

School of Nursing

2014–2015



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A Message from the Dean

There has never been a better time to be a nurse. As recently confirmed by the Institute of Medicine's report on the *Future of Nursing (The Future of Nursing: Leading Change, Advancing Health)*. Washington, D.C.: The National Academies Press, 2011), advanced practice nurses and doctorally prepared nurses are needed more now than ever. Increasingly, the focus of 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 (M.S.N.) program prepares advanced practice nurses to practice in today's complex health care environment. Our program prepares nurse practitioners in multiple specialties, nurse-midwives, 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 and to serve as the next generation of faculty, and the new Doctor of Nursing Practice (D.N.P.) program will support the continued development of advanced practitioners who wish to expand their influence in the delivery of health care, through leadership, management, and participation in interdisciplinary policy and politics. 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 and the first to emphasize the integration of science with the art of care. 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 in the top tier 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 committed to "better health for all people." The faculty, staff, and I look forward to welcoming you to Yale and to sharing our School and its new campus with you.

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

Calendar

FALL 2014

Aug. 18	M	Ph.D. program new student orientation check-in begins at HGS, 9 a.m.
Aug. 18–22	M–F	Orientation week for all new students
Aug. 22	F	Fall online course registration begins, 9 a.m. Fall term begins for NMPL and D.N.P. programs, 8 a.m.
Aug. 26	T	Orientation day for <i>all</i> first-specialty-year students in the master's program (returning and new)
Aug. 27	W	Fall term begins for clinical master's, post-master's, and Ph.D. programs, 8 a.m.
Aug. 29	F	Friday classes do not meet. Monday classes meet instead (all programs) Deadline for graduating Ph.D. students to defend their dissertations for December graduation
Sept. 1	M	Labor Day. Classes do not meet
Sept. 10	W	Course registration deadline, 5 p.m.
Sept. 30	T	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. 22	W	Fall recess begins, 8 a.m. (all programs)
Oct. 27	M	Fall recess ends, 8 a.m. (all programs)
Nov. 22	SA	Thanksgiving recess begins, 8 a.m. (all programs)
Dec. 1	M	Thanksgiving recess ends, 8 a.m. (all programs)
Dec. 10	W	Ph.D. program classes end, 5:30 p.m.
Dec. 11	TH	Ph.D. program examinations begin, 9 a.m.
Dec. 12	F	Master's, post-master's, and D.N.P. program classes end, 5 p.m.
Dec. 15–19	M–F	Master's, post-master's, and D.N.P. program final exams
Dec. 16	T	Ph.D. program examinations end, 5:30 p.m.; winter recess begins
Dec. 20	SA	Master's, post-master's, and D.N.P. program winter recess begins

SPRING 2015

Jan. 5	M	Spring term begins for NMPL and D.N.P. programs, 8 a.m.
Jan. 6–10	T–SA	D.N.P. Winter Intensive Session
Jan. 9	F	Spring online course registration begins, 9 a.m.
Jan. 12	M	Spring term begins for clinical master's, post-master's, and Ph.D. programs, 8 a.m.
Jan. 16	F	Friday classes do not meet. Monday classes meet instead (all programs)
Jan. 19	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 27	T	Course registration deadline, 5 p.m.
Feb. 13	F	Deadline for graduating Ph.D. students to defend their dissertations for May graduation
Mar. 7	SA	Spring recess begins, 8 a.m. (all programs)
Mar. 13	F	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. (all programs)
Apr. 29	W	Ph.D. program classes end, 5:30 p.m.
Apr. 30	TH	Ph.D. program examinations begin, 9 a.m.
May 1	F	Master's, post-master's, and D.N.P. program classes end, 8 p.m.
May 4	M	Master's, post-master's, and D.N.P. program final exams begin, 8 a.m.
May 5	T	Ph.D. program examinations end, 5:30 p.m.
May 6	W	Deadline for master's portfolio to be submitted to academic advisers by graduating clinical master's students
May 8	F	Spring term ends (all programs)
May 13	W	Approval of clinical master's portfolio submitted by academic advisers
May 18	M	University Commencement

SUMMER 2015

May 11	M	Summer term begins, 8 a.m.
May 25	M	Memorial Day. Classes do not meet
June 2–5	T–F	D.N.P. Summer Intensive Session
July 31	F	Summer term ends, 5 p.m.

The President and Fellows of Yale University

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Catharine Bond Hill, B.A., B.A., M.A., Ph.D., Poughkeepsie, New York (*June 2019*)

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

William Earl Kennard, B.A., J.D., Washington, D.C.

Neal Leonard Keny-Guyer, B.A., M.P.P.M., Portland, Oregon (*June 2015*)

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts

Gina Marie Raimondo, A.B., D.Phil., J.D., Providence, Rhode Island (*June 2020*)

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Richard Jennings, Nurse Midwife
Erin McMahon, Nurse Midwife
Michelle Telfer, Nurse Midwife

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Sarah Zaino, Assistant Director for Research Activities, Research Support Unit

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, and 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 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 conversion from the Doctor of Nursing Science to a Doctor of Philosophy, awarded by the Graduate School of Arts and Sciences. The first Ph.D. class was admitted and enrolled in September 2006. In April 2011 the Corporation approved the development of a Doctor in Nursing Practice program. The first class of D.N.P. students was admitted and enrolled in September 2012.

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 better health for all people. We accomplish this by educating each generation of nurse leaders, scholars, and practitioners; transforming health care practice; and advancing science. Building on the tradition of our founding dean, Annie W. Goodrich, the YSN community relates the “adventure of thought to the adventure of action, in touch with the fundamentals of human experience” across local, national, and international systems of care.

VALUES

The Yale School of Nursing is a community that holds an expansive view of health and believes that access to high-quality, patient-centered health care is a social right, not a privilege. In our intellectual and clinical work, we value integrity, dignity, rigor, curiosity, and excellence. Mindful of our traditions, as well as those of Yale University, we emphasize innovation grounded in creativity and the integration of education, scholarship, practice, and policy in service of social justice and health equity. Respect for diversity of thought, ideas, and opinions of others guides all of our work. We value the wise use of resources. We are committed to interprofessional education, research, and practice, and mentorship of the next generation of leaders. We strive to create an environment for study that is caring and supports openness and transparency.

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.

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

ORGANIZATIONAL FRAMEWORK

Curriculum follows directly from the Yale School of Nursing’s mission and philosophy. The aims and assumptions of the School 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.

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: clinical practice, scholarship, and leadership.

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

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 lifestyles 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.

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 practice, 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.

Scholarship

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4. 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 and Research

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 educating 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. Faculty research at YSN is changing clinical practice in several fields, such as self- and family management of chronic illness, biobehavioral research, cancer, cardiovascular disease, diabetes, mental health, sleep disorders, HIV/AIDS, and maternal-child health, as well as health policy and the challenges associated with health disparities.

YSN investigators serve as leaders and team members in these multidisciplinary and multi-site endeavors. 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 faculty are leaders in dissemination and translation of research from the laboratory to practice and into the community. With transdisciplinary colleagues, YSN faculty are conducting cutting-edge translational research to address the most pressing needs of vulnerable people in the community. These include the challenges of HIV/AIDS, obesity, mental health, and diabetes, to name just a few. YSN partners with the Yale Center for Clinical Investigation (YCCI) – Yale's CTSA – through YCCI's community outreach and engagement core. Yale faculty are also leaders of NetHaven, Yale's practice-based research network, a component of YCCI. NetHaven promotes research partnerships between community-based clinicians and researchers on significant health promotion concerns.

YSN faculty and students are active collaborators and leaders with a variety of Yale University centers and institutes. These include the Yale Child Study Center, Yale Cancer Center, the Center for Interdisciplinary Research on AIDS, and the Program on Aging/Pepper Center, to name just a few.

Center for International Nursing Scholarship and Education

The Center for International Nursing Scholarship and Education, formed in 2006, is the focal point for YSN's international activities. The center promotes excellence in all aspects of the School's global work, with an emphasis on collaborative scholarship, leadership, and sustainable clinical experiences for students and faculty. It provides mentorship and financial support for a diverse array of faculty and student projects that promote leadership and clinical skills in global health programs. Nursing scholarship incorporates research into all aspects of health care in the global community. The center's educational efforts focus on providing opportunities to explore and deliver health care in a variety of domestic and international settings and to enhance and expand nursing leadership with YSN's global partners.

Clinical and Community Affairs

YSN has long been known for its emphasis on faculty practice and the provision of 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 faculty providing 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 more than ninety 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. They have responded to the health care needs of women by establishing a Women's Health and Midwifery practice, which provides comprehensive health, labor, and birth 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.

Academic Programs

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, 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 program 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 in the chapter Master's Program (M.S.N.).

Post-master's education is available in four areas: adult/gerontology acute care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, and psychiatric-mental health. Application and curricular specifics for each offering are found in the chapter Post-Master's Certificates.

Doctoral study at the Yale School of Nursing was launched in 1994 with the Doctor of Nursing Science program and was converted to a Ph.D. program in 2006, residing in 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. Upon 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 in the chapter Doctor of Philosophy Program.

The post-master's Doctor of Nursing Practice (D.N.P.) program is designed for mid-career nurses who wish to build upon their previous education and experience to lead organizations where decisions for health care practice, education, and policy are made. Leadership is the focus of the program. Combining the Yale on-campus experience with online course work, the part-time Yale D.N.P. is tailored for nurses who already have major professional commitments. The work of students and the work of faculty come together to create new forms of nursing's contribution to health and health systems of

care for all. A full description of the program can be found in the chapter Doctor of Nursing Practice.

