Practitioner Specialty*

The Pediatric Nurse Practitioner (PNP) specialty prepares graduates 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, parent counseling, pathophysiology, pharmacology, and management of common child and adolescent problems. There is an emphasis, as well, on the development of requisite research skills fundamental to advanced practice. Each student, throughout the two years, provides primary health care for children in several clinical settings, including school-based health centers. During the second year, students complete an advanced management course, a pediatric pharmacology course, and courses in family systems, health policy, and advanced practice ethical and legal issues. In addition, students will be selected for either a concentration in chronic illness care or a one-term pediatric specialty rotation. On completion of the specialty, students are eligible for PNP Certification through the Pediatric Nursing Certification Board and the American Nurses' Credentialing Center.

Year one

Required clinical courses: 554a, 632a/b, 640b*

Required seminars: 533a, 625b, 633a, 635b, 637a, 641b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical courses: 640a*, 826a/b†, 830a/b, 834a or b

Required seminars: 717a, 825a, 827a, 833a/b, 845a, 849b

Required research course: 721a/b

Scholarly Inquiry Praxis

Chronic Illness Care Concentration

The Chronic Illness Care (CIC) concentration includes clinical courses in specific specialty areas approved by program faculty. Pediatric nurse practitioner students interested in CIC must discuss their specialty of interest with program faculty during the spring term of the first year of study to determine the availability of appropriate clinical sites and preceptors. Final selection of placement in the CIC is determined by program faculty. 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. By consent of CIC coordinator.

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

†Except for students in CIC.

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 73.

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY



*Vanya Hamrin, Interim
Director, Psychiatric–Mental
Health Nursing Specialty*

The aim of the Psychiatric–Mental Health Nursing (PMH) curriculum is to prepare psychiatric nurse practitioners/clinical nurse specialists to provide a wide range of services to adults, children, adolescents, 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 two concentrations: Adult and Child/Adolescent. On completion of the required course work students are eligible for certification as clinical nurse specialists 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 learning psychiatric diagnostic assessment, and application of evidence based treatments including individual modalities group and family therapy. 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 disabilities; the gerontological client; and clients with substance abuse disorders. In addition to diagnostic assessment skills and application of evidence based treatment interventions, students will learn the art of prescribing medications under the supervision of a licensed prescriber. Course work and clinical practice focus on the development of advanced practice nursing skills with these special populations.

Year one

Required clinical courses: 554a, 656a/b

Required seminars: 533a, 637a (child only), 657a, 659b, 661b, 663a (child only), 859b, 895b

Required research courses: 525a, 525b, 529a

Year two

Required clinical course: 850a/b

Required seminars: 659a, 717a, 851b, 853b*, 855b, 865a

Required research course: 721a/b

Electives

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 73–74.

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. A diabetes-related praxis is recommended. 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; 726, 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 726.

The Health Care Ethics concentration is not offered in the 2008–2009 academic year.

*Required for Geriatric specialization.

Post Master's Certificates

ADMISSION REQUIREMENTS AND 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. Application form and fee (\$65)
2. Résumé/Curriculum Vitae
3. Personal statement/essay
4. Official transcript from your Master's in Nursing program*
5. Three letters of recommendation
6. TOEFL or IETLS (required for non-native English speakers who have not graduated from a U.S. college or university)

Following initial review of written credentials, qualified applicants are invited to the School for an interview with a member of the specialty faculty. The application deadlines are the same as for registered nurse applicants: November 1–March 1 (rolling admissions during this time period).

Tuition is figured at a rate of \$1,100 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.

Required courses for all post master's acute care nurse practitioner students are: 533a, 554a, 607b, 609a, 610a, 612b, 802a/b, 807a, 817b, 819b, 895b, and 897b.

*International transcripts must be evaluated by a credentialing agency such as World Education Service (www.wes.org). In addition, a certified English translation must accompany all non-English transcripts.

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 encompasses selected courses in 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 University 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.

Clinical courses are supervised by the Adult, Family, Gerontological, and Women's Health Primary Care Specialty 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: 533a, 550a, 554a, 556b, 557a, 557b, 559b, 641b, 756a, 756b, 757a, 757b, 895b, and 897a.

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 or nurse practitioner 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 encompasses selected courses in 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 University 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.

Clinical courses are supervised by the Adult, Family, Gerontological and Women's Health Primary Care Specialty 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: 533a, 550a, 554a, 555b, 556a, 557a, 557b, 723a, 756a, 756b, 757a, 757b, 853b*, 895b, and 897a.

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

*Offered odd years only.

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.

Required courses for all post master's oncology nurse practitioner students are: 533a, 554a, 556b, 557a, 557b, 610a, 803a/b, 804a/b, 805a, and 895b.

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.

Required courses for all post master's pediatric nurse practitioner students are: 533a, 554a, 625b, 632a/b, 633a, 635b, 637a, 640a or b, 641b, 717a, 825a, 826a/b, 827a, 830a/b, 833a/b, 834a or b, 845a, 849b and 895.

PSYCHIATRIC—MENTAL HEALTH

The Post Master's Psychiatric—Mental Health (PMH) 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: 533a, 554a, 656a, 657a, 659a, 659b, 661b, 850a/b or b/c, 851b, 855b, 859b, and 865a. Students entering the child/adolescent track must also take 637a and 663a.

JOINT DEGREES

Joint Degree 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 oriented 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 or assistant dean for academic affairs and the specialty director 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 Yale School of Public Health (YSPH) offer a joint-degree opportunity in nursing and public health. This option is especially oriented 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.). Admissions decisions are made independently by YSPH and YSN. Students are required to apply simultaneously to both schools. Applicants must indicate on each application form that they are applying to the joint degree program. All students are required to begin their first academic year at YSPH.

Doctor of Philosophy Program

Nancy Reynolds, Director, Doctoral Program

AIMS AND ASSUMPTIONS

Yale University's strength among doctoral programs in nursing is our focus on clinical research and health systems and policy research. The experience gleaned from that focus has produced a solid foundation for scholarship. At the 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 reaffirmed their commitment to clinical practice and clinical research, we have made significant progress in support of these priorities. Yale's commitment to the preparation of the next generation of scholars, educators, and clinical scientists is reflected in its commitment to strong research preparation within the Ph.D. program.

The Ph.D. program is administered by the Yale Graduate School of Arts and Sciences. For more information about the program, or to receive admissions information, please contact the Office of Admissions at the Graduate School of Arts and Sciences at 203.432.2771 or at www.yale.edu/graduateschool/academics/nursing.

FIELDS OF STUDY

Fields include chronic illness (diabetes, cardiovascular disease, cancer, HIV/AIDS); self- and family management; maternal and child health; policy and politics of health care; health equity and care of vulnerable populations; acute and critical care; children with mental health disorders; end-of-life and palliative care; environmental health; gerontology and long-term care; and school- and community-based interventions.

ADMISSION REQUIREMENTS

Applicants should have a master's degree in nursing, or the equivalent, including previous course work in statistics and graduate-level course work in research methods, with grades of at least High Pass, B, 3.0, or equivalent. The Graduate Record Examination (GRE) General Test taken no more than five years prior to application is required. The Test of English as a Foreign Language (TOEFL) exam is required of all applicants for whom English is a second language. This requirement can be waived if the applicant has completed a master's degree from an accredited college or university in the United States or another English-speaking country. Samples of written work (e.g., published article, thesis, literature review) and a curriculum vitae are required. Qualified applicants will be invited for an interview with a member of the doctoral faculty.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Completion of ten required core courses and six cognates is required. The grading system includes Honors, High Pass, Pass, and Fail. Students must maintain a High Pass average and achieve a grade of Honors in at least two core courses to remain in good standing.

High Pass is required in all core courses in the first year to be eligible to take the Preliminary Examination. After the first year, no more than one grade of Pass in a core course will be permitted. A grade of Pass or better is required for all cognates, including the required advanced analysis course.

Graduate Research Assistant and Teaching Fellow Experience

During the first two years of the program, students are Graduate Research Assistants with faculty mentors and participate in the mentor's ongoing research. Students are expected to devote approximately fifteen hours per week to their Research Assistant activities.

In year three, participation in the Teaching Fellowship Program will begin. Two terms are required. Typically, Teaching Fellows assist with the teaching of larger master's level courses during their third and/or fourth year of doctoral study after they have completed their required courses.

Examinations

Successful completion of three examinations is required.

1. The Preliminary Examination is taken in June after the first year of course work has been completed. A grade of High Pass or better in each core course is required. The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral course work. This written examination is taken over two consecutive days. Passing the Preliminary Examination is a prerequisite for continuing in the second year of doctoral study.
2. The Qualifying Examination typically takes place during the third year of study, and preferably by the end of the fifth term, when required course work is completed. The student prepares a comprehensive dissertation proposal containing a statement of the problem to be studied, conceptual framework, critical review of relevant literature, design, methods, and plan for analysis. The oral Qualifying Examination typically lasts 1 to 1.5 hours. The student gives a fifteen-minute formal presentation of the proposed study and answers questions regarding the research and related topics. Successful completion of the Qualifying Examination is required for candidacy for the doctoral degree.
3. The Final Oral Examination is based on the dissertation. The dissertation is intended to demonstrate that the student is competent in the chosen area of study and has conducted independent research. The Final Oral Examination typically lasts 1.5 to 2 hours. The student gives a fifteen- to twenty-minute formal presentation of the dissertation and answers questions. Successful completion of the Final Oral Examination is required before the Ph.D. can be awarded.

MASTER'S DEGREE

M.Phil. (en route to the Ph.D.) This degree will be granted to Ph.D. students who successfully complete two years of course work, but do not progress to the dissertation stage. To be awarded the M.Phil. degree, students need to complete all core courses, six cognates (may include independent study with faculty), and two years of Graduate Research Assis-

tant experience, and must pass the Preliminary Examination. This degree is normally granted only to students who are withdrawing from the Ph.D. program.

For information on the terminal master's degree offered by the Yale School of Nursing (Master of Science in Nursing), visit the School's Web site, <http://nursing.yale.edu/>, or contact Frank A. Grosso, Assistant Dean for Student Affairs and Registrar, Yale School of Nursing, at frank.grosso@yale.edu.

COURSES

- 901a, Quantitative Methods for Nursing Research
- 903a, Measurement of Clinical Variables
- 904a/b, Doctoral Independent Study
- 905b, Creating Method: Issues in Nursing Research
- 907, Dissertation Seminar
- 909a, Philosophical Foundations of Inquiry
- 911, Doctoral Research Practicum
- 913a, Theoretical Basis for Nursing Science
- 917, Advanced Statistics for Nursing Research
- 919a, Introduction to Computer-Assisted Data Management and Analysis
- 921b, Seminar on Research in Care of Patients with Diabetes
- 923a, Current Issues in Cardiovascular Nursing Research
- 925b, Qualitative Research in Nursing
- 927b, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families
- 929b, Ethical Conduct of Clinical Research
- 941a, Health Policy, Leadership, and Systems
- 943a, Self- and Family Management of Vulnerable Populations
- 943b, Methods of Intervention Development and Test
- 961b, Health Policy Analysis
- 991a/b/c, Dissertation Advisement

Predoctoral and Postdoctoral Research Training Program in Self- and Family Management

The purpose of this training program funded by NINR is to prepare nurse researchers to contribute to the science of self- and family management of chronic conditions or the risk for the development of these conditions. 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, and the testing of these interventions.