The Yale School of Nursing understands that the courses of instruction and plans of study listed in this Bulletin are the official program and degree requirements for students matriculating to the Yale School of Nursing in the 2014–2015 academic year. However, the University reserves the right to withdraw or modify the courses of instruction and plans of study or to change the instructors at any time.

Master's Program (M.S.N.)

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 80.8 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 satisfactorily complete a program of study that includes a minimum of 40 credit hours to be eligible for the degree.

Transfer credits are not accepted; however, selected courses may be waived based on review and approval by faculty. All master's students in the Adult/Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Midwifery/Women's Health Nurse Practitioner, Pediatric Nurse Practitioner, and Psychiatric–Mental Health Nurse Practitioner specialties are required to build and complete an electronic portfolio that is representative of their clinical and course work.

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

GENERAL ENROLLMENT INFORMATION

New students are enrolled in the master's program only once per year (in August). Fall and spring terms are sixteen weeks in length, and the summer term is eleven weeks long.

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 (GEPN students are to obtain their Connecticut R.N. license before the start of their second specialty year). Students in the Nursing Management, Policy, and Leadership (NMPL) program are to maintain an active R.N. license in the state of their residence while enrolled in the program. Full-time study is required for students in the Graduate Entry Prespecialty in Nursing and is offered in all specialties. R.N.s have the option of full- or part-time study. 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 School's Web site. 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.

All potential R.N. candidates whose highest degree in nursing is an associate's degree and who also hold a B.S. degree in another field will be required to take a community health course in order to be enrolled into the Yale School of Nursing's master's degree program. An e-learn course that meets the objectives for N513c, Community Health Nursing and Public Health, is acceptable. In addition to providing proof of community health content, the applicant will have to complete a community health-related project that can be part of course work prior to graduation. The nature and extent of this project will be co-determined with the respective specialty director. Contact the Office of Student Affairs for more information.

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 human anatomy, human physiology, statistics, and biophysical 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, at least one year of 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, steps to obtain a Connecticut R.N. license 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. Online application form
2. Nonrefundable application fee (\$100)
3. Résumé/curriculum vitae
4. Personal statement/essay

5. One official transcript from each college or university attended (*Note: Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as World Education Services [www.wes.org] or Educational Credential Evaluators [www.ece.org]. In addition, a certified English translation must accompany all non-English transcripts.*)
6. Three letters of recommendation (academic or professional)
7. Graduate Record Examination-General Test (GRE) (see below for additional information)
8. TOEFL or IELTS for applicants whose native/primary language is not English (see below for additional information)

Application information is available online at <https://apply.nursing.yale.edu/apply>. Program information can be obtained by visiting <http://nursing.yale.edu/admissions>; by writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399; or by calling 203-737-1793.

The deadline for GEPN applicants is November 1. All application materials must be received by the YSN Office of Admissions by this date. Applications submitted after November 1 will not be considered for admission in the upcoming fall term.

The deadline for R.N. applicants is February 1. All application materials must be received by the YSN Office of Admissions by this date. Applications submitted after February 1 will not be considered for admission in the upcoming fall term. The application procedure and deadlines are the same for both part-time and full-time study.

Applications will be reviewed only after all application materials, including the GRE, are received by the above deadlines. Incomplete applications are not forwarded to the Admissions Committee for consideration. It is the applicant's responsibility to ensure that all materials are received by the Office of Admissions in a timely manner. Materials must be received by November 1 for GEPNs and February 1 for R.N.s.

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 able to arrange a telephone interview. GEPN interviews are conducted at the end of January. Interviews for R.N.s are held during February and March.

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 undergo a background check before enrolling in the fall.

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 Examination

All applicants are required to take the General Test of the Graduate Record Examination (GRE). Test scores must be submitted electronically by the Educational Testing Service. The YSN GRE code is 3998. Scores that are more than five years old are not acceptable.

Additionally, the GRE requirement cannot be waived based on prior GPA or academic achievement. However, individuals with an advanced degree requiring a thesis/dissertation or scholarly published articles may petition to have the requirement waived. If the petition is denied, the applicant is responsible for having the GRE scores sent to the School before the application deadline. Please contact the Office of Admissions for additional details.

GEPN applicants must take the GRE prior to the November 1 application deadline. R.N. applicants must take the GRE prior to the February 1 application deadline. In most cases, computer-based testing has replaced the paper format and can be scheduled year-round in the United States. International students must plan carefully, as the GRE may only be offered once a year in a specific country. It takes approximately 7–10 business days from the date of a computerized administration for the official transcript of GRE scores to reach the School. Paper-based GRE results may take two months to reach the School. Prompt arrangements for taking this examination should be made in order to meet the application deadlines for receipt of scores.

Examinations are scheduled at specific times in centers located throughout the United States and many other countries. Information about the examination may be obtained by visiting www.ets.org/gre; by contacting Graduate Record Examinations, Educational Testing Service, PO Box 6000, Princeton NJ 08541-6000; or by telephoning 609.771.7670.

English as a Foreign Language

Applicants whose native/primary 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. This requirement cannot be waived based on college or university attendance in the United States or other English-speaking country. The following scores are required for admission to the M.S.N. programs:

Test of English as a Foreign Language (TOEFL) minimum score: 100/120 total, with minimum section scores of Reading, 22/30; Listening, 22/30; Writing, 22/30; and Speaking, 24/30.

International English Language Testing System (IELTS) minimum score: Band 7.0/9.0 total, with no section score below Band 6.5/9.0.

Arrangements to take the TOEFL must be made online at www.ets.org/toefl.

Arrangements to take the academic IELTS must be made online at www.ielts.org.

It typically takes a month from the date of administration for the official transcript of scores to reach the School. Prompt arrangements for taking an English examination should be made in order to meet the appropriate application deadline for receipt of scores.

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 Qualifying Exam 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 Qualifying Exam in order to take the NCLEX-RN.

Information on the CGFNS Qualifying Exam can be obtained from the United States Embassy, the nurses' association in the foreign country of residence, or www.cgfns.org. Information on the NCLEX-RN examination is available online at <https://www.ncsbn.org/nclex.htm>.

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 that involves caring for actual patients. By accepting admission and enrolling in the School of Nursing, the student certifies that she/he has read and understands the essential eligibility requirements of the program.

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.

Attendance The ability to get to required classes and clinical assignments, be on time, and complete all required course work and clinical shifts.

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.

Judgment 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.

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.

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 represents 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.

STUDENT GRIEVANCES

The Yale School of Nursing has a policy and procedure that governs any case in which a student has a complaint, including but not limited to a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, or handicap, against a member of the faculty or administration of the complainant's School. Since an instructor's evaluation of the quality of a student's work is final, this procedure does not apply in any dispute about a grade assigned to a student by a member of the faculty, unless it is alleged that the determination of the grade resulted from discrimination as described above or failure to follow published policies or procedures. Similarly, this procedure does

not apply to any matter inherent in the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction. It is also not a procedure that may be used when there is a complaint about the quality of a course or the quality of instruction in a course; such concerns may be addressed directly to the department in question. The policy and procedure can be found on the School's Student Policies Web page (<http://nursing.yale.edu/policiesindex>) under Policy No. 4, Dean's Procedure for Student Complaints.

Complaints of sexual misconduct, including sexual harassment and sexual assault, may be brought to a Title IX Coordinator or to the University-Wide Committee on Sexual Misconduct (for inquiries or for informal or formal resolution). For more information on the University-Wide Committee on Sexual Misconduct, see Resources on Sexual Misconduct in the chapter Yale University Resources and Services. The University-Wide Procedure for Complaints of Sexual Misconduct can be found at <http://provost.yale.edu/uwc>.

LEAVE OF ABSENCE AND WITHDRAWAL

It is to the School's advantage to have enrolled students complete the course of study. When extenuating circumstances require a student to be absent, all reasonable efforts will be made to accommodate the situation and enable the individual to meet the requirements for the degree.

It is understood that this policy and these procedures apply to situations in which the student will be absent from the School for the remainder of a term or longer.

Leave of Absence

A leave of absence is permission granted to a student to interrupt the program of study for a specified time. Since the purpose of a leave is to relieve a student of educational obligations, students will not normally be allowed to enroll in or audit courses during the period of leave.

A student on leave of absence is not eligible for the use of any University facilities normally available to enrolled students.

A student on leave of absence is not eligible for financial aid, including loans; and in most cases, student loans are not deferred during periods of nonenrollment.

International students who apply for a leave of absence must consult with the Office of International Students and Scholars regarding their visa status.

GRANTING OF A LEAVE OF ABSENCE

Students must complete the appropriate form, available on the School's Web site, before a request can be considered.

The request for a leave of absence must be approved by the specialty coordinator after consultation with the student. The request is signed and forwarded to the division chair and the assistant dean for student affairs. Approval of leave will be noted by a formal letter to the student from the assistant dean, with a copy to the division chair, specialty coordinator, program director, academic adviser, and financial aid officer.

The granting of a student leave must be in accordance with the Academic Progression Policy. There must be sufficient evidence that circumstances, medical or otherwise, exist

that make it impossible or difficult for the student to continue with a program of study; and there must be evidence that once these circumstances are resolved, the student would be able and committed to continuing the program of study.

This determination is made by the specialty coordinator or Ph.D./D.N.P. program director after an interview with the student, consultation with the assistant dean for student affairs and division chair, and review of the clinician's recommendation when indicated.

A leave of absence is granted for a fixed and limited term, which will ordinarily be two terms or less. The specific length of the leave of absence is determined by the assistant dean for student affairs, upon receipt of recommendation from the division chair and specialty coordinator/program director, with appropriate consultation with the student.

When a leave is granted, appropriate materials will be filed in the student's folder regarding date and length of leave. The assistant dean for student affairs will notify Student Financial Services, Yale Health, and other offices as deemed necessary. They will follow the same procedure if the leave is extended and/or ended by the student's return or termination of her/his association with the School.

If a student is enrolled in Yale Health before the leave is granted, the student is automatically covered by Yale Health for any term for which tuition has been paid. A student on leave of absence may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan within thirty days from the official start date of the leave.

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

A student who wishes or needs to interrupt study temporarily for reasons of pregnancy, maternity care, or paternity care may be granted a leave of absence for parental responsibilities. The general policies governing all leaves of absence are described above. Any student planning to have or care for a child is encouraged to meet with his or her specialty coordinator as soon as possible to discuss individualized leaves or other short-term arrangements. For many students, short-term arrangements rather than a leave of absence are possible.

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the assistant dean for student affairs, and the student's division chair and specialty coordinator/program director, on the written recommendation of a clinician on the staff of Yale Health and of the student's department.

The School reserves the right to place a student on a medical leave of absence when, on the recommendation of the director of Yale Health or the chief of the Department of Mental Health and Counseling, the dean determines that the student is a danger to self or others because of a serious medical problem.

Before re-registering, a student on medical leave must secure written permission to return from a clinician on the staff of Yale Health. The determination will be based on the School's judgment of whether the student is able to fully engage in the program of study.

RETURN AFTER LEAVE

A student on leave of absence has the right to return to the School to complete the requirements for the degree at the date the leave expires, provided that: (1) the student notified the School, in writing, by the date specified in the original letter granting the leave, of her or his intention to return; (2) the student has complied with any written conditions of the leave by the time the leave has expired; and (3) in the case of a medical leave, a medical statement has been provided in accordance with the above terms, and the division chair, specialty coordinator/program director, and assistant dean for student affairs have determined that the student is eligible to return. A student who, for any reason, does not enroll at the termination of the leave shall be determined to have terminated his/her association with the School, and will be ineligible to return.

Withdrawal

Withdrawal is termination of the student's association with the School. It may or may not be renegotiated, depending on the circumstances of withdrawal.

Students must complete the appropriate form, available on the School's Web site, before a request for withdrawal can be considered.

Students may withdraw on their own initiative, or upon recommendation of faculty, and may be eligible or ineligible to return.

The student who is eligible to return must petition the School for readmission by February 1 prior to the start of the academic year. The written petition should be sent to the assistant dean for student affairs, along with updated transcripts and a résumé or CV. Petitions will be forwarded to the School's Admissions Committee for review and determination. The Admissions Committee can seek input from the division chair and specialty coordinator/program director to inform their decision. If the student is readmitted, the School may determine that he or she needs to retake certain courses due to curriculum revisions during the student's absence.

Notification of withdrawal will be made to the assistant dean for student affairs, who will in turn notify the bursar and Yale Health. Tuition charges will be adjusted as specified in Refund and Rebate, in the chapter General Information.

Transcripts will note "Withdrawn – eligible to return" or "Withdrawn – ineligible to return."

REQUIREMENTS FOR RETURN

All students in clinical programs who are away from YSN for more than two consecutive terms are required to pass a reentry assessment to demonstrate clinical safety and proficiency, as well as the core performance standards for admission and progression detailed earlier in this chapter. The assessment will normally consist of a written exam, written cases, and demonstration of a comprehensive history and physical exam with relevant SOAP note documentation. The faculty have the option of using simulation as a method of retesting proficiencies and competencies. The assessment will include content from the student's clinical specialty area encompassing relevant didactic and clinical courses completed prior to the leave of absence. Reentry into the program is contingent upon successful achievement (74 percent grade or higher) on each of the three components of

the reentry assessment. The reentry assessment may be taken one time only; a student who does not pass the reentry assessment will be withdrawn from the program.

U. S. MILITARY LEAVE READMISSIONS POLICY

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from YSN to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or oral notice of such service to the assistant dean for student affairs. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the assistant dean for student affairs to determine if the student remains eligible for guaranteed readmission.
4. The student must notify YSN within three years of the end of the U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify YSN of his or her intent to return; and
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to YSN, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. YSN may charge up to the amount of tuition and fees other students are

assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

All students in clinical programs who are away from YSN for more than two consecutive terms are required to pass a re-entry assessment to demonstrate clinical safety and proficiency. This assessment will normally consist of a written exam, written cases, and demonstration of a comprehensive history and physical exam with relevant SOAP note documentation. The assessment will include content from the student's clinical specialty area encompassing relevant didactic and clinical courses completed prior to the leave of absence. In the case of a student who is not prepared to resume his or her studies with the same academic status at the same point at which the student left or who will not be able to complete the program of study, YSN will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, YSN determines that the student remains unprepared or will be unable to complete the program or after YSN determines that there are no reasonable efforts it can take, YSN may deny the student readmission.

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 on the School's Student Policies Web page 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 faculty, the program chair, 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 chapter Course Listings. Required courses for each specialty are listed in the description of each specialty. The listings 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 courses 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 their specialty coordinator. For nonspecialty-affiliated School of Nursing electives, see the chapter School of Nursing Electives for Matriculated and Nonmatriculated Students.

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 an evidence-based clinical specialty. 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 and health assessment.

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 coordinators 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, 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 Licensure Examination for Registered Nurses (NCLEX–RN). Students are required to pass the NCLEX–RN and submit proof of their Connecticut RN licensure by the last day of classes of the first term of their specialty program of study. The Certificate in Nursing and a license to practice nursing in Connecticut are two prerequisites for enrollment in the second term of the first specialty year.

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, 507, 509, 511a, 516a, 517a

Spring and Summer Terms 501b, 503, 504b, 507, 509, 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 advanced practice registered nurses 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/Gerontology Acute Care Nurse Practitioner; (2) Adult/Gerontology Primary Care Nurse Practitioner; (3) Family Nurse Practitioner; (4) Midwifery/Women's Health Nurse Practitioner; (5) Nursing Management, Policy, and Leadership; (6) Pediatric Nurse Practitioner; and (7) Psychiatric–Mental Health Nurse Practitioner. 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. In addition to core courses, each specialty requires specific didactic and clinical courses, which are listed in the plans of study for each specialty description. Course descriptions can be found in the chapter Courses.

Year one

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

529a, Statistics for Clinical Nursing Research

533a, Advanced Pathophysiology

554a, Advanced Health Assessment across the Life Span

895b, Clinical Pharmacology

Year two

717a, The Contexts of Care

The required research and statistics courses in the first year of specialization (525a, 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.

All master's students (with the exception of those in the Nursing Management, Policy, and Leadership specialty) are required to develop, during their course of study, a master's portfolio. The portfolio is regularly reviewed by the student's academic adviser, who then approves the final portfolio prior to Commencement. A portfolio is a presentation (either written or electronic) of elements of learning that have occurred throughout the student's professional education. A portfolio enables students to prepare for the increasingly complex challenges of licensure, certification, privileging, and job placement upon graduation. The content of the master's portfolio, which may vary according to the clinical specialty and individual student, should include the following: a curriculum vitae, list of clinical sites and preceptors, clinical case and time logs (as generated via the Typhon Group Nurse Practitioner Student Tracking System), presentations, publications, and any honors the student may have received. Evidence of clinical scholarly writing is required in the master's portfolio. Specifically, students must include either one of the following: a set of three written documents from course work activities including (a) a research critique, (b) a case study, and (c) an evidence-based paper on a clinical topic; or a written scholarly praxis suitable for publication, or a master's thesis. Those students choosing the second option are expected to work closely with a faculty member in the development of their praxis or thesis.

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/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER SPECIALTY

The Adult/Gerontology Acute Care Nurse Practitioner (ACNP) specialty 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 adult acute care services. The core body of knowledge provided in the specialty is derived from the full spectrum of high-acuity patient care needs. The population focus is adult/gerontology. The ACNP curriculum is intended to prepare students to apply for the Adult/Gerontology 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 core courses: 525a, 529a, 533a, 554a, 895b

Required clinical courses: 610a*, 612b, 810b

Required seminars: 607b, 609a

Electives

Year two

Required core course: 717a

Required clinical course: 802a/b

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

Electives

*An eight-week course.

The course plan for part-time study can be obtained from the School's Web site. A Post-Master's Adult/Gerontology Acute Care Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

**ADULT/GERONTOLOGY PRIMARY CARE
NURSE PRACTITIONER SPECIALTY**

The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty emphasizes the primary care of adults and older adults in a variety of health care settings. The AGPCNP curriculum is intended to prepare students to apply for Adult/Gerontology Primary Care Nurse Practitioner Certification through the American Nurses Credentialing Center or the American Association of Nurse Practitioners.

Year one

Required core courses: 525a, 529a, 533a, 554a, 895b

Required clinical courses: 550, 556b

Required seminars: 557a, 557b, 643b, 897b

Year two

Required core course: 717a

Required clinical course: 756a/b

Required seminars: 757a, 757b, 819b

The course plan for part-time study can be obtained from the School's Web site.