PREDOCTORAL

The program builds on the current YSN doctoral program by adding substantive and methodological content in the conceptual basis of self- and family management of chronic conditions, provides research experience in self- and family management, and allows trainees the opportunity for in-depth study in a cognate area related to self- and family management.

Students admitted to the Nursing Ph.D. program will be invited to apply if their research interests are commensurate with the program. Potential applicants are welcome to contact the program directors for more information.

POSTDOCTORAL

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 March 15.

For further information, contact the Office of Scholarly Affairs 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 Associate Dean for Scholarly Affairs, Nancy Redeker (203.737.2420), 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 for Matriculated and Nonmatriculated Students

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.

704a/b/c	Master's Independent Study
713b (EMD 557b)	Public Health Issues in HIV/AIDS
715a	Mindfulness-Based Stress Reduction Program
723a (HPA 592a)	Concepts and Principles of Aging
[725b]	Health Care Ethics (not offered spring term 2009)
[726]	Practicum in Clinical Ethics (not offered 2008–2009)
[727a]	Analysis of Issues in Health Care Ethics (not offered fall term 2008)
733b (REL 977b)	Living with Dying
[735b]	Environment and Health (not offered spring term 2009)

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
611b	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
723a (HPA 592a)	Concepts and Principles of Aging
895b	Clinical Pharmacology

DOCTOR OF PHILOSOPHY PROGRAM

911a/b	Doctoral Research Practicum
[921b]	Seminar on Research in Care of Patients with Diabetes (not offered spring term 2009)

[923a]	Current Issues in Cardiovascular Nursing Research (not offered fall term 2008)
925b	Qualitative Research in Nursing
[927b]	Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families (not offered spring term 2009)
[929b]	Ethical Conduct of Clinical Research (not offered spring term 2009)
961a	Contemporary Issues in Health Policy and Politics

GRADUATE ENTRY PRESPECIALTY IN NURSING

501b	Issues in Nursing
503	Biomedical Foundations of Health and Disease
507b	Nutrition in Clinical Practice
509	Introduction to Drug Therapy

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY

527a	Statistics for Nursing Management, Policy, and Leadership
561a	Health Policy and Politics
563a	Quality Improvement and Patient Safety
567a	Uses of Data in Decision Making
569a	Principles and Analysis of Health Care Ethics
575a	Cultural Diversity in Health Care
577b	Health Care Financial Management
873a	Human Resource Management
875a	Key Concepts in Role Development

PEDIATRIC NURSE PRACTITIONER SPECIALTY

625b	Children with Chronic Conditions/Disabilities and Their Families
633a	Health Promotion in Infants and Children
635b	Management of Common Pediatric Problems
637a	Child Development
825a	Advanced Practice in Early Care and School Health
833a/b	Advanced Management of Pediatric Problems in the Primary Care Setting
845a	Pediatric Pharmacology
849b	Family Patterns and Systems Relevant to Health Care

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY

657a	Mental Health Assessment across the Life Span
659a	Personality Theory and Adult Development
659b	Current Concepts in Psychopathology
661b	Models of Treatment

- 851b Seminar in Psychiatric–Mental Health Nursing:
Theoretical and Evidence-Based Perspectives
- [853b] Specialty Didactic: The Gerontological Client/
Mental Health and Aging (not offered spring term 2009)
- 855b Group Psychotherapy Seminar
- 859b Clinical Psychopharmacology
- 865a Family Psychotherapy Seminar

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. S. Cohen

503, Biomedical Foundations of Health and Disease 6 credit hours. This course is offered in the fall/spring terms of the first GEPN year. 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 physiology, biochemistry, immunology, genetics, introductory embryology, and microbiology. In addition, the course addresses topics introduced in 516a and 517a, Medical-Surgical Nursing. Required course for all students in the prespecialty year. W. Zawalich

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. L. Meland

511a, Fundamentals of Human Anatomy 2 credit hours. The effective assessment, diagnosis, and management of disease depend on knowledge of the structures of human beings. This introductory course reviews and discusses the structure and function of the major body systems. The aim of this course is to provide clinically relevant anatomical information that will form the basis of clinical reasoning. Attempts are made to correlate anatomical 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. L. Pellico, coordinator; S. Kapadia, W. Stewart

512c, Clinical Practice in Community Health Nursing Community health nurses provide preventive, therapeutic, rehabilitation, and hospice services. The clinical experience focuses on the delivery of these health services in domestic community organizations. Nursing responsibility for caseload management offers an opportunity to interact with other members of the interdisciplinary health care team. A community-as-partner assessment and diagnosis project, which culminates in identification of a community health problem and potential solutions, augments core clinical practice. At the beginning of

the following fall term, all students are required to present their community projects at a poster session. In addition, students at remote sites will meet with the course coordinator at a time to be announced in the fall of the following semester. This course is graded on a Pass/Fail basis. Required for all students in the prespecialty year. J. Shellman

513c, Seminar in Community Health Nursing and Public Health 2 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. J. Shellman

514b or c, Clinical Practice in Maternal-Newborn Nursing 2.6 credit hours. This course focuses on clinical practice essential to nursing care of women, newborns, and their families throughout the childbearing cycle and the neonatal period. Clinical settings include hospital and ambulatory care. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. GEPN faculty

515b or c, Seminar in Maternal-Newborn Nursing 2 credit hours. This course presents theory essential to the provision of nursing care of childbearing families throughout the childbearing cycle, the neonatal period, and the pre- and inter-conceptual phases. 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. GEPN faculty

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 selected observational experiences. This course is graded on a Pass/Fail basis only. 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 between 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 or c, 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 and family's physical and emotional responses to illness, and principles of pediatric nursing in caring for children and their families.

The student gains skill and knowledge in the nursing role and an appreciation for the importance of utilizing research findings in practice and collaborating with other health professionals. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. GEPN faculty

519b or c, Seminar in Pediatric Nursing 2 credit hours. This course presents theory essential to promote health and adaptation to illness for children and their families. Emphasis is placed on growth and development, pathophysiological, social, environmental, and cultural factors that influence children's and families' response to health and illness. Required for all students in the prespecialty year. GEPN faculty

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. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. Sixteen hours per week, first half of spring term. R. Krauss

521b, Seminar in Psychiatric–Mental Health Nursing 2 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. GEPN faculty

525a, Nursing Research as a Basis for Evidence-Based Practice 2 credit hours. This course expands students' critical abilities and knowledge by providing an introduction to the research methodologies essential to providing evidence-based advanced nursing care to diverse populations in a variety of settings. Students are expected to extrapolate and evaluate the relevance of evidence from a variety of nursing and related sciences to best practices in nursing. Students acquire the basic competencies necessary to read, evaluate, and interpret findings of nursing and other relevant research studies. They begin to explore ways to incorporate research findings into professional nursing practice. Students also are expected to utilize these competencies to ensure better health care for all people. J. Taylor

525b, Praxis Seminar 1 credit hour (2 credit hour option for thesis work). This clinical research seminar provides the student with exposure to the process of identifying clinical research problems, critically reviewing pertinent literature, and formulating a scholarly praxis prospectus. Required in the spring, first year of Specialization. M. Swartz, coordinator

527a, Statistics for Nursing Management, Policy, and Leadership 2 credit hours. This course provides students with an introduction to statistical techniques most commonly used in the areas of nursing management and policy. Both descriptive and inferential statistics are addressed. The first part of the course focuses on descriptive and simple bivariate statistics – including measures of central tendency, frequency distributions, t-tests, ANOVA, and chi-square tests – whereby students actively apply the techniques to data. The second part of the course focuses on conceptualization of more complex multivariate statistical tests (linear, logistic, and Poisson regression, and repeated measures analyses). Throughout the course emphasis is on the interpretation and evaluation of statistical tests within the context of published articles in order to maximize evidence-based practice. This is intended to be an introductory course for nurses, and accessible to individuals with little or no prior exposure to statistics. This course is required of all students in the Nursing Management, Policy, and Leadership Specialty; open to others with permission of the instructor. Web-based learning and four on-campus sessions. K. Fennie

529a, Statistics for Clinical Nursing Research 2 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. M. Funk

533a, Advanced Pathophysiology 3 credit hours. This course provides students with advanced physiologic and pathophysiologic concepts central to understanding maintenance of health and the prevention and management of disease across the life span. Content on cellular function, genetics, immunology, inflammation, infection, and stress and adaptation provides the framework on which further specialty content knowledge is built. Current research, case studies, and application to advanced nursing practice are highlighted. Required for all master's students. Three hours per week. R. Ahmadi

550a, Clinical Applications for Advanced Health Assessment 0.4 credit hours. This course provides the Adult, Family, Gerontological, Women's Health, and Psychiatric-Primary Care nurse practitioner student the opportunity to explore and apply skills obtained in Advanced Health Assessment. Through direct patient interaction, the student hones health history and physical exam skills and develops critical thinking utilizing clinical decision-making skills necessary to provide competent and safe patient care. Prerequisites include successful completion of 554a: Advanced Health Assessment check-offs and exams. Offered fall term; not an elective offering. Adult, Family, Gerontological, and Women's Health Primary Care Specialty faculty

554a, Advanced Health Assessment across the Life Span 3.1 credit hours. This course is designed to cover the comprehensive history-taking and advanced physical examination requisite of advanced nursing practice/midwifery. Through lecture and laboratory sessions, students learn evidence-based assessment techniques, culturally responsive assessment data collection, application of appropriate technology in health assessment and practice comprehensive health histories and physical examinations on each other

and/or in the simulation laboratory. Normal and abnormal variations across the life span are presented. 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, Adult Advanced Practice Nursing, and Pediatric Nurse Practitioner programs. L. Neal-Boylan

555b, Common Health Problems of the Older Adult 3 credit hours. This didactic course focuses on health promotion, disease and disability prevention, and 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. Prerequisite: successful completion of 550, 554, 525a, and 723a. Three hours per week. S. Molony

556b, Clinical Practice for Adult, Family, Women's Health, Gerontological, and Oncology Nurse Practitioners 3.2–5.8 credit hours. Course content includes clinical practice in health assessment and the provision of primary and focused health care. Students meet weekly for a one-and-one-half-hour clinical conference that is held concurrently with clinical practice. Clinical seminar 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 adult, family, gerontological, adult/gerontological, women's health, and oncology nurse practitioners and is open to psychiatric–primary care track students with permission of the instructor. This course requires that the student successfully complete all required courses in the fall term of the first specialty year. I. Alexander, S. Molony, L. Neal-Boylan

557a, Primary Care Problems of Adults I 2 credit hours. This is the first term of four didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. The first half of the course focuses on health promotion and disease prevention concepts and strategies. The second half of the course focuses on the diagnosis and management of common health problems seen in primary care. Two hours per week. A. Kaisen