FAMILY NURSE PRACTITIONER SPECIALTY

The Family Nurse Practitioner (FNP) specialty emphasizes the primary care of children, adolescents, adults, and older adults within the context of family-centered care. The FNP curriculum is intended to prepare students to apply for Family Nurse Practitioner Certification through the American Nurses Credentialing Center or the American Association of Nurse Practitioners.

Year one

Required core courses: 525a, 529a, 533a, 554a, 895b

Required clinical courses: 550, 556b

Required seminars: 557a, 557b, 633a, 635b, 641b, 643a, 643b, 897b

Year two

Required core course: 717a

Required clinical course: 756a/b

Required seminars: 757a, 757b, 833a/b

The course plan for part-time study can be obtained from the School's Web site. A Post-Master's Family Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

**MIDWIFERY/WOMEN'S HEALTH
NURSE PRACTITIONER SPECIALTY**

The Midwifery/Women's Health Nurse Practitioner (M/WHNP) curriculum is designed to prepare clinically competent midwives/women's health nurse practitioners 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 midwifery, nursing, 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 midwifery and nursing practice critically and to develop beginning skill in the use and evaluation of research methods and statistics. Leadership capabilities are emphasized.

Courses 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, interdisciplinary management of the care of women and newborns with health complications. Clinical practice takes place within health care systems that provide for medical consultation, collaborative management, and referral in accord with the Standards for Nurse-Midwifery Practice promulgated by the American College of Nurse-Midwives. Elective and independent study courses offer opportunities for students to pursue individual educational and professional goals. Completion of the M/WHNP curriculum qualifies students for the national certification examination offered by the American Midwifery Certification Board (AMCB) and the Women's Health Care Nurse Practitioner certification offered by the National Certification Corporation (NCC) for the obstetric, gynecologic, and neonatal nursing specialties.

The M/WHNP program of study is fully accredited by the American College of Nurse-Midwives, Accreditation Commission for Midwifery Education, www.midwife.org;

and by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing, www.aacn.nche.edu/ccne-accreditation.

Year one

Required core courses: 525a, 529a, 533a, 554a, 895b

Required clinical/seminar courses: 557a, 557b, 580a, 580b, 581a, 581b, 582b, 583b, 897b

Year two

Required course: 717a

Required clinical/seminar courses: 780a, 780b, 781a, 782a, 783a, 784b, 785a

The course plan for part-time study can be obtained from the School's Web site.

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY

The School of Nursing will not be admitting students to this specialty for the 2015–2016 academic year.

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 NMPL program curriculum is intended to prepare students to apply for Nursing Administration Certification through the American Nurses Credentialing Center.

Year one

Required courses: 563a, 569a, 573b

Required clinical course: 578b

Year two

Required courses: 525a, 561a, 565b, 577a, 877a

Year three

Required courses: 567a, 873a, 875b, 879b

Required clinical course: 878b

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. Courses focus on theories and clinical application related to health promotion, health and developmental assessment, pathophysiology, pharmacology, and management of common acute and chronic conditions in children and adolescents with a family-centered approach to care. There is an emphasis on the development of evidence-based research skills fundamental to advanced practice nursing.

Each student, throughout the two years, provides primary health care for children and adolescents in a variety of clinical settings, including community-based and private

practices as well as school-based health centers. In addition, students select a specialty clinical rotation with relevance to pediatric primary care. In all clinical placements, the role of the PNP as a member of an interdisciplinary team and coordinator across systems of care within the context of family is emphasized. The PNP specialty curriculum is intended to prepare students to apply for Pediatric Nurse Practitioner Certification in primary care through the Pediatric Nursing Certification Board or the American Nurses Credentialing Center.

Year one

Required core courses: 525a, 529a, 533a, 554a, 895b

Required clinical courses: 632a/b, 640b*, 826b*

Required seminars: 633a, 635b, 641b, 643a, 643b, 845b

Year two

Required core course: 717a

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

Required seminars: 825a, 827b, 833a/b

*Students take either 640a or b and 826a or b.

**One term of 834 must be taken during the second year, usually during the spring term. A second, elective 834 clinical rotation may be taken with faculty approval.

The course plan for part-time study can be obtained from the School's Web site. A Post-Master's Pediatric Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

**PSYCHIATRIC—MENTAL HEALTH
NURSE PRACTITIONER SPECIALTY**

The Psychiatric–Mental Health Nurse Practitioner (PMHNP) specialty prepares graduates for advanced practice in the provision of psychiatric–mental health services to individuals across the lifespan and their family members in a variety of settings and roles. Courses focus on theories, research evidence, and clinical application related to mental health assessment and differential diagnosis, psychopathology, psychopharmacology, and psychotherapeutic modalities including individual, group, and family therapy. There is also emphasis on health promotion and risk prevention as students evaluate and monitor co-morbid illnesses and conditions occurring with primary psychiatric diagnoses.

Each student, throughout the two years, provides a wide range of services in a variety of clinical settings across the lifespan, including acute emergency psychiatric services, community mental health centers, office-based and private practice, home-based care, integrated psychiatric and primary care, substance abuse and forensic sites, and acute and long-term care facilities. In addition, the student is able to focus on a specialty population in the second term of the second year. Through application of evidence-based research skills, students evaluate systems of care, design evidence-based practice solutions, and work in collaboration with the multidisciplinary team. Upon completion of the required curriculum, students are prepared to apply for certification as a psychiatric–mental health nurse practitioner with a lifespan focus through the American Nurses Credentialing Center.

Year one

Required core courses: 525a, 529a, 554a, 895b

Required clinical courses: 654a or b, 656a or b, 658a or b

Required specialty seminars: 643a/b, 657a, 661b, 663a/b, 859b

Year two

Required core courses: 533a, 717a

Required clinical courses: 860a, 862b

Required specialty seminars: 851a, 855a, 865b

The course plan for part-time study can be obtained from the School's Web site. A Post-Master's Psychiatric–Mental Health Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

Diabetes Care Concentration

The Diabetes Care concentration consists of a series of courses that focus on advanced preparation in the subspecialty of diabetes care practice and management. It is designed for students in their final year of study. Students who are enrolled in this concentration are expected to complete the designated seminars and clinical practica, as well as a scholarly praxis in an area relevant to the concentration.

The concentration is open to students in the Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Midwifery/Women's Health Nurse Practitioner, 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 required. Enrollment in the concentration is limited. Students can apply for the concentration during their first specialty year by contacting the coordinator of the FNP specialty. Faculty permission is required.

Global Health Concentration

The Global Health concentration is designed to prepare students to serve global populations both internationally and domestically as clinicians, educators, scholars, and policy makers. Students are exposed to a range of global concepts through their interdisciplinary didactic courses and through their global clinical and scholarly activities.

All students in the concentration take two approved graduate-level courses in global health and complete a minimum of 60 additional clinical hours either in an international setting with YSN-approved preceptors or in a domestic site serving global populations. Scholarly work includes a praxis with a global health focus or at least one document submitted to the master's portfolio with a global health focus.

The concentration is open to students in their final year of study in the M.S.N. program. Enrollment is limited. Students are required to complete a concentration application in their first specialty year.

Oncology Concentration

The Oncology concentration consists of didactic courses and clinical experience to provide a foundation of knowledge and skill for an advanced practice nursing role in the care of adults with cancer. Students enrolled in this concentration are expected to complete the designated seminars and clinical practicum. Opportunities for scholarly activities with faculty will be available and encouraged.

The concentration is open to students in all adult advanced practice nursing programs. Students are required to take 615b, Principles of Oncology Practice, in spring of the first year; and 803a/b, Advanced Management of Oncology Problems, and 804a/b, Clinical Practicum Oncology, in the final year. Students are required to complete a concentration application in their first specialty year.

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 Yale 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. Admissions decisions are made independently by the Divinity School and the School of Nursing. 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. This joint-degree program is not open to YSN students enrolled in or applying to the Midwifery/Women's Health Nurse Practitioner specialty. All applicants must meet with the associate dean or assistant dean for academic affairs and the specialty coordinator prior to applying to discuss the feasibility of the program of study.

Joint Degree in Nursing and Public Health

Recognizing the relationship between nursing and public health, the Yale School of Nursing and the Yale School of Public Health 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 of study (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 the School of Public Health and the School of Nursing. 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. This joint-degree program is not open to YSN students enrolled in or applying to the Midwifery/Women's Health Nurse Practitioner specialty. All students are required to begin their first academic year at the School of Public Health.

Post-Master's Certificates

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES

Requirements for admission include current Connecticut R.N. licensure, a baccalaureate degree from an accredited college or university, a master's degree in nursing in a clinical specialty area, and at least one year of post-master's clinical nursing experience (preferred). Applicants to the Post-M.S.N. program must be licensed advanced practice nurses or certified nurse midwives.

The Post-M.S.N. admissions application is an online application only, accessible at <https://apply.nursing.yale.edu/apply>. Program information can be found by visiting <http://nursing.yale.edu/admissions>; writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399; or telephoning 203.737.1793.

The following materials are required:

1. Online application form
2. Nonrefundable application fee (\$100) (*Note:* The application fee is waived for current YSN students.)
3. Résumé/curriculum vitae
4. Personal statement/essay
5. Official transcript from your Master's in Nursing program (*Note:* Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as World Education Services [www.wes.org] or Educational Credential Evaluators [www.ece.org]. In addition, a certified English translation must accompany all non-English transcripts.)
6. Three letters of recommendation
7. TOEFL or IELTS for applicants whose native/primary language is not English (see below for additional information)

The deadline for Post-M.S.N. applications is March 1. All application materials must be received by the YSN Office of Admissions no later than March 1. Applications submitted after this date will not be considered for admission in the upcoming fall term. The application procedure and deadlines are the same for both part-time and full-time study.

Applications will be reviewed only after all application materials are received by the above deadline. Incomplete applications are not forwarded to the Admissions Committee for consideration. It is the applicant's responsibility to ensure that *all* materials are received by the Office of Admissions by March 1.

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 able to arrange a telephone interview. Interviews for Post-M.S.N. applicants are held during March.

Tuition is figured at a rate of \$1,270 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post-M.S.N. 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.

English as a Foreign Language

Applicants whose native/primary 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. This requirement cannot be waived based on college or university attendance in the United States or other English-speaking country. The following scores are required for admission to the Post-M.S.N. program:

Test of English as a Foreign Language (TOEFL) minimum score: 100/120 total, with minimum section scores of Reading, 22/30; Listening, 22/30; Writing, 22/30; and Speaking, 24/30.

International English Language Testing System (IELTS) minimum score: Band 7.0/9.0 total, with no section score below Band 6.5/9.0.

Arrangements to take the TOEFL must be made online at www.ets.org/toefl.

Arrangements to take the academic IELTS must be made online at www.ielts.org.

It typically takes a month from the date of administration for the official transcript of scores to reach the School. Prompt arrangements for taking an English examination should be made in order to meet the application deadline for receipt of scores.

ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

The Post-Master's Adult/Gerontology Acute Care Nurse Practitioner (A/G-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 adult/gerontology acute care nurse practitioner. The Post-Master's Certificate option builds on the existing curriculum of the Adult/Gerontology Acute Care Nurse Practitioner specialty. Upon completion, students will be eligible to take the Adult/Gerontology Acute Care Nurse Practitioner examinations from the American Nurses Credentialing Corporation and the American Association of Critical-Care Nurses.

The plan of study includes all the required courses currently offered in the A/G-ACNP specialty except for the research courses. For purposes of student eligibility for certification, all A/G-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. A plan of study may be obtained from the Student Affairs Office.

Required courses for all post-master's A/G-ACNP students are: 533a, 554a, 607b, 609a, 610a, 612b, 802a/b, 807a, 817b, 819b, 895b, and 897b.

FAMILY NURSE PRACTITIONER

The Post-Master's Family Nurse Practitioner (FNP) Certificate option is intended to prepare the master's-prepared clinical nurse specialist or nurse practitioner who desires formal education and clinical training in family-focused primary care in order to become eligible to apply for certification and advanced practice licensure as a family nurse

practitioner. This Post-Master's Certificate option builds on the existing curriculum of the Family Nurse Practitioner specialty.

The plan of study includes all the required courses currently offered in the FNP specialty except for the research courses. For purposes of student eligibility for certification, all FNP 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. A plan of study may be obtained from the Student Affairs Office.

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

Required courses for all post-master's FNP students are: 533a, 550, 554a, 556b, 557a/b, 633a, 635b, 641b, 643a/b, 756a/b, 757a/b, 833a/b, 895b, and 897b.

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 or master's-prepared family nurse practitioner who desires 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 Pediatric Nurse Practitioner specialty and assumes that the entering student has a master's degree in nursing and a specialty in some aspect of pediatric, family, or parent-child nursing.

The plan of study includes all the required courses currently offered in the PNP specialty except for the research courses. For purposes of student eligibility for certification, all PNP 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. A plan of study may be obtained from the Student Affairs Office.

Required courses for all post-master's PNP students are: 533a, 554a, 632a/b, 633a, 635b, 640a or b, 641b, 643a, 643b, 717a, 825a, 826a or b, 827b, 830a/b, 833a/b, 834b, 845b, and 895b.

PSYCHIATRIC—MENTAL HEALTH NURSE PRACTITIONER

The Post-Master's Psychiatric–Mental Health Nurse Practitioner (PMHNP) 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. Approximately fifty percent of all psychiatric patients are being treated in primary care settings. 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.

This Post-Master's Certificate option builds on the existing curriculum of the Psychiatric–Mental Health Nurse Practitioner specialty. The plan of study includes all the required courses currently offered in the PMH specialty except for the research courses and is determined through completion of a gap analysis. Previous courses taken may be eligible for waiver. A plan of study may be obtained from the Student Affairs Office.

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

Required courses for all post-master's PMHNP students are: 533a, 554a, 643a, 643b, 654a or b, 656 a or b, 657a, 658 a or b, 661b, 663a/b, 851a, 855a, 859b, 860a, 862b, and 865b.

Doctor of Nursing Practice (D.N.P.) Program

AIMS AND ASSUMPTIONS

Yale School of Nursing's founding dean, Annie W. Goodrich, wrote that nursing combines "the adventure of thought and the adventure of action."* The post-master's Doctor of Nursing Practice (D.N.P.) program, like the Yale Ph.D. and master's degree programs, is built upon this rich history and tradition of encouraging innovative and progressive thought as a guide for adventurous action and practice. The Yale School of Nursing's D.N.P. program focuses on aggregates/systems and health care organizations. Nursing practice, within this focus, provides for interventions that influence health care outcomes for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. The curriculum is designed to prepare transformational leaders with the knowledge, skills, and ability to impact health care delivery and health policy essential to ensure patient-centered cultural safety and improve the quality of outcomes for diverse populations within and across health care systems and organizations.

An integrated theme throughout the curriculum is the importance of faculty and students working together to create forums for reflective action(s) essential for translating scientific evidence into guidelines for best practices across health care systems or other organizations. This part-time, three-year program is tailored for midcareer, working, master's-prepared advanced practice nurses. Specifically, the D.N.P. combines online course work with intensive on-campus experiences. The entire program consists of seven required courses with selected corresponding clinical practica, culminating in a third-year capstone residency and corresponding project.

*Annie Warburton Goodrich, *The Social and Ethical Significance of Nursing* (New York: Macmillan, 1933).

Upon completion of the Doctor of Nursing Practice program, the graduate will demonstrate success in the areas of clinical practice, scholarship, and leadership, as follows:

Clinical Practice

- Integrate evidence-based nursing and other related sciences (i.e., ethics, philosophy, and historical issues inherent in the development of science; natural and psychosocial science; science of organizational systems) into a frame of reference essential for transforming health care delivery across the spectrum of health systems and other organizations.
- Utilize conceptual models and policies to evaluate and refine evidence-based advanced nursing practice that ensures cultural safety and high-quality health care outcomes for diverse populations.
- Incorporate informational systems in the design, implementation, and evaluation of cultural safety and high-quality health outcomes for diverse populations across the spectrum of health systems and organizations.

Scholarship

- Differentiate and apply pedagogies best responsive to the unique teaching/learning needs and goals of diverse populations including patients, students, and colleagues.

- Critically evaluate and integrate evidence-based findings that address clinical challenges, gaps, cultural safety, and high-quality and sustainable health outcomes into practice, health-related programs, and policy or advocacy.

Leadership

- Provide transformational leadership that acts as a catalyst for change from a system-only perspective to a diverse, patient-centered perspective.
- Collaborate interprofessionally in order to foster cultural safety and high-quality and sustainable health outcomes for diverse populations across the spectrum of health systems and other organizations.
- Advocate for local, state, national, and international policies that are culturally responsive and have the potential to transform the spectrum of health care services from health promotion through palliative care.
- Lead interprofessional teams in the development, implementation, and evaluation of information systems (e.g., from EMRs to innovative, patient-centered education).

ADMISSION REQUIREMENTS

Applicants must hold a master's degree in nursing or a related field (i.e., M.P.H., M.B.A., M.H.A.) and a current license to practice as a registered nurse in the United States (Connecticut licensure is not required). If the applicant's bachelor of science degree is not in nursing, the master's degree must be in nursing. Prior to enrolling, all candidates are required to have taken and passed (or to take and pass) a graduate-level statistics course.

Non-nursing master's degree applicants are required to have a portfolio review conducted by no fewer than two members of the Yale School of Nursing's Admissions Committee to determine the number of additional clinical hours that may be required.

A total of 1,000 practicum hours is required for the D.N.P. The D.N.P. program itself provides 652.5 practicum hours (22.5 in N956a, 90 in N964b, 45 in health policy, 45 in leadership, and 450 in a Leadership Immersion Practicum). Those who entered with a master's degree in nursing generally earned a minimum of 500 clinical hours and would therefore graduate from the D.N.P. program with a total of 1152.5 hours, exceeding the required number of hours. By portfolio review, clinical hours prior to entry into the D.N.P. program for those with a *non-nursing* master's degree will be determined by (1) the number of faculty-supervised hours in a health care management or policy experience, and (2) the number of faculty-supervised hours in a management, policy, or clinically related project or experience. Applicants who completed fewer than the 347.5 hours needed to meet the required 1,000 hours must fulfill those hours during the first two years of the D.N.P. experience through any one of the following mentored/supervised leadership practica:

1. Teaching assistant hours (1 full term for 1–2 credits, 45–90 hours)
2. Independent study (1 credit equals 45 hours)
3. Development of a clinically based protocol
4. Outcomes evaluation of a clinical problem
5. Mentored practicum.

Individual plans of study will be developed to include additional hours. These additional credit hours must be completed by the end of the second academic year of the program.