557b, Primary Care Problems of Adults I 2 credit hours. This course is a continuation of 557a and the second of four didactic courses structured to enable students to gain the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners. Classes focus on health promotion, disease prevention, differential diagnosis, and management of common health problems in adults and adolescents. 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. Two hours per week. A. Kaisen

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 and family nurse practitioner

students. Open to others with permission of the instructor. Two hours per week for eight weeks. N. Reynolds

561a, Health Policy and Politics 3 credit hours. This course provides students with in-depth knowledge of the politics of American health policy, focusing on access to, cost of, and quality of health care. The underlying assumption is that understanding the politics of policy making enables nurses and others to participate effectively in the health policy process, improve the health care delivery system, and thereby contribute to enhancement of patient outcomes. The course covers major concepts of health policy, nursing advocacy, and the policy process, with an emphasis on legislative and regulatory issues, health care financing, managed care, covering the uninsured, and legal issues affecting nursing practice. Students apply their knowledge of these topics to in-depth analysis of an issue related to their practice. Required for all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. Web-based instruction with monthly on-campus sessions. S. Cohen

563a, Quality Improvement and Patient Safety 3 credit hours. This course provides the student with a comprehensive understanding of the field of patient safety and its relationship to overall improvement in the quality of health care. The course explores principles of creating and leading a high-reliability health care system focused on patient safety. A particular emphasis is placed on leadership characteristics essential to creating and sustaining a culture of safety within the health care organization. Web-based format with monthly on-campus sessions. Required for all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. K. Eaton

565b, Leadership in Health Care Organizations 4 credit hours. The purpose of this course is to assist students to learn what it means to be a leader in multiple health care contexts and playing many organizational roles. The course addresses practices of exemplary leadership; the critical importance of context as a determinant of the leadership challenge; organizational systems dynamics and the underlying role of organizational culture in shaping interactions and behaviors; the transition from “doing the work” to “working through others”; and leadership as a life-long process of self-development. The course utilizes online and intensive in-class instructional methods enabling students to learn about the attributes and behaviors associated with leadership and to identify and cultivate their own leadership capabilities Required for NMP&L students. Open to others with permission of instructor. Includes a 4-day intensive workshop format (36 hours) and online discussion (24 hours) spread over the term. J. Krauss

567a, Uses of Data in Decision Making 3 credit hours. This course provides content needed to understand, access, mine, and create data for clinical, operational, and financial decision making. Lectures, workshops, and remote access assignments form the basis for learning data elements and structures of administrative databases, data analytic strategies, and the relationship between data and decision making. Combination of four on-site sessions with online teaching; total equivalent to thirty class hours. Required of all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. D. Diers, J. Bozzo, J. Rimar, B. McCloskey, and guests

569a, Principles and Analysis of Health Care Ethics 3 credit hours. Students are introduced to two major theories of health care ethics: (1) principlism, including respect for autonomy, beneficence, non-maleficence, and justice, and (2) the ethics of care. The ethical theories are applied to clinical cases and health policy analysis through online discussion. Students learn to analyze clinical cases and policy by discerning pertinent facts, discerning distinctions, assessing social context and values, assessing decision-making procedure determining lines of authority, and defining specific questions. The ethical theories and methods are then applied to selected current issues in health care including end-of-life care, resource allocation, noncompliance, and privacy. Required of all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. NMPL faculty

575a, Cultural Diversity in Health Care 1 credit hour. This two-day workshop/seminar focuses on the concepts of culture and ethnicity and their effect on health beliefs and practices within the context of health care delivery. Diversity, vulnerability, and health disparities are also examined in relation to culture and ethnicity. Cultural assessments of individual health care providers and health care systems are presented and cultural competency defined and described. The Office of Minority Health National Standards for Cultural and Linguistically Appropriate Services provides the criterion for cultural competency. Required of all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. Web-based instruction with monthly on-campus sessions. G. Melkus

577b, Health Care Financial Management 3 credit hours. This course provides students with an introduction to accounting and finance and has been designed to provide a broad managerial overview of these topics within the context of nursing. Through both online exercises and problem sets, accounting and finance theories and tools are applied to common decision-making situations experienced by nurse managers. This is intended to be an introductory course for nurses and accessible to individuals with no prior exposure to accounting or finance. This course is required for all students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. Web-based learning and monthly on-campus sessions. E. Bradley

578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership 2 credit hours. This course is designed to provide future nurse leaders with clinical experience designed to synthesize and apply theory and principles from the didactic portion of 579b. With an emphasis on quality improvement and patient safety in health care delivery and policy settings, students engage in projects to implement evidence-based practices in health care delivery and develop a foundation for leadership practice. Individually modified course objectives, supervised experiences, Web-based discussion boards, and written clinical logs are methods used to facilitate learning. This course is graded on a Pass/Fail basis only. Required of all students in the nursing management, policy, and leadership specialty. Concurrent enrollment in 579b required. Prerequisites: 561a, 563a. Web-based instruction with monthly on-campus sessions. NMPL faculty

579b, Research Methods for NMPL 2 credit hours. The purpose of this course is to provide future nurse leaders with a toolkit of effective, scientifically supported strategies for improving the quality of health care. With an emphasis on quality improvement and

patient safety in health care delivery and policy settings, students evaluate the quality of scientific evidence available to support selection and use of nursing and management practices, develop effective strategies to translate evidence into practice, and apply evidence to health policies in public and private sectors. Required of all students in the nursing management, policy, and leadership specialty. Concurrent enrollment in 578b required. Web-based instruction with monthly on-campus sessions. NMPL faculty

580a, Well Woman Care and Gynecology 5 credit hours. This course focuses on the provision of reproductive-based health care to non-pregnant women across the life span. Through regularly scheduled lectures, seminars, clinical conferences, and supervised clinical practice, students learn and apply principles of primary care, contraception, and office gynecology. The clinical component of this course begins the fourth week of the term. This course is required for Women's Health Nurse Practitioner and Nurse-Midwifery students in the first year of specialization. This course is a prerequisite for 580b. M. E. Rousseau, B. Hackley

580b, Introduction to Antepartum Care 5 credit hours. Students are introduced to nurse-midwifery practice. This course 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 and women's health nurse practitioner students in the first year of specialization. H. Reynolds

581a, Professional Issues and Leadership 2 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. 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. M. Goff

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, birth, and postpartum care, as well as in the transitional care of the normal newborn. This course runs concurrently with 580b. Required for all nurse-midwifery students in the first year of specialization. M. Goff

583a, 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. B. Hackley

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. Prerequisite: successful completion of 609a. Four hours per week. Adult Advanced Practice Nursing faculty

609a, Assessment of the Acutely and Critically Ill Client 1 credit hour. 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. The electrocardiographic (ECG) components of the course may be taken as an elective by students in any specialty who have an interest in ECG interpretation. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in the first term of specialization. One hour per week. L. Andrews

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 patients in the acute care setting are studied in the context of case conferences. Physical diagnosis rounds with physician or nurse practitioner preceptorship are included. Required for all clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. Prerequisite: successful completion of 554a skills tests. Six hours per week for seven weeks. J. Coviello

611b, Conceptual Basis of Nursing Practice 1.5 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. One and one-half hours per week. T. Knobf

612b, Advanced Specialty Practicum I 4.3 credit hours. This practicum provides students with direct care experience with their special population (acute care, 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. Prerequisite: successful completion of 554a, 609a, and 610a. Thirteen hours of clinical per week. J. Coviello, T. 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. T. Quinn

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 practitioner students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. S. Santacroce

632a/b, Primary Care of Children I 2 credit hours per term. 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. Students have 4.5 hours of clinical practice, six additional four-hour observation sessions with practitioners in the community, and five sessions in the newborn nursery. This course is graded on a Pass/Fail basis only. A one-hour clinical seminar runs for eight weeks in the fall and fifteen weeks in the spring. Prerequisite: successful completion of 630a. M. Meadows-Oliver

633a, Health Promotion in Infants and Children 2 credit hours. This lecture 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. Two hours per week. P. Jackson Allen

635b, Management of Common Pediatric Problems 2 credit hours. This course is designed to focus on the assessment, diagnosis, and management of common pediatric health problems. 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. Two hours per week. N. Banasiak

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

640a or b, Clinical Practice in the Primary Care of Adolescents 0.7 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 care of adolescents, including health promotion and education. Required for all

pediatric nurse practitioner students, second term first year or first term second year of specialization. Five 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 and adult, family, and women's health nurse practitioner students in the first 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. The goal of this first-year practicum is to provide the student with an opportunity to develop his/her clinical skills in the areas of psychiatric assessment, planning, and implementation of psychiatric nursing interventions, and ongoing evaluation of those interventions. Emphasis is placed on learning individual treatment modalities, with a beginning understanding of group and family treatment methods. Various 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 in inpatient and outpatient settings. Individual supervision is offered in assessment, crisis intervention, family therapy, group therapy, and the use of medications. The supervisory conferences focus on the clinician-patient relationship. Analyses are based on observations, behavioral responses, and pertinent theory enhance the development of clinical skill. Students are assigned to placements on the basis of previous clinical work experience and interests. Two terms required for all psychiatric nursing students in the first year of specialization. Nine hours per week including one hour of clinical conference. V. Hamrin, J. Iennaco, coordinators

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. Laboratory and clinical assignments will be used to complement lecture material. 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; laboratory work is one and one-half hours per week (equivalent to .5 credits). S. Talley, J. Iennaco

658a/b/c, Specialty Practicum in Psychiatric–Mental Health Nursing and Primary Care 2 credit hours in fall term, 4 credit hours in spring term, and 2 credit hours in summer term. This clinical course provides students in the primary care concentration with

direct care experience of individuals with serious and persistent mental illness (SPMI) and the opportunity to develop psychiatric expertise, 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/clinical nurse specialist students in the primary care concentration in the first year of specialization. Six hours per week in the fall term, twelve hours per week in spring term, and a minimum of 90 total clinical hours in summer term. V. Hamrin, coordinator

659a, Psychopathology and Human Behavior 2 credit hours. This course examines psychopathology and basic neurobiology of major psychiatric disorders across the life span. The disorders selected for examination are based on their public health importance and their potential to illustrate contemporary issues in psychiatric epidemiology, genetics or neuroscience. The examination integrates genetic and environmental influences to support an understanding of the interpersonal, cognitive, emotional and behavioral processes that define and underlie major mental illnesses. The course is required for all psychiatric nursing students in their first year of specialization. It is open to others with permission of the instructor. Two hours per week. L. Scahill

659b, Current Concepts in Psychopathology 2 credit hours. This course examines psychopathology and basic neurobiology of major psychiatric disorders across the life span. The disorders selected for examination are based on their public health importance and their potential to illustrate contemporary issues in psychiatric epidemiology, genetics or neuroscience. The examination integrates genetic and environmental influences to support an understanding of the interpersonal, cognitive, emotional and behavioral processes that define and underlie major mental illnesses. The course is required for all psychiatric nursing students in their first year of specialization. It is open to others with permission of the instructor. Two hours per week. L. Scahill

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/cognitive-behavioral models of treatment; psychodynamic/evocative models of treatment; biologic models of treatment. Required for all psychiatric clinical nurse specialist students in the first year of specialization. One and one-half hours per week. D. Fasula

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. V. Hamrin, L. Scahill

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.