APPLICATION PROCEDURES

The following application materials are required:

1. Online application form
2. Nonrefundable application fee (\$100)
3. Current résumé/curriculum vitae
4. Personal statement/essay
5. One official transcript from each college or university attended (*Note:* Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as World Education Services [www.wes.org] or Educational Credential Evaluators [www.ece.org]. In addition, a certified English translation must accompany all non-English transcripts.)
6. Three letters of recommendation (clinical, academic, and/or professional)
7. Scores from the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) are required of all applicants for whom English is a second language. This requirement can be waived if the applicant has completed a bachelor's degree or higher from an accredited college or university in the United States or other English-speaking country.

The Graduate Record Examination is not required.

Application information is available online at <https://apply.nursing.yale.edu/apply>. More information about the program can be obtained by visiting <http://nursing.yale.edu/admissions>; writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399; or calling 203.737.1793.

The application deadline is March 1. All application materials must be received by the YSN Office of Admissions by this date. 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. Incomplete applications are not forwarded to the Admissions Committee for consideration. It is the applicant's responsibility to ensure that all materials are received by the Office of Admissions in a timely manner.

Students are admitted to degree programs without regard to their ability to pay. D.N.P. candidates are eligible for financial aid in the form of loans. Scholarships are not available for D.N.P. students. U.S. citizens must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. All students wishing to receive financial aid must also complete the School of Nursing Financial Aid Application, available on the School Web site. D.N.P. applicants must complete these applications by March 1, 2015. All financial information and files are kept strictly confidential.

CAPSTONE

A Capstone experience is required of all students. A variety of options for the form the Capstone may take are available: a clinical change project; a safety/quality initiative and evaluation; a research project; a policy analysis; a policy case and analysis; a precepted, executive-level experience with a completed project delivered to the sponsor. Students will work with assigned YSN or Yale faculty to design and conduct the Capstone experience, which is projected to take one year to complete.

COURSES

The following courses, in order, constitute the D.N.P. curriculum:

- 957a, Evidence
- 958a, Practicum: Evidence
- 955b, Ethical Analysis in Health Care (winter intensive)
- 963b, Transformational Leadership in Professional Education
- 964b, Practicum: Transformational Leadership in Professional Education
- 967c, Theory and Application of Project Management (summer intensive)
- 971a, Health Care Policy, Politics, and Process
- 972a, Practicum: Health Care Policy, Politics, and Process
- 977b, The Business of Health Care (winter intensive)
- 981b, Leadership Theories and Applications in Health Care Systems and Other Organizations
- 982b, Practicum: Leadership Theories and Applications in Health Care Systems and Other Organizations
- 985c, Achieving Health Equity (summer intensive)
- 989c, Capstone Seminar (summer intensive)
- 998, Leadership Immersion Practicum (final year)
- 999, Final Capstone (final year)

Doctor of Philosophy Program

AIMS AND ASSUMPTIONS

The Yale University Ph.D. in nursing program educates students in research, scholarship, teaching, and health care policy. Under the guidance of the faculty, Ph.D. students engage in advanced study and generate new knowledge and ideas through research. They learn to disseminate this knowledge through scholarly publications, presentations, teaching, and leadership. Particular emphasis is placed on the development of scientific knowledge that is consistent with YSN's mission of "better health for all people," contributing to healthy life spans, reducing health disparities, improving quality of care, and shaping health policy. The educational program is provided through formal course work, seminars, research assistantships, teaching fellowships, dissertation research, mentorship by faculty experts, and informal faculty and student interactions within the School of Nursing and throughout Yale University. Interdisciplinary study is encouraged, and students have access to the vast resources of the University as they complete their course work and dissertation research.

The Ph.D. program is administered by the Yale Graduate School of Arts and Sciences (GSAS). To receive admissions information, please contact the Office of Admissions at the GSAS at 203.432.2771 or at www.yale.edu/graduateschool/admissions. More information about the program is available at <http://nursing.yale.edu/phd-program> and www.yale.edu/graduateschool.

FIELDS OF STUDY

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

SPECIAL 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. The Graduate Record Examination (GRE) General Test is required. The Test of English as a Foreign Language (TOEFL) is required of all applicants for whom English is a second language. 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

Course Work

Completion of fourteen core courses and four cognates in the student's area of specialization (including one advanced analysis course) is required. The fourteen required core courses are: NURS 901a, Research Methods I: Research Designs; NURS 901b, Research

Methods II: Mixed Methods; NURS 903a, Research Methods III: Measurement of Health Variables; NURS 905a, Research Methods IV: Intervention Development; NURS 907, Dissertation Seminar (required in each term for years 1–4); NURS 911a, Science, Scholarship, and Communication of Knowledge I; NURS 911b, Science, Scholarship, and Communication of Knowledge II; NURS 913a, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science; NURS 913b, Foundations of Scientific Inquiry II: Philosophical and Theoretical Basis for Nursing Science; NURS 915a, Science, Scholarship, and Communication of Knowledge III; NURS 915b, Science, Scholarship, and Communication of Knowledge IV; NURS 917b, Advanced Statistics for Nursing Research; NURS 929b, Ethical Conduct of Clinical Research; and NURS 941a, Health Policy, Leadership, and Systems.

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 for a student 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.

In addition to all other requirements, students must successfully complete NURS 929b, Ethical Conduct of Clinical Research, prior to the end of their first year of study. This requirement must be met prior to registering for a second year of study.

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.

Two terms of a Teaching Fellowship Program are required. Teaching Fellows assist with the teaching of larger master's-level courses, typically during their third year of doctoral study.

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. 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. If the Qualifying Examination is not completed by the end of the sixth term, the student will be placed on Academic Probation. If not completed by the end of the seventh term, the student will be dismissed from the program. 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 15-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 15- to 20-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 Assistant experience, and must pass the Preliminary Examination. This degree is normally granted only to students who are withdrawing from the Ph.D. program.

Predoctoral and Postdoctoral Interdisciplinary Behavioral Research Training Program in Type 1 Diabetes

The purpose of this training program, funded by the National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), is to further develop a cadre of diverse and highly trained behavioral scientists who will conduct research relevant to improved clinical management and quality of life for people with type 1 diabetes. Trainees will work with scientists from nursing, medicine, and the behavioral sciences.

PREDOCTORAL TRAINING

For predoctoral trainees, the proposed training program expands on a typical program for Ph.D. students in nursing or investigative medicine at Yale and focuses on the development of methodological and conceptual skills and substantive knowledge in behavior and type 1 diabetes. Predoctoral fellows are required to take the two courses in behavioral research in self- and family management. If they do not already have experience in type 1 diabetes, they will be expected to acquire in-depth understanding of type 1 diabetes by taking courses and/or working in the clinic with faculty. All will be expected to do their research practica with core faculty members.

The predoctoral trainees in this program will be students who have been admitted to the Ph.D. program in nursing, investigative medicine, or psychology. Each trainee will be supported for up to two to three years, which should allow her or him to complete the majority of course work and preliminary examinations. We expect that during this time, trainees will submit applications for individual NRSA or other support to complete their degree requirements. Predoctoral trainees will select a dissertation committee consisting of their mentor, another core faculty member, and one of the affiliated faculty. Predoctoral medical students who are still in clinical training are not eligible for this program.

POSTDOCTORAL TRAINING

Postdoctoral training will prepare the investigator to conduct more complex studies that involve an interdisciplinary perspective and the need for sophisticated analytic techniques. The training program incorporates courses in the current doctoral programs at the Yale School of Nursing as possible course work, depending on interests and needs. In addition, postdoctoral trainees will have access to an extensive number of courses in other schools at Yale.

Postdoctoral trainees will work with experienced faculty researchers on ongoing studies, participate in interdisciplinary training programs in specified centers within Yale University, and develop a proposal for extramural funding.

Postdoctoral trainees will hold either an M.D. or a Ph.D. in nursing, medicine, or psychology, with the potential to contribute substantially to behavioral research in type 1 diabetes. They will have had some experience in research in the area of type 1 diabetes, ideally during the dissertation.

Traineeships will be awarded for two years, with the second year based on progress in the first year, to allow in-depth experience in ongoing faculty research, immersion in the field, and development of a proposal for extramural funding. Trainees will be guided in their work by a multidisciplinary team.

Postdoctoral training applications are due March 1. For further information, contact the program director, Dean Margaret Grey, at margaret.grey@yale.edu.

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 chapter for course descriptions.

704a/b/c	Master's Independent Study
725a	Survey of Controversies in Health Care Ethics
733b (REL 977b)	Living with Dying
735b	Environment and Health

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 chapter for course descriptions.