713b (EMD 557b), 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, laboratory 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, Mindfulness-Based Stress Reduction Program 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. 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, The Contexts of Care 2 credit hours. Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying health policy, organizational, regulatory, safety, quality, and ethical concepts to care. The course utilizes cases for analysis of the contextual basis of practice in combination with assigned readings, lectures, discussion, and Web-based modules. The cases highlight various concepts that provide the infrastructure of the health care environment including organizational leadership and culture; ethics; risk and liability; access and coverage; quality and safety; credentialing; and inter- and intra-professional issues. The course is organized into five content areas: Regulation and Scope of Practice; Leadership and Organizational Dynamics; Health Care Access, Coverage, and Finance; Clinical Ethics; and Safety and Quality. Twenty-four hours of the course are conducted in face-to-face sessions; six hours utilize a Web-based format. Required in the fall of the final year for all master's degree candidates in the clinical specialties. S. Cohen, coordinator

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 multi-disciplinary course is designed to introduce students to the major concepts and principles of gerontology and to a variety of biopsychosocial theories on aging. Delivery systems of care for older adults are explored along with the current social policy initiatives as they relate to this growing population. Research initiatives are discussed and students are encouraged to explore geriatric care issues 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. M. Wallace

[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. Not offered spring term 2009]

[726, 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, or permission of the instructor. Required for students in the Health Care Ethics concentration. Four hours per week. Not offered 2008–2009]

[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, or permission of the instructor. One and one-half hours per week. Not offered fall term 2008]

733b/REL 977b, Living with Dying 1.5–3.0 credit hours. This course develops students' cultural and gender awareness, understanding, and competencies in creating environments to relieve suffering for individuals and their families who have experienced a death

or are caring for someone who is dying. 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. Not offered spring term 2009]

[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. Offered every other year. Not offered fall term 2008]

752a/b, Advanced Clinical Practice in Women's Health Care 3 credit hours fall term; 3 credit hours spring term. The focus of this practicum is comprehensive management of health care needs specific to women within the context of their lives from the clinical perspective. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision making, focusing on reproductive and developmental health issues for women. Required in the fall (N752a) and spring (N752b) terms of the final year for all students enrolled in the Women's Health Nurse Practitioner/Adult Nurse Practitioner Track. Prerequisites for fall term include successful completion of all courses required for the first and second term of the WHNP/ANP track. N752a must be taken concurrently with N753a: Advanced Concepts in Women's Health. Prerequisites for spring term include successful completion of all courses required for the first three terms of the WHNP/ANP track. N752b must be taken concurrently with N753b, Advanced Concepts in Women's Health. Eight hours of clinical practice per week (15 weeks) required and clinical conference one hour per week each term. C. Kaplan

753a/b, Advanced Concepts in Women's Health Care 2 credit hours fall term and 2 credit hours spring term. This course focuses on advanced and comprehensive management

of the pregnant and nonpregnant woman and on examination of issues that impact women's lives from clinical and theoretical perspectives. Concentration is on advanced management topics, and application of physiologic, developmental, psychosocial, and cultural factors to consider in providing care to diverse populations, focusing on reproductive and developmental health issues for women. The role of the Women's Health Nurse Practitioner as a policy advocate for women's health care is explored. Required in the fall (753a) and spring (753b) terms of the final year for all students enrolled in the Women's Health Nurse Practitioner/Adult Nurse Practitioner track. Prerequisites for fall term (753a) include successful completion of all courses required for the first and second terms of the WHNP/ANP track. Course must be taken concurrently with 752a: Advanced Clinical Practice in Women's Health Care. Prerequisites for spring term (753b) include successful completion of all courses required for the first three terms of the WHNP/ANP track. Course must be taken concurrently with 752b, Advanced Clinical Practice in Women's Health Care. Two hours per week of didactic content each term. C. Kaplan [F], I. Alexander [Sp]

756a, Advanced Clinical Practice for Adult, Family, Gerontological, and Women's Health Nurse Practitioners 3.2–5.8 credit hours. Course content builds on the clinical skills developed in 556b by giving students the opportunity to develop the nursing skills, clinical judgment, and patient management strategies necessary to manage common acute and chronic health care problems. Students meet weekly for a one-and-one-half hour clinical conference that is 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 second year of specialization as adult, family, gerontological, adult/gerontological, and women's health nurse practitioners. Open to psychiatric–primary care track students with permission of the faculty. This course requires that the student successfully complete all required courses in the first specialty year. I. Alexander, D. Fahs, M. Wallace, K. Tierney

756b, Advanced Clinical Practice for Adult, Family, Gerontological, and Women's Health Nurse Practitioners 3.2–5.8 credit hours. Course content builds on the experiences gained in 756a, and provides students further opportunity to develop advanced nursing skills, clinical judgment, and patient management strategies necessary to manage common acute and chronic health care problems. Students meet weekly for a one-and-one-half hour clinical conference that is 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 final term of specialization as adult, family, gerontological, adult/gerontological, and women's health nurse practitioners. Open to psychiatric–primary care track students with permission of the faculty. This course requires that the student successfully completes all required courses in the fall term of the second specialty year. I. Alexander, D. Fahs, M. Wallace, K. Tierney

757a, Primary Care Problems of Adults II 2 credit hours. This course is a continuation of 557a/b. Lectures focus on assessment and the differential diagnosis and management of chronic illness, highlighting management of patients with co-morbid disease. Required for adult, family, gerontological, women's health, and psychiatric–mental

health nurse practitioner students in the final year. Prerequisite: successful completion of 556b (adult and family nurse practitioner students only) and 557a/b. Two hours per week. M. Wallace

757b, Primary Care Problems of Adults II 2 credit hours. This course is a continuation of 757a. Lectures focus on assessment and the differential diagnosis and management of chronic illness, highlighting management of patients with co-morbid diseases. Required for adult, family, gerontological, women's health, and psychiatric-mental health nurse practitioner students in the final year. Prerequisite: successful completion of 756a (adult, family, gerontological, and women's health nurse practitioners only) and 757a. Two hours per week. M. Wallace

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, endocrine specialty practices, 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 (2006). 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 (Type 1, Type 2, 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. V. Jefferson

780a, Advanced Midwifery Care 6 credit hours. Students continue clinical experience in antepartum, intrapartum, postpartum gynecology, and primary care 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. M. Stone-Godena

780b, Integration 9 credit hours. The Integration module is designed to help students pull together all the areas of nurse-midwifery practice in a way that enables them to experience full-scope care while still having the advantages of being a student, i.e. site preceptors, faculty, school, and library resources. This module is a final blending of what students have learned from the program objectives. Students are expected to build on the

previous knowledge and skills obtained in all previous courses. The module objectives for integration serve as the basis for the student's evaluation. Students have the opportunity to develop comfort, confidence, and competence in the judgments and decisions they will be making as a nurse-midwife. The goal at the end of this module is to be a safe, competent, beginning-level practitioner. During the integration module students continue to develop their personal style of clinical practice, coupled with the responsibilities and accountability inherent in their professional roles. This course is graded on a Pass/Fail basis only. Required for all nurse-midwifery students in the final year of specialization. S. Friedman

802a/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. Prerequisite: successful completion of 607b, 612b, and 807a (for 802b). Twenty-four hours per week in an acute care setting in the fall and spring terms. L. Andrews

803a/b, Oncology Symptom Management 2 credit hours per term. The content of 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, and 803a to continue with 803b. Two hours per week. T. Quinn

804a/b, Clinical Practicum for Oncology Nurse Practitioners 5.3 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. Prerequisites: successful completion of 554a and 556b, and 804a to continue with 804b. Required for oncology nurse practitioner students in the final year of specialization. Fifteen hours per week of clinical practice, plus one hour per week of clinical conference. M. Knobf

805a, Cancer Pharmacology 1.5 credit hours. 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 and one-half hour per week. M. Knobf

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. Prerequisite: successful completion of 609a. Four hours per week. R. Ahmadi

810a/c, Advanced Specialty Practicum II 4.3 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 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. Prerequisite: successful completion of 612b. Twelve hours of clinical practice plus one hour of clinical conference per week. Adult Advanced Practice Nursing faculty

812b, Advanced Specialty Practicum III 4.3 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. Prerequisite: successful completion of 810a. Twelve hours of clinical practice plus one hour of clinical conference per week. Adult Advanced Practice Nursing faculty

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 AAPPN—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 also emphasizes the concept of disease development along a continuum extending from risk development and primary prevention to secondary prevention following the diagnosis of an acute or chronic disease. 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 Practice in Early Care and School Health 1.0 credit hours. This seminar provides a forum for discussion and analysis of the advanced practice nursing (APN) role in early care and school settings from infancy through high school. Building on concepts and skills in primary care practice, the seminar explores the role of the APN in health promotion and disease management within early care and educational settings in coordination with other systems of care, such as primary and specialty care, and families. Topics specific to these settings include role development; models of health care delivery and consultation; care of children/adolescents with chronic illnesses and special health care needs; legal issues; and early care and educational system structure. Federal, state, and local legislation as well as policies governing health care in these settings are included. Required in the final year of study for all pediatric nurse practitioner students. Open to others with permission of instructor. Prerequisites include all 600-level of first year specialty PNP courses. One and one-half hours per week for ten weeks, fall term. A. Crowley

826a/b, Clinical Practice in School Health 1.7 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 or early care 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 (one term only for students in the chronic illness concentration). Four and one-half hours of clinical practice and one-half hour of clinical conference per week. R. Bains

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. Open to others with permission of the instructor. Two hours per week. S. Santacroce

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 per week, fall and spring terms. S. Santacroce

830a/b, Primary Care of Children II 2 credit hours per term. This course provides clinical experience in advanced pediatric primary care and management, including work with complex 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. Four and one-half hours clinical practice per week and one and one-half hours of clinical conference per week. Prerequisite: successful completion of 632a/b. 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, faculty, and guest lecturers. Required for all pediatric and family nurse practitioner students in the final year of specialization. Two hours per week. P. Ryan-Krause

834a or b, Specialty Pediatric Clinical Practice 1.7 credit hours. This clinical practicum provides students with the opportunity to gain additional knowledge and experience in 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, with the exception of those students in the Chronic Illness Care Concentration. Students are expected to be in specialty practice four and one-half hours per week for the fifteen-week term and to participate in clinical conference the equivalent of one-half hour per week. This course is graded on a Pass/Fail basis only. P. Jackson Allen

845a, Pediatric Pharmacology 1 credit hour. The course content focuses on principles of drug therapy, mechanisms of action, and selection of pharmaceutical agents in pediatric clinical practice. Emphasis is on commonly used drugs in pediatrics. Required for all pediatric nurse practitioner students in the second year of specialization. Open to others with permission of the instructor. Prerequisite includes 895b. Two hours per week for ten weeks. A. Crowley