Adult/Gerontology Acute Care Nurse Practitioner Specialty

607b	Pathophysiology and Management of Common Adult Clinical Problems I
609a	Advanced Diagnostics in Acute Care
615b	Principles and Practice of Oncology
803a/b	Management of Clinical Problems
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 across the Adult Continuum

Family and Midwifery/Women's Health Nurse Practitioner Specialties

895b	Clinical Pharmacology
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Doctor of Philosophy Program

901a	Research Methods I: Research Designs
911a	Science, Scholarship, and Communication of Knowledge I
929b	Ethical Conduct of Clinical Research

Graduate Entry Prespecialty in Nursing

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

Nursing Management, Policy, and Leadership Specialty

[561a]	Health Policy and Politics (not offered in 2014–2015)
[563a]	Quality Improvement and Patient Safety (not offered in 2014–2015)
567a	Uses of Data in Decision Making

- [569a] Health Care Ethics: Theory and Practice
(not offered in 2014–2015)
- [577a] Health Care Financial Management (not offered in 2014–2015)
- 873a Human Resource Management
- 875b Key Concepts in Role Development

Pediatric Nurse Practitioner Specialty

- 633a Health Promotion in Infants and Children
- 635b Management of Common Pediatric Problems
- 825a Advanced Practice in Early Care and School Health
- 833a/b Advanced Management of Pediatric Problems in the Primary Care
Setting
- 845b Pediatric Pharmacology

Psychiatric–Mental Health Nurse Practitioner Specialty

- 657a Mental Health Assessment across the Life Span
- 661b Individual Psychotherapy Treatment Modalities
- 851a Application of Evidence in Advanced Practice Psychiatric Nursing
- 855a Group Psychotherapy Seminar
- 859b Clinical Psychopharmacology
- 865b Family Psychotherapy

Courses

501b, Issues in Nursing 1.5 credit hours. This course explores personal and professional issues affecting the ability of a nurse to deliver professional nursing care. Content includes ethical, legal, cultural, and other policy-related aspects of nursing practice. Required of all students in the prespecialty year. R. Krause

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. Required of all students in the prespecialty year. W. Zawalich

504b, Health Assessment I 3 credit hours. This course is designed to provide the student with the knowledge and skills needed to conduct a comprehensive health history and physical examination across the life span for the professional registered nurse (R.N.). Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, and spiritual dimensions of the client and/or families, as well as factors that influence behavioral responses to health and illness. Required of all students in the prespecialty year. D. Fahs

507, Nutrition: From Clinical Practice to Policy Implications 1.5 credit hours. Proper nutrition is essential for optimal health, and translating this knowledge clinically is essential for clinical practice. Recognizing that complex forces affect how we eat, this course also examines policy issues that impact nutrition, with the ultimate goal of preparing graduate nurses who can effectively plan and manage the nutritional care for patients as they develop skills in changing environment/policy to facilitate positive patient care outcomes. Required of all students in the prespecialty year. Yale Rudd Center for Food Policy and Obesity faculty; M. Gargiulo

509, Introduction to Drug Therapy 3 credit hours. This course is offered in the fall/spring terms of the first GEPN year. The lectures focus on the appropriate clinical use of drugs. Emphasis is placed on pharmacology, side effects, pharmacokinetics, drug interactions, and the therapeutic use of medications across the populations. Required of all students in the prespecialty year. Integrated throughout the curriculum in the prespecialty year. L. Meland

511a, Clinical Applications 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 the course is to combine clinically relevant anatomical information with performance of clinical skills that will form the basis of clinical reasoning. Correlation of anatomical knowledge with clinical presentation both in the classroom

and in the laboratory is emphasized. Required of all students in the prespecialty year. L. Pellico, W. Stewart, S. Kapadia

513c, Community Health Nursing and Public Health 4 credit hours. This course explores the multidisciplinary theoretical foundations that are the basis for community health nursing practice. Community health nurses provide preventive, therapeutic, rehabilitation, and hospice services across the life span. The clinical experience focuses on the delivery of these health services in community organizations. A community-as-partner assessment and diagnosis project, which culminates in identification of a community health problem and potential solutions, augments core seminar content. This course is graded on a Pass/Fail basis only. Required of all students in the prespecialty year. M. Ordway

514b or c, Clinical Practice in Maternal-Newborn Nursing 2 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 of all students in the prespecialty year. A. Shorten

515b or c, Seminar in Maternal-Newborn Nursing 2 credit hours. This course presents theory essential to the provision of nursing care to 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 of all students in the prespecialty year. A. Shorten

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 of 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 and older adults. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required of all students in the prespecialty year. L. Pellico, D. Fahs

518b or c, Clinical Practice in Pediatric Nursing 2 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 of all students in the prespecialty year. B. Groth

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, as well as pathophysiological, social, environmental, and cultural factors that influence children's and families' response to health and illness. Required of all students in the prespecialty year. B. Groth

520b, Clinical Practice in Psychiatric–Mental Health Nursing 2 credit hours. This course builds on skills learned in medical-surgical nursing by providing clinical experience in assessing, planning, implementing, and evaluating a plan of nursing care to meet the unique needs of patients with acute and chronic psychiatric disabilities across the life span. Students gain skills in the use of therapeutic communication, working with the interdisciplinary team, and implementing all phases of the nurse-patient relationship while applying concepts taught in 521b. This course is graded on a Pass/Fail basis only. Required of all students in the prespecialty year. R. Krause

521b, Seminar in Psychiatric–Mental Health Nursing 2 credit hours. In combination with 520b, this seminar provides the foundations of understanding and treating psychiatric disabilities within a bio-psycho-social-spiritual-cultural-theoretical framework of health promotion and disease prevention related to both mental health and mental illness. Course content includes the pathophysiology, assessment, diagnosis, treatment, and evaluation of cognitive, perceptual, emotional, behavioral, and interpersonal symptoms associated with common psychiatric diagnoses for individuals with mental illness and their families across the life span. Students analyze the economic, legal, and ethical issues that influence care in a variety of settings. Four hours per week, first half of spring term. R. Krause

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 within a variety of settings. This course also examines the strengths and challenges of the evidence-based model as a guide for clinical practice. Students acquire the basic competencies necessary to identify, read, evaluate, and interpret findings from nursing and other relevant research studies to identify knowledge and information related to clinical practice. Students also are expected to utilize these competencies to ensure better-quality health care for all people. J. Taylor

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. An additional emphasis is on the interpretation of statistical analyses in articles reporting research findings to enhance evidence-based practice. Required in the first year of specialization. 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. This is a core course. Required of all advanced practice master's students. Faculty

550, Clinical Applications for Advanced Health Assessment 0.27 credit hours. This course provides the adult/gerontology primary care and family nurse practitioner student the opportunity to explore and apply skills obtained in 554a. Through direct patient interaction with an older adult patient, 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. Family nurse practitioner students also conduct examinations of the newborn. Required of adult/gerontology primary care and family nurse practitioner specialty students. First term taken concurrently with 554a; students must be in good standing in 554a prior to beginning 550 clinical work. Twelve hours of direct patient care clinical experience. 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 skills requisite of advanced nursing practice/midwifery. Through lecture and laboratory sessions students learn evidence-based assessment techniques, culturally responsive assessment data collection, and application of appropriate technology in health assessment, and they 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 represented. Required of students in the first year of specialization in the adult/gerontology acute care, adult/gerontology primary care, family, midwifery/women's health, pediatric, and psychiatric–mental health nurse practitioner specialties. Three hours of didactic (fifteen weeks) and three hours of laboratory practice (eleven weeks) per week. C. Bruno

556b, Clinical Practice for Family and Adult/Gerontology Primary Care Nurse Practitioners 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 seminar 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. Required of students in the first year of specialization in the adult/gerontology primary care and family nurse practitioner specialties. Clinical seminar discussions for family nurse practitioner students focus on providing care for patients across the life span. AGNP discussions focus on caring for adult/gerontology populations, including adolescents, adults, and older adults. Prerequisite: successful completion of all required courses in the fall term of the first specialty year. Taken concurrently with 557b and, for family nurse practitioner students, with 635b. Eight to sixteen hours of clinical practice (fifteen weeks) and one and one-half hours of clinical conference per week. C. Bruno

557a, Primary Care Problems of Adults I 2 credit hours. This is the first 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. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions in diverse populations of patients from adolescence to senescence. Required of students in the adult/gerontology primary care, family, and midwifery/women's health nurse practitioner specialties. Prerequisite (or concurrent with): 554a. A. Marshall

557b, Primary Care Problems of Adults I 2 credit hours. This is the second of four didactic courses designed to enable students to gain the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners; it builds upon content taught in 557a. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions for diverse populations of patients from adolescence to senescence. Required of students in the adult/gerontology primary care, family, and midwifery/women's health nurse practitioner specialties. Taken concurrently with 556b or 580b. Prerequisite: successful completion of 550, 554a, and 557a. A. Marshall

[561a, Health Policy and Politics 3 credit hours. This online course (with monthly on-campus sessions) provides students with a historical, current, and essential knowledge of health care policy. The emphasis is on understanding the U.S. health care system and the impact it has on access, cost, and quality of health care, including the health care workforce. The goal is to provide students with the knowledge and skills to become a credible, informed, and influential voice and full partner in the health policy discussions and efforts to redesign and improve U.S. health care systems. Topics covered include: the structure and process of policy making; the legislative and regulatory process; health care economics and payment systems; quality; the uninsured and the history of reform efforts; politics and advocacy; the role of research; and the workforce. These issues are largely taught from a federal policy lens, although state-based health policy is addressed. Students are expected to apply this knowledge to a policy analysis of an issue related to their practice. Required of students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. No prerequisites. Not offered in 2014–2015]

[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 of students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. Not offered in 2014–2015]

[565b, Leadership in Health Care Organizations 4 credit hours. The purpose of this course is to assist students in learning 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 behavior; the transition from “doing the work” to “working through others”; and leadership as a lifelong 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 of students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. Includes a three-day intensive workshop format (twenty-seven hours) combined with thirty-three hours of online instruction spread throughout the term. Not offered in 2014–2015]

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, integrative class sessions, remote access assignments, and other analytic 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 half-day on-site sessions with online teaching; total equivalent to forty-five class hours. Required of students in the nursing management, policy, and leadership specialty; open to nonmatriculated YSN students with permission of the instructor. Web-based instruction with monthly on-campus sessions. K. Hendrickson