849b, Family Patterns and Systems Relevant to Health Care 1.5 credit hours. This course provides theoretical perspectives on family patterns and structure, family development, family stress and coping, and contextual variables that influence the health of the family and individual. Application of these perspectives is explored in terms of the management of health care and illness in families across the life span. Techniques in assessment of family functioning, vulnerabilities, and strengths are presented from clinical and research perspectives. Selected family problems are analyzed within theoretical, clinical, and policy perspectives. Required for all pediatric nurse practitioner, family nurse practitioner, and adult nurse practitioner students. Open to others with permission of the instructor. Prerequisites include all 600-level or first-year specialty nurse practitioner courses. One and one-half hours per week. 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 and nurse practitioner 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. Emphasis on assessment and gaining knowledge of prescription of psychiatric medications under supervision of preceptor will be covered during this clinical year. 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. V. Hamrin, coordinator

851b, 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. J. Tennaco

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. S. Talley. Not offered spring term 2008]

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 classic and contemporary group models; and knowledge of basic concepts of group psychotherapy, as well as relevant literature and research. This course offers the opportunity for students to have a task group experience to examine group norms, leadership, communication patterns, roles, subgroups, and stages of group development according to Yalom's theory. Required for all psychiatric–mental health nursing students in the final year of study. One hour per week. V. Hamrin

859b, Clinical Psychopharmacology 1.5 credit hours. 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 first 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 how to conduct a family assessment and the application of family 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 and ethical issues that have impact on family life. One hour per week. V. Hamrin

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 and medical evaluation as well as comprehensive 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

873a, Human Resource Management 3 credit hours. This Web-based course provides an overview of contemporary human resource management in the health care setting. Particular emphasis is given to current approaches and evidence regarding the development and design of human resource programs that meet the needs of diverse employees,

teams, and settings. Students evaluate the evidence, theories, and strategies for multidisciplinary teams in a variety of clinical settings. The intersection among human resource policies, safety, and quality outcomes is explored with a particular emphasis on the role of nursing leadership in human resource management. Required of all students in Nursing Management, Policy, and Leadership specialty. Open to others with permission of the instructor. M. Bettigole

875a, Key Concepts in Role Development 1 credit hour. This course introduces students to role theory and its application to leadership in nursing. The course includes examination of narratives of nurse leaders and their leadership roles. Nurse leaders provide real-life dilemmas of leadership. Students conduct a self-assessment of role readiness for career goals and develop a plan to attain identified leadership and management skills. Topics include group leadership, entering organizations, authority, responsibility, communication, decision making, self-awareness, and cultural sensitivity. Course is taught in two half-day seminars (three hours each) and guided Web-based learning. Required for all students in the Nursing Management, Policy, and Leadership specialty. Available to others with instructor's permission. B. Morse

878a, Advanced Clinical in NMPL 4 credit hours. This clinical practicum enables students in their last year of the Nursing Management, Policy, and Leadership (NMPL) specialty to apply knowledge and skills learned in all prior coursework and experiences. Each student's clinical placement is individualized to match the student's interest, professional experiences and accomplishments, and career goals. It provides the opportunity for the student to engage at a leadership level under the direct supervision of a senior level administrator/analyst/nurse consultant in a health care delivery, policy setting, or other related setting. Based upon mutual decision of the student, preceptor, and faculty, students will undertake and complete at least one major initiative that will require the development of stated goals, a strategy for implementation and completion, utilization of tools for organizational analysis, change management and project planning. Each student will evaluate the organizational culture and group dynamics using tools acquired throughout the program. Students are expected to develop a time line for the clinical experience, based upon approved goals and objectives. Weekly online discussion, complemented by monthly classes and individual work sessions with the instructors, will give students the opportunity to share experiences and provide each other throughout the semester. A formal presentation of students' final projects will demonstrate mastery of critical management and leadership skills to accomplish organizational goals. Required for all students in NMPL. S. Cohen

879a, NMPL Capstone 3 credit hours. The purpose of this integrative seminar (online course and monthly on campus sessions) is to provide final-year students with an opportunity to study and critically analyze complex management, leadership, and policy issues in nursing and health care. Case studies and other material (reports, articles, policy papers) related to contemporary health care and nursing issues are the core tools used within the course. Class time is used to continue to develop and refine oral presentations, and communicate student analyses and implications amongst their peers and faculty members. Topics integrated throughout the cases emphasize the major areas of study within the program, and include the following: transformational leadership, health care

process, and outcome evaluation; information management; transparency and patient safety; collaboration and communication; care for culturally diverse populations; transitions of care and community partnerships. J. Scott

895b, 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. Following initial content on general principles, some of the most common clinical indications and considerations for prescribing will be addressed. Teaching strategies include lectures, readings, and online material. Required for all students in their first year of specialization, except Clinical Nurse Specialist students. Prerequisites: successful completion of all required first-year course work to date in the full-time plan of study. Two hours per week. C. Tolomeo, S. Marotta

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 terms following 895b, Clinical Pharmacology. Successful completion of 895b is a prerequisite for students in the acute care nurse practitioner program. Required for all students in 895b except pediatric nurse practitioner, psychiatric–mental health nurse practitioner, clinical nurse specialist, and oncology nurse practitioner students. One hour per week. Faculty

901a, Quantitative Methods for Nursing Research This advanced course in quantitative research methods provides an opportunity to evaluate various research designs used to investigate problems of importance to nursing and health. Emphasis is placed on the interrelationships of the clinical problem, study aims, and study design – with goal of understanding methods decisions that are made by researchers, and how these decisions influence study validity. Required for all Ph.D. students in nursing. Open to master's students with permission of the instructor. Three hours per week. J. Dixon

903a, Measurement of Clinical Variables This course focuses on theory of measurement, and on reliability and validity of research instruments – with emphasis on interaction of conceptual, methodological, and pragmatic considerations. An integration of seminar and lecture modalities is employed. This course is required for all second-year Ph.D. students in nursing and is also open to advanced graduate students in other schools of the University. Three hours per week. J. Dixon

904a/b, 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. Doctoral program faculty

905b, Creating Method: Issues in Nursing Research 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. We address issues related to validity and threats to validity in clinical research and also the experiences of participants in research studies. Content changes with student interest. Prerequisite: 903a, Measurement of Clinical Variables. Three hours per week. J. Dixon

[907, Dissertation Seminar This course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students will be guided in the application of fundamentals of scientific writing and criticism. Required of all Ph.D. students in nursing. 2.5 hours every other week. L. Scahill. Not offered 2008–2009 academic year]

909a, Philosophical Foundations of Inquiry This course provides an overview and critical analysis of historical and contemporary science. The nature of science is also explored through the dialogue of competing philosophical perspectives such as logical positivism, historicism, critical and post-structuralism. The influence of these competing philosophical perspectives on contemporary and future nursing science is explored. Specifically, we explore underlying epistemological and ontological assumptions on the nature of truth, law, and the influence of gender, culture, and values on nursing's past, current, and future theory and scientific inquiry. Students are expected to examine how the various philosophical perspectives have the potential to influence their respective phenomenon of interest. Three hours per week. B. Guthrie

911, Doctoral Research Practicum The overall purpose of this seminar is to guide the student in acquiring an understanding of the role and responsibilities of the nurse researcher. Topics include scientific writing, peer review, components and development of a research plan, program of research and research career, funding and grantsmanship, presentation, publication, ethical considerations, collaboration and interdisciplinary research. Required of all students for the first two years of doctoral study to coincide with their Graduate Research Assistant experience. One hour every other week. N. Reynolds

913a, Theoretical Basis for Nursing Science This course examines the nature of scientific knowledge and the development of the conceptual and theoretical underpinnings of nursing science. The contribution to nursing science of various approaches to knowledge synthesis and theory development is emphasized. Specific approaches to concept/theory development and analysis are examined. Students are expected to complete a formal analysis of a concept or theory of interest to them. Required for all doctoral students. Three hours per week. R. Whittemore

917, Advanced Statistics for Nursing Research This year-long course starts with a review of basic descriptive and inferential statistics and advances to multivariate analyses most commonly used in nursing studies. The emphasis is on attaining a conceptual understanding of these statistical techniques, selecting appropriate techniques for a given clinical research problem, conducting computer-assisted data analyses, and correctly expressing the results of such analyses. The laboratory part of the course covers fundamentals of data management and statistical analysis and proceeds to the conduct of advanced analyses. The course emphasizes using programming language in SAS®;

however, the menu-driven user interface in SAS, SPSS®, n-Query®, MS Excel®, and MS ACCESS® also are briefly covered. This course is required for all Ph.D. students in nursing, and may be elected by M.S.N. students with permission of the instructors. Three hours per week for academic year. K. Fennie, M. Funk

[921b, Seminar on Research in Care of Patients with Diabetes] 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. R. Whittemore, G. Melkus. Not offered spring term 2009]

[923a, Current Issues in Cardiovascular Nursing Research] In this 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. M. Funk. Not offered fall term 2008]

925b, Qualitative Research in Nursing 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. Required for all Ph.D. students in nursing. Three hours per week. L. Sadler, T. Knobf

[927b, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families] 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 factors associated with quality of life outcomes, such as symptoms, functional status, and affect; and factors that place people in 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. R. McCorkle. Not offered spring term 2009]

[929b, Ethical Conduct of Clinical Research] This course introduces major concepts in the ethical conduct of clinical research from the perspective of the advanced practice nurse and the nurse-researcher. National and international ethical codes for research and regulatory requirements are reviewed. Emphasis is placed on the protection of vulnerable populations and community-based research, including inter-national research. Required for all PhD students in nursing. Open to others with permission of the instructor. One hour per week. A. Williams. Not offered spring term 2009]

[941a, Health Policy, Leadership, and Systems] This course addresses salient issues in health policy and the challenges to linking research and clinical care with public and private policy agendas. The course covers the following topics: health care delivery systems; policy and political factors that affect access to, financing, delivery, and quality of care; challenges to evidence-based policy and the dissemination of research findings to

policy and community-based leaders. It also includes theories of leadership and policy change relevant to students' research topics. Critical thinking, problem-solving skills, and research-based analysis are integrated throughout the course. A major written assignment that will be suitable for submission to a peer-reviewed journal (or that can be easily modified for same) is a course requirement. Prerequisite: students must pass a test based on the on-line Yale University School of Nursing Health Policy Module. Required for all Ph.D. students in nursing. Three hours per week. S. Cohen. Not offered fall term 2008]

943a, Self- and Family Management of Vulnerable Populations This course examines major conceptualizations of health and illness, vulnerability, and self- and family management in the context of health disparities, and the research supporting these conceptualizations. Emphasis is placed on the link between illness self-management, vulnerability and related concepts such as self-efficacy and coping and the contributions of risk and protective factors to self-management. These links and associations with self-management are considered from an individual, family, and health system perspective and socio-cultural influences on self-management are explored. Required for all Ph.D. students in nursing. Three hours per week. G. Melkus

[943b, Methods of Intervention Development and Test This seminar focuses on research methods necessary for the understanding, development, and testing of interventions in the management of health and illness. Content includes the use of qualitative, mixed-method, and survey approaches to understand the factors associated with management of health and illness and addresses the application of these approaches to both the individual and the family as a unit of study. Required of all doctoral students in the Clinical Research focus area and all fellows in the Research Training Program in Self and Family Management. Prerequisite: successful completion of 943a. Course is open to others by consent of the instructors. Three hours per week. M. Grey, N. Reynolds. Not offered spring term 2009]

[961b, Health Policy Analysis This course includes research methods and theoretical frameworks specific to health services research and health policy research, development, and analysis. Prerequisite: N941b, Health Policy, Leadership, and Systems. Three hours per week. Faculty. Not offered spring term 2009]

991a/b/c, Dissertation Advisement 10 credit hours minimum. This course begins in the third year and continues until completion of the degree. Graded as Pass/Fail. If a grade of Fail is received, no credit is given. Required for all D.N.Sc. students. Doctoral program faculty.

General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$14,512.50 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 \$11,375. 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 \$1,100 per credit. More information is available from the Student Affairs Office.

Acceptance Fee

A nonrefundable fee of \$600 is required within three 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 \$1,764 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 \$310, and some clinical courses may also have a lab fee. Every student also pays a technology fee of \$310.

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.

Bills

Yale University's official means of communicating monthly financial account statements is electronically through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep)

are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available 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:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	\$220
by October 1	\$330
<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	\$220
by February 1	\$330

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.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

Charge for Rejected Payments

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale University eBill-ePay

There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep/. Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no

charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 20. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

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. 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 6, 2009. R.N.s applying to the master's program must file for aid by March 6, 2009. 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 offers Stafford Loans, GradPLUS 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. The Yale School of Nursing also offers a limited number of merit-based scholarships to incoming students who demonstrate outstanding academic

achievement, leadership capacity, and overall excellence. The scholarships are awarded upon matriculation into the program and continue as long as students are enrolled full-time at the School of Nursing and maintain a cumulative grade point average (GPA) of 3.40 or higher. These scholarships are awarded in addition to the School's need-based scholarships.

Stafford Loans are available up to a limit of \$20,500 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 fixed at 6.8 percent, and borrowers have ten or more years to repay.

Perkins Loans are awarded to students who have demonstrated need beyond the \$20,500 Stafford Loan. Perkins loans are subsidized while the student is enrolled and for nine months after graduation. The interest rate is fixed at 5 percent. A unique feature of the Perkins loan is that a percentage of the loan is 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.

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.

The Grad PLUS Loan is a federal student loan with a fixed interest rate of 8.5 percent. A credit check is performed, but only adverse credit will cause a denial. Graduate students are eligible for any amount up to the Cost of Education minus other financial aid. Repayment can be deferred while the student is enrolled, but interest accrues from the date of disbursement.

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 working on faculty research, administrative support, or in the School's Reading Room. Additional employment is available throughout the University campus.

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, http://nursing.yale.edu/admissions/financial_aid.html. 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.

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 at the school's Web site, http://nursing.yale.edu/admissions/financial_aid.html. 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 full financial support before an I-20 can be issued. If additional family members are coming to the

United States, financial support is required for their health insurance and living expenses as well. More information is available at Yale's Office of International Students and Scholars, www.oiss.yale.edu.

REFUND AND REBATE

Withdrawal and Leave of Absence, Including Tuition Rebate and Refund

A leave of absence must be requested in writing and is subject to approval by the assistant dean for student affairs. A request for withdrawal must also be in writing and presented first to the specialty director and then to the assistant dean for student affairs. For both leave and withdrawal, the general rules of the University and other policies of the School are applicable. An exit interview is required at the School of Nursing, arranged through the office of the assistant dean for student affairs.

Students who withdraw from the School *for any reason* during the first 60 percent of the term will receive a pro rata rebate of tuition. No adjustment is made after 60 percent of the term has expired. In 2008–2009, no portion of tuition will be rebated in the fall term after November 6, 2008. In the spring term, that date is April 2, 2009. For summer term, the 60 percent date is July 1, 2009.

The death of a student will cancel charges for tuition as of the date of death and the tuition will be adjusted on a pro rata basis.

A student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to the pro rata portion of Title IV funds earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In order to comply with federal regulations, the School must return to the lender any unearned funds. In 2008–2009, the last days for refunding federal student aid are the same as noted above for tuition. Financial aid will be refunded in the order prescribed by federal regulations, namely, Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loans, Federal Graduate Plus Loan, next to any other federal, state, private or institutional scholarships and loans. Any remaining balance will be refunded to the student.

For purposes of determining the refund of all other sources of aid (state, private, or institutional scholarships and loans) a student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the funds. In 2008–2009, the last days for refunding institutional student aid funds will be the same as noted above for tuition.

All recipients of federal student loans who leave the School are required to complete an exit interview. Graduating students are required to complete the process before participating in commencement. Student Financial Services will provide notification and guidance to students required to complete this process.

HOUSING

Edward S. Harkness Memorial Hall

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, the School of Public Health, and the Physician Associate program. Residents of Harkness Hall 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 \$4,800 to \$6,680 during the 2008–2009 academic year (August 22, 2008 to May 31, 2009). All rents include Ethernet hook-up, cable television, and all utilities except telephone. A Marigolds meal plan is mandatory for all residents of Harkness Hall.

The first floor houses a dining and lounge area, known as Marigolds, 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 residents of Harkness dorm as well as 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 Harkness residents. All medical center program students can use the gym on a fee basis. All users are required to register for gym membership.

For information about Edward S. Harkness Memorial Hall, contact the Graduate Housing Office at 203.432.2167; or the Web site, www.yale.edu/gradhousing/Dorms/harkness.html.

Graduate Housing Office

The Graduate Housing Office 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 unfurnished 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 2008–2009 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing). For new students at the University, a copy of the 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 grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.4578.

Off-Campus Housing

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at Helen Hadley Hall, 420 Temple Street, and is open from 9 a.m. to 3:30 p.m., Monday through Friday. The listings may also be accessed from any computer at Yale at www.yale.edu/offcampushousing.

DINING SERVICES

Marigolds, located at the School of Medicine, is the popular student dining area and gathering place in Edward S. Harkness Hall. Marigolds, which is open from 7:30 a.m. until 7 p.m., Monday through Friday, offers continental breakfast, lunch, and dinner. A late-night coffee bar is slated to open in the fall. 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.

Students living in Harkness dormitory are required to participate in a meal plan. The rate for the 2008–2009 academic year is \$2,694 per year for dormitory residents. The meal plan is a debit-balance system allowing students to spend their board points anytime that the dining room is open. Students on this plan can transfer a meal into any Yale University Dining Services location, seven days a week. Pricing is à la carte.

HEALTH SERVICES

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/yhp.

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 Health & Counseling. 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 register 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 register 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 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

For a detailed explanation of this plan, see the *YHP Student Handbook*, which is available online at www.yale.edu/yhp/pdf/studenthb.pdf.

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.

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.

Revoking 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-gender 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 services described in both the YHP Basic Coverage and the 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/yhp) 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, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the 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/yhp) 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 or refunded. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

Leaves of absence Students who are granted a leave 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. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate 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/yhp). Premiums will not be prorated or refunded.

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 services described in both the YHP Basic and the 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/yhp). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

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 (rubella) 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, 2001. 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, 2008. 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, rubeola, 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.

Note: 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 (203.432.0312) 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 30. Special requests for University housing need to be made in the housing application. 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 Cross Campus 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 co-chairs of the Student Government Organization, is responsible for soliciting nominations and making the final selection.

Each year the *YSN Staff Recognition Award* for outstanding service to the YSN community is presented to a staff member chosen by the students. An ad hoc committee, appointed by the co-chairs of the Student Government Organization, is responsible for soliciting nominations and making the final selection.

Each year the *YSN Community Service Award* is given to a student who has made outstanding contributions to the New Haven community in the delivery of health care or volunteered his/her time through other community outreach efforts. Nominations are solicited from faculty and students and the selection is made by a committee.

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.

The *Connecticut 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, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, 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 international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, 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 welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

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 students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale's international community. *YaleInternational E-Group* is an interactive list through which over 3,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. The *ISPY E-Group* is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to oiss@yale.edu.

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars 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.; tel. 203.432.2305.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.

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, pediatric nurse practitioners, 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 provides 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, Fred R. Volkmar, M.D.; Acting 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, Rebecca Wettemann, M.S.N., 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 2005, 48,594 inpatients were discharged and there were 484,936 ambulatory visits, including 107,481 emergency visits. Yale-New Haven Hospital offers more than 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, Marna P. Borgstrom; 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. Hürzeler 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:

Alliance Medical Group, Middlebury, Connecticut
 Andrew Levi, MD, Trumbull, Connecticut
 Avon Medical Group, Avon, Connecticut
 Back to Health, Branford, Connecticut
 Banner Health c/o North Colorado Medical Center, Greeley, Colorado
 Bellevue Hospital, New York, New York
 Boston Health Care for the Homeless, Boston, Massachusetts
 Branford Pediatric & Allergy, P.C., Branford, Connecticut
 Bridgeport Family Health, Bridgeport, Connecticut
 Bridgeport Health Care Center, Bridgeport, Connecticut
 Bridgeport Health Department, Bridgeport, Connecticut
 Bridgeport Hospital, Bridgeport, Connecticut
 Brigham and Women's Hospital, Brookline, Massachusetts
 Cambridge Birth Center/Cambridge Health Alliance, Cambridge, Massachusetts
 Candlewood OB/GYN, Danbury, Connecticut
 The Carriage House, Wallingford, Connecticut
 CCOG Women's Health Group, Bristol, Connecticut
 Center for Pediatric Medicine, Danbury, Connecticut
 Child and Family Agency of Southeastern Connecticut, Inc., New London, Connecticut
 Child Guidance Center of Mid-Fairfield County, Norwalk, Connecticut
 Child Guidance Center of Southern Connecticut, Stamford, Connecticut
 Children's Medical Group, Hamden, Connecticut
 Children's Medical Group, Rocky Hill, Connecticut
 Coastal Women's Care, New London, Connecticut
 Community Health Center, Inc., Middletown, Connecticut
 Community Health Services, Inc. (Hartford), Hartford, Connecticut
 Connecticut Children's Medical Center, Hartford, Connecticut
 Connecticut Heart Group, New Haven, Connecticut
 Connecticut Hospice, Branford, Connecticut
 Connecticut Medical Group, Hamden, Connecticut
 Connecticut Medical Group, New Haven, Connecticut
 Connecticut Medical Group, Woodbridge, Connecticut
 County OB/GYN Group, Branford, Connecticut
 Dartmouth-Hitchcock Clinic-Keene, Keene, New Hampshire
 Dartmouth-Hitchcock Clinic-Lebanon, Lebanon, New Hampshire
 Dartmouth-Hitchcock Clinic-Nashua, Nashua, New Hampshire
 Dartmouth-Hitchcock Nurse-Midwifery Service, Lebanon, New Hampshire
 Department of Veterans Affairs, West Haven, Connecticut

Department of Veterans Affairs/Veterans Home & Hospital-Rocky Hill, Rocky Hill,
 Connecticut
 Domenic Casablanca, MD, Shelton, Connecticut
 Dr. Jeffrey, Simpson, New London, Connecticut
 Eastern Connecticut Health Network, Manchester, Connecticut
 Elmwood Medical Group, West Hartford, Connecticut
 Emily Fine MD & Elizabeth Gillette, MD, Hamden, Connecticut
 Endocrine Associates of Connecticut, New Haven, Connecticut
 Endocrinology & Internal Medicine, Inc., North Providence, Rhode Island
 Enfield Women's Health, Enfield, Connecticut
 Serle Epstein, M.D., Madison, Connecticut
 Evercare Connecticut, Hartford, Connecticut
 Fairfield County Medical Group, Trumbull, Connecticut
 Fair Haven Community Health Clinic-School Based Health Clinic, New Haven,
 Connecticut
 Family Medicine Associates of Stamford, Stamford, Connecticut
 Family Orthopedics, L.L.C., Madison, Connecticut
 Family Practice of Greater New Haven, Wallingford, Connecticut
 Federal Corrections Institute, Danbury, Connecticut
 Garrison Women's Health Center, Dover, New Hampshire
 General Practitioners of Branford and Hamden, Branford, Connecticut
 Generations Family Health Center, Williamantic, Connecticut
 Geriatric and Adult Psychiatry, LLC, Hamden, Connecticut
 Greater New Haven OB/GYN Group, P.C., New Haven, Connecticut
 Greater Waterbury Primary Care Center, Prospect, Connecticut
 Greenwich Hospital, Greenwich, Connecticut
 Griffin Hospital, Derby, Connecticut
 Guilford Pediatrics, Guilford, Connecticut
 Hall-Brooke Behavioral Health Services, Westport, Connecticut
 Hartford Board of Education/School Based Health Clinics, Hartford, Connecticut
 Hartford Hospital, Hartford, Connecticut
 Hartford Medical Group, Avon, Connecticut
 Hartford Medical Group, Wethersfield, Connecticut
 Hartford OB/GYN Group, P.C., Hartford, Connecticut
 HealthCare Connecticut, Inc., Stamford, Connecticut
 Health Care Connections, Inc., Stamford, Connecticut
 Hill Health Center, New Haven, Connecticut
 Holyoke Pediatric Associates, Holyoke, Massachusetts
 Hospice & Palliative Care of Connecticut VNA by Masonicare, Wallingford,
 Connecticut
 The Hospital of Central Connecticut at New Britain General & Bradley Memorial &
 Bradley Memorial Hospital, New Britain, Connecticut
 HSC Community Services, Inc., Brittany Farms Health Center, New Britain,
 Connecticut
 Human Services Council of Mid-Fairfield/School Based Health Clinic/Norwalk,
 Norwalk, Connecticut

John Dempsey Hospital/University of Connecticut Health Center, Farmington,
Connecticut
The John D. Thompson Hospice Institute, Inc., Branford, Connecticut
Kalman L. Watsky, MD, New Haven, Connecticut
La Escuelita, Nicaragua
Lawrence & Memorial Hospital, New London, Connecticut
Leeway, Inc., New Haven, Connecticut
Loomis Chaffee School, Windsor, Connecticut
Mary Ann Starkes, MSN, APRN
Mary Hitchcock Memorial Hospital/Dartmouth-Hitchcock Clinic, Lebanon,
New Hampshire
Mashantucket Pequot Tribal Health Department, Mashantucket, Connecticut
Memorial Hospital for Cancer & Allied Diseases, New York, New York
Middlesex Health Systems, Middletown, Connecticut
Middlesex Hospital, Middletown, Connecticut
Middlesex Medical Associates, Middletown, Connecticut
The Midwife Center for Birth and Women's Health, Pittsburgh, Pennsylvania
Milford Hospital, Milford, Connecticut
Milford Pediatric Group, P.C., Milford, Connecticut
Ministry of Health, British Columbia, Canada
Montauk GYN, New London, Connecticut
Montefiore Family Health Center, Bronx, New York
Naugatuck Valley OB/GYN, Waterbury, Connecticut
New Haven Health Department/New Haven Board of Education, New Haven,
Connecticut
New York City Health and Hospitals Corporation, New York, New York
Norwalk Hospital Nurse-Midwifery Service, Norwalk, Connecticut
Norwich Pediatric Group (Kara Willette, A.P.R.N.), Colchester, Connecticut
Obstetrics & Gynecology & Menopause Physicians, P.C., New Haven, Connecticut
Obstetrics and Gynecology of North Haven, Hamden, Connecticut
Optimus Health Care, Inc., Bridgeport, Connecticut
Park City Primary Care Center, Bridgeport, Connecticut
Pediatric and Adolescent Medicine of Cheshire, Cheshire, Connecticut
Pediatric Plus, North Haven, Connecticut
Peter Jones, MD, Willimantic, Connecticut
Pine Ridge Hospital/Women's Health, Pine Ridge, South Dakota
Planned Parenthood of Connecticut, Inc., New Haven, Connecticut
PriMed, Bridgeport, Connecticut
PriMed, Trumbull, Connecticut
ProHealth Physicians, Avon, Connecticut
ProHealth Physicians, Litchfield, Connecticut
ProHealth Physicians, North Haven, Connecticut
ProHealth Physicians, West Hartford, Connecticut
ProHealth Physicians Sparrow Commons Family Practice, Colchester, Connecticut
ProHealth Physicians-University of Hartford Health Services, West Hartford,
Connecticut

Quinnipiack Valley Health District, North Haven, Connecticut
 Rockville Hospital, Rockville, Connecticut
 Rushford Center, Inc., Middletown, Connecticut
 Ryan White Program-Valley Mental Health Center, Ansonia, Connecticut
 Michael Ryskin, M.D., P.C., 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 Nurse-Midwifery Practice/Hartford, Hartford, Connecticut
 Saint Mary's Hospital, Waterbury, Connecticut
 Saint Raphael, Hospital of, New Haven, Connecticut
 Shoreline Pediatrics and Adolescent Medicine, P.C., Madison, Connecticut
 Silver Hill Hospital, New Cannan, Connecticut
 Dr. Jeffrey Simpson, New London, Connecticut
 State of Connecticut Mental Health & Addiction Services, Hartford, Connecticut
 Staywell Health Center/Waterbury, Waterbury, Connecticut
 Staywell Pediatrics, West Haven, Connecticut
 Jerzy Stocki, M.D. (North Stonington Medical Center), North Stonington,
 Connecticut
 Student Health Services of Stamford, Stamford, Connecticut
 The Carriage House, Wallingford, Connecticut
 The Center for Advanced Pediatrics, Norwalk, Connecticut
 The Village for Families & Children, Inc., Hartford, Connecticut
 Torrington-Winsted Pediatric Associates, P.C., Torrington, Connecticut
 United Community & Family Services, Inc., Norwich, Connecticut
 University of Connecticut Health Center, Correctional Managed Health Care,
 Farmington, Connecticut
 University of Connecticut Health Center/UMG Agency, Farmington, Connecticut
 University of Connecticut Student Health Services, Storrs, Connecticut
 University of New Haven, West Haven, Connecticut
 Visiting Nurse Association of South Central Connecticut/New Haven, Milford, Derby,
 New Haven, Connecticut
 Waterbury Hospital, Waterbury, Connecticut
 Wheeler Clinic, Plainville, Connecticut
 Whitman-Walker Clinic, Inc., Washington, D.C.
 Whitney Pediatrics, PC., Hamden, Connecticut
 Wildwood Pediatrics, Essex, Connecticut
 Windham Hospital, Willimantic, Connecticut
 Women's Cancer Care Associates, LLC, Albany, New York
 Women's Health Associates, North Branford, Connecticut
 Women's Health Associates, Westfield, Massachusetts
 Yale-New Haven Hospital, New Haven, Connecticut
 Yale University, New Haven, Connecticut

University Resources

INTERNATIONAL ACTIVITIES AND REPRESENTATION

The Center for International Nursing Scholarship and Education, formed in 2006, is the focal point for YSN's international health activities. The center promotes excellence in all aspects of our international work, with an emphasis on collaborative scholarship and thoughtful examination of the cross-cultural and cross-border dimensions of our work. The aims in scholarship are the development of faculty scholarship in international health and the establishment of externally funded programs of international health research and scholarship. The aims in education are to develop sound international clinical placements for YSN students, to establish stable sources of funding for these educational experiences, and to propose and develop academic programs at YSN for students and scholars seeking a career in international health.

We provide mentorship and financial support for a diverse array of faculty projects to promote leadership skills in the area of Global Health research and programs including research collaboration with partners in China (Hong Kong and Changsha, PRC), Community Health conference participation in Spain, and YSN clinical project development in the Caribbean region.

The Chia Fellows and Chung Fellowship programs are co-run with Yale-China Association. This is an ongoing, well-integrated exchange program which provides academic mentoring to Chinese nursing leaders and graduate students and builds collaboration in research and scholarship.

The Mahidol University School of Nursing (Thailand) doctoral exchange program hosts Ph.D. candidates at YSN and enables them to recenternational Nursing Collaboration: Opportunities and Challenges. We had three keynote speakers and twenty presentations (posters and oral) by colleagues from the region. Attendees were from five states, Chile, Mexico, and Ireland. The reviews were very positive and speak to a need for building a stronger network of nurse researchers and nurse clinicians involved in global health.

Academic year 2007–2008 showed improved faculty and student exposure to the Yale Downs Fellowship program through group meetings, individual student counseling, and discussions with faculty. Six students were awarded Downs Fellowships for summer 2008. The Committee on International Health has congratulated us on faculty mentoring and support for students wishing to develop research proposals.

In 2008 there will be sixteen students visiting three well-established community health sites in Nicaragua, South Africa, and New Zealand.

There are also new clinical sites for first- and second-year specialty students. These are Managua, Nicaragua (pediatrics and family specialty), and La Romana, DR (midwifery). The development of these new projects is in line with our goal of creating quality experiences in places where we are also building sustainable relationships with local colleagues.

A Global University

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—

educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.

Yale University's goals and strategies for internationalization are described in a report entitled "The Internationalization of Yale: The Emerging Framework," which is available online at www.world.yale.edu/pdf/Internationalization_of_Yale.pdf.

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

Launched in 2003–2004, the Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe. (www.yale.edu/oia)

The Office of International Students and Scholars is a resource on immigration matters and hosts orientation programs and social activities for the University's international community. See page 123 in this bulletin and www.oiss.yale.edu.

The Whitney and Betty MacMillan Center for International and Area Studies is the University's principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. (www.yale.edu/macmillan)

The Yale Center for the Study of Globalization draws on the 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, and to enrich debate through workshops, conferences, and public programs. (www.ycsg.yale.edu)

The Yale World Fellows Program hosts eighteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. (www.yale.edu/worldfellows)

For additional information, the "Yale and the World" Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University's global initiatives. (www.world.yale.edu)

LIBRARIES

The major collection of the School of Nursing Library is housed in the Cushing/Whitney Medical Library. This allows students access to a broad scope of health care information and health-related information sources. There is a small reference collection housed in the School of Nursing for use by students and faculty. The School of Nursing reference librarian spends time both at the School and in the Medical Library.

The Medical Library supports the Yale University School of Nursing, the Yale School of Medicine, the Yale School of Public Health, as well as the Yale-New Haven Medical Center, Yale University, and nursing and health professionals in the community. The

Medical Library is staffed by seventeen professional librarians and twenty-four clerical/technical people who provide services which include guiding users in the most efficient use of the resources in a predominantly online environment, acquiring and organizing digital and paper collections, lending materials, and obtaining from other libraries items that the Yale Library does not own. The Medical Library offers online tutorials, in-person library instruction, and specialized seminars, to help users discover how to best access the resources available to them.

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 more than 380,000 volumes. About 90,000 or more are source materials or supporting works in the historical collections, including more than 315 incunabula. More than 6,800 current biomedical journals are received electronically, in addition to over 3,000 electronic biomedical books.

The Medical 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. The Historical Library collection includes many manuscript volumes from the twelfth through sixteenth century, prints and drawings, painting, art slides, and museum objects.

Yale's main library is Sterling Memorial Library, which, together with the Beinecke Rare Book and Manuscript Library, the Bass Library, and the Seeley G. Mudd Library, contains about 5.6 million 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 more than 12.5 million volumes are available to all members of the University.

GENERAL RESOURCES

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar (YB&C)*, a newspaper printed weekly during the academic year, and the Yale Calendar of Events, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The *YB&C*, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and 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 is known worldwide for its collections of American art, the Jarves Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century European and American art, and most recently the Charles B. Benenson Collection of African art. The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for the Yale and New Haven communities. Admission is free, and the gallery is open to the public six days a week.

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, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

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.

Founded in 1971, the Graduate-Professional Student Senate (GPSS) fosters discussion and the exchange of ideas among the graduate and professional student population. All graduate and professional students are eligible to become senators. Senators are chosen each year by their respective schools. The GPSS meets every two weeks throughout the academic year, and meetings are open to the graduate and professional school community. Members serve on and make appointments to University committees, meet with University officials and Yale Corporation members, sponsor informational workshops and conferences, organize lectures and social events, and assist in community service events. Additionally, the GPSS oversees operation of the Graduate-Professional Student Center at Yale (GPSCY), at 203 York Street, which includes office and meeting spaces for graduate-professional student organizations, and the Gryphon's Pub. For more information, please contact gpss@yale.edu or visit www.yale.edu/gpss.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space and resources for building intellectual, cultural, and social community among graduate students, and for enhancing professional development activities across the departments of the Graduate School. The Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, and the Graduate Teaching Center, as well as the Writing Program and the Resource Library. Graduate Career Services provides programs, advising, and on-campus recruitment for academic and non-academic jobs for Graduate School students. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; community service activities; arts, music, and cultural events; sports and wellness events; events for international students, and students with children. The Graduate Teaching Center provides pedagogical workshops, videotape consultation, and teaching forums led by the GTC student consultants and the director. The Writing Center offers programs tailored to specific Graduate School departments. The McDougal Center welcomes the participation of postdoctoral fellows, alumni/ae of the Graduate School, students from other Yale professional schools, and members of the larger Yale community. The Center houses a large common room with comfortable furnishings, a computer kiosk, wired and wireless Internet access, newspapers, and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large program room with AV equipment, and a public

computer cluster with ITS laser printer and copier. The McDougal Center is open weekdays from 9 a.m. to 11 p.m. and weekends from 11 a.m. to 11 p.m. during the academic year. For more information or to sign up for weekly e-mail Notes, visit the Web site at www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, an open and affirming church; 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 student religious groups such as the Baha'i Association, the Yale Hindu Council, and the Muslim Student Association. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m. to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. 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; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (<http://yalebulldogs.collegesports.com>) for more information concerning any of these recreational facilities and programs.

Approximately fifty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of these activities are

open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, 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; Sociology, Psychology, and Anthropology at the Graduate School; and courses offered by the Schools of Art, Divinity, Law, Management, Music, and Public Health. Students are encouraged to consult the bulletins of these schools, in which 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.

Distribution of Graduates

Alumni records show that those individuals who have completed graduate programs offered by the Yale 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 THE YEAR ENDING SEPTEMBER 2008

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President-Elect

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Tracy Weber Tierney '02, Co-Chairperson, Alumnae/i Fund

Margaret Grey '76, Dean and Annie Goodrich Professor

Lisa Hottin, Director of External Relations

Elizabeth Roscher, Assistant Director, Annual Giving and Alumnae/i Affairs

AYA Representatives

Elizabeth Letts '95

Perry Mahaffy '64

Carol Ann Wetmore '94

The Work of Yale University

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; tel., 203.432.9300; e-mail, student.questions@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 visit www.yale.edu/graduateschool, write to graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

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.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). 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 School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 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 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; tel., 203.432.5360; fax, 203.432.7475; e-mail, divinity.admissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, <https://apply.divinity.yale.edu/apply/>

Law School Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (LL.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; tel., 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 School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, artschool.info@yale.edu; Web site, <http://art.yale.edu/>

School of Music Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 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 Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu/>

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; tel., 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 Philosophy (Ph.D.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu/>

School of Drama Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, ysd.admissions@yale.edu; Web site, www.drama.yale.edu/

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, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu/>

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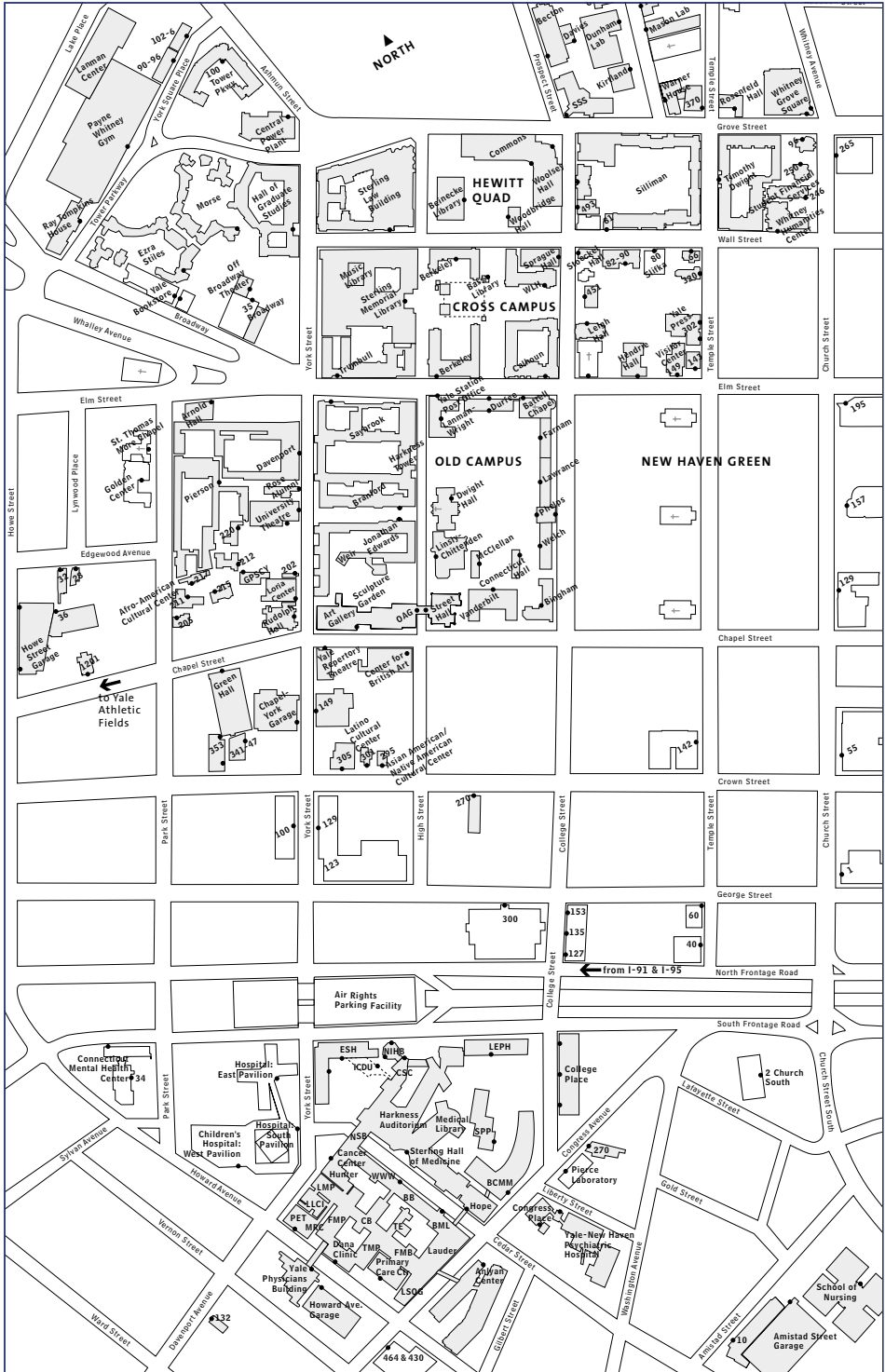
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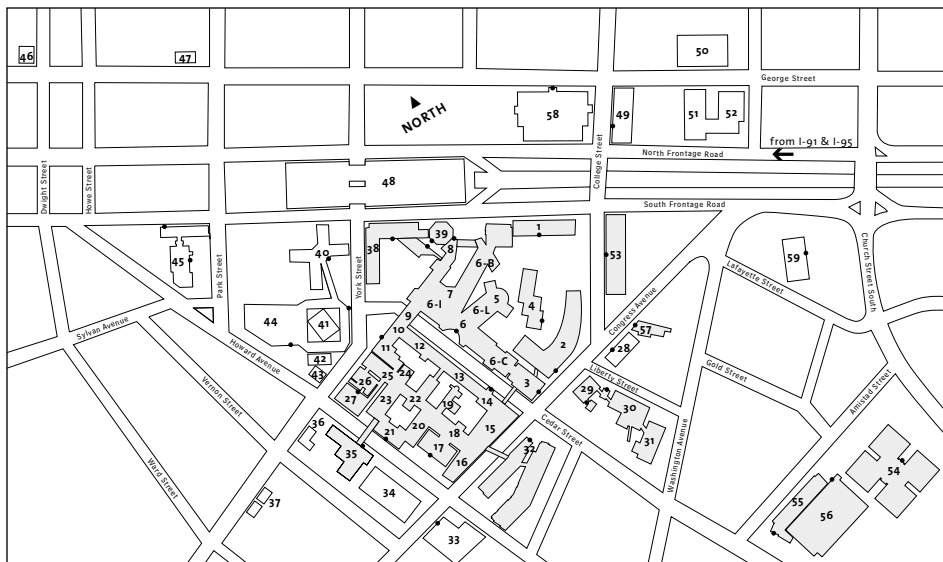
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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



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
21. Charles A. Dana Building, 789 Howard Ave.
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. 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. 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. Connecticut Mental Health Center
46. Ronald McDonald House, 501 George St.
47. 425 George St.
48. **Air Rights Parking Garage**
49. 127, 135, and 153 College St.
50. New Haven Hotel, 229 George St.
51. **Temple Garage**
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53. College Place, 47 College St.
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(Yale School of Nursing)
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58. 300 George St.
59. 2 Church St. South

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 or gender identity or expression.

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 the Office for Equal Opportunity Programs, 104 William 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 Admissions, 203.737.1793.

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