[569a, Health Care Ethics: Theory and Practice 3 credit hours. This course explores dilemmas in health care in their professional, clinical, organizational, and public policy contexts. Participants examine influential theoretical approaches to health care ethics, and how these theories are applied within and influenced by the cultural contexts of professions, clinical settings, institutions, communities, and policy making. Students learn how to draw on ethical theory in analyzing moral dilemmas arising in various health care contexts with particular emphasis on cultural competence. The nurse’s perspective on health care ethics, as clinician, administrator, investigator, and advocate, is highlighted through readings, writing assignments, and case study discussions. The course is taught in four monthly three-hour on-campus sessions combined with a total of thirty-three hours of Web-based instruction. Required of students in the nursing management, policy, and leadership specialty in the first year; open to others with permission of the instructor. Not offered in 2014–2015]

[573b, Project Planning, Management, and Implementation 2 credit hours. This course introduces students to the planning, implementation, and management of projects in institutional, community, and policy settings. Students are taught the process of translating ideas into measureable outcomes. The course familiarizes students with concepts and practices of executive-level project planning and implementation in support of organizational strategic plans. Emphasis is on the rigor of identifying and establishing goals and project objectives; identifying metrics for evaluation; as well as tasks and activities to help achieve desired outcomes. Readings and discussions emphasize perspectives from

nursing, health care, and industries outside the health care arena. The course is taught in five monthly on-campus three-hour seminars combined with a total of fifteen hours of Web-based instruction between on-campus sessions. Required of students in the nursing management, policy, and leadership specialty in the first year; open to others with permission of the instructor. Not offered in 2014–2015]

[577a, 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. Accounting and finance theories and tools are applied through both online exercises and problem sets 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. Required of students in the nursing management, policy, and leadership specialty; open to nonmatriculated YSN students with permission of the instructor. Web-based instruction with monthly on-campus sessions. Not offered in 2014–2015]

[578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership 2 credit hours. This course provides future nurse leaders with introductory clinical experiences in management, policy, and leadership. Depending on their area of interest and clinical placement, students complete a project for an organization that enables them to develop a foundation for leadership practice. Projects focus on quality improvement and patient safety in health care delivery or health policy, with a focus on a specific patient or workforce populations. Individual learning objectives, course objectives, supervised experiences, Web-based discussions, and oral presentations are methods used to facilitate learning. Required of students in the nursing management, policy, and leadership specialty. Prerequisites: 561a and 563a. Web-based instruction with monthly on-campus sessions. Not offered in 2014–2015]

580a, Women's Health I: Clinical Care of the Well Woman 2.5 credit hours. This course teaches students to provide ambulatory, well-woman gynecologic and obstetrical care for healthy women across the life span. Students have eight hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of midwifery/women's health nurse practitioner students in the first year of specialization. G. Novick

580b, Women's Health II: Clinical Care of Women with Common Clinical Issues 2 credit hours. This course continues to address reproductive-based health care for pregnant and nonpregnant women across the life span, but introduces common gynecologic complications of the high-risk pregnant woman. Theory and evidence-based practice are presented through regularly scheduled class sessions, seminars, and problem-based learning case studies. Required of midwifery/women's health nurse practitioner students in the first year of specialization. H. Reynolds

581a, Women's Health I: Theoretical Foundations of Well-Woman Care 2 credit hours. This course introduces students to reproductive-based health care for pregnant and nonpregnant women across the life span. Theory and evidence-based practice are presented

through regularly scheduled class sessions, seminars, and problem-based learning case studies. Required of midwifery/women's health nurse practitioner students in the first year of specialization. G. Novick

581b, Women's Health II: Theoretical Foundations for Care of Women with Common Clinical Issues 3 credit hours. This course provides students with increasing experience in ambulatory gynecologic and obstetrical settings for all women across the life span. Students have eight hours of clinical practice per week for fourteen weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of midwifery/women's health nurse practitioner students in the first year of specialization. H. Reynolds

582b, Clinical Care of Childbirth 2.5 credit hours. Students are provided with supervised clinical experience in labor, birth, and postpartum care. Students have eight hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. C. Jevitt

583b, Theoretical Foundations for Care in Childbirth 2 credit hours. This course introduces theory, skills, and management of the well woman during the intrapartum and postpartum periods. Emphasis is on supporting normal physiologic birth and the transition to motherhood. Theory and evidence-based practice are presented through regularly scheduled class sessions, seminars, and problem-based learning case studies. Required of midwifery/women's health nurse practitioner students in the first year of specialization. C. Jevitt

607b, Pathophysiology and Management of Common Adult Clinical Problems I 4 credit hours. This course provides a basis for predicting the vulnerability for common cardiovascular, respiratory, hematologic, renal, and neurological clinical problems that occur as a result of illness or outcome of treatment in adult and geriatric patients. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required of adult/gerontology acute care nurse practitioner students in the first year of specialization. Faculty

609a, Advanced Diagnostics in Acute Care 2.5 credit hours. This course provides comprehensive content necessary in the assessment of acutely, critically, and complex chronically ill adult and geriatric patients. Emphasis is on examination of the cardiovascular, respiratory, and acid-base systems based on complex interpretations from laboratory and technological findings. Required of adult/gerontology acute care nurse practitioner students in the first term of specialization. Simulation exercises are used to practice diagnostic skills. The electrocardiographic (ECG) components of the course may be taken as an elective by students in other specialties. Two and one-half hours per week for fifteen weeks. A. Cable, M. Funk

610a, Advanced Assessment 1 credit hour. This practicum concentrates on development of a systematic methodology of identifying patients' needs for health care. Patient history taking, physical examination, diagnostic studies and interpretation, analysis of medical

and nursing diagnoses, documentation, and student case presentation form the basis for this first clinical course (four direct clinical hours per week). Select clinical problems of patients in acute care gerontology settings are studied in the context of student case presentations. Physical diagnosis rounds with physician or nurse practitioner preceptors are included (six hours/seven weeks). Required of adult/gerontology acute care nurse practitioner students in the first year of specialization. Prerequisite: successful completion of 554a skills tests. 6.8 hours per week for seven weeks. A. Cable, coordinator; M. Davies

612b, Advanced Specialty Practicum I 3 credit hours. This practicum and seminar in the care of acutely, critically, and complex chronically ill adult and geriatric patients provides students with direct care experiences. The focus of this course is on assessment and management. Critical thinking, clinical analysis of patient data, formulation of differential diagnoses, and planning of care are emphasized. Clinical seminars focus on case presentation by students. Required of adult/gerontology acute care nurse practitioner students in the first year of specialization. Prerequisite: successful completion of 554a, 609a, and 610a. Eight hours of clinical practice plus one hour of seminar per week. A. Cable, M. Funk

615b, Principles and Practice of Oncology 2 credit hours. This course provides comprehensive core cancer content, including the epidemiology, biology, genetics, and immunology of common cancers and the therapeutic modalities. The focus is on the advanced practice nurse across the continuum of cancer from diagnosis through treatment to survivorship or end-of-life care. Emphasis is on the advanced practice nurse's role in management of the patient and family across the continuum. M. Lazenby

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 in a variety of primary care settings. Students provide primary health care, acute care, and beginning case management for pediatric patients in the context of their families. This course is graded on a Pass/Fail basis only. Required of pediatric nurse practitioner students in the first year of specialization. Four and one-half hours in a clinical setting and forty hours of clinical conference over two terms. M. Swartz, M. Meadows-Oliver

633a, Health Promotion in Infants and Children 2 credit hours. This course is designed to introduce the student to the primary care of children from infancy through adolescence. Key aspects of health promotion and disease prevention in culturally diverse pediatric populations are discussed within the context of the national health agenda. Health risks and behaviors of diverse populations are explored to determine culturally sensitive interventions. Clinical applications of concepts, theories, current health policies, and evidence-based best-practice guidelines related to well-child care are presented. Required of pediatric nurse practitioner and family nurse practitioner students in the first year of specialization; open to others with permission of the instructor. M. Meadows-Oliver

635b, Management of Common Pediatric Problems 2 credit hours. This course is designed to focus on the assessment, diagnosis, evidence-based management, and best-practice guidelines for care of children from birth through adolescence for common pediatric health problems. Required of pediatric nurse practitioner and family nurse

practitioner students in the first year of specialization; open to others with permission of the instructor. N. Banasiak, M. Swartz

640a or b, Clinical Practice in the Primary Care of Adolescents 2 credit hours. This course is 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 of pediatric nurse practitioner students in the second term of the first year or the first term of the second year of specialization. Six hours weekly in a clinical setting in one term and eight hours of clinical conference over two terms. A. Moriarty Daley

641b, Primary Care of Adolescents 1.5 credit hours. This course is designed to provide the student with a conceptual model for assessing 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 of pediatric, midwifery/women's health, and family nurse practitioner students in the first year of specialization; open to others with permission of the instructor. A. Moriarty Daley

643a, Individual and Family Development across the Life Span I 1.5 credit hours. This course focuses on a critical overview of conceptual and theoretical perspectives on individual development from infancy through adolescence and family development. Sociocultural, ethnic, gender, genetic, environmental, and political factors that influence individual and family development are reviewed and evaluated. Discussions focus on growth and transitions from infancy through adolescence. Assessment of family functioning, strengths, vulnerabilities, and normative transitions are presented from clinical and research perspectives. Required of pediatric nurse practitioner, family nurse practitioner, and psychiatric–mental health nursing students in the first year of specialization; open to other students with permission of the instructor. L. Sadler

643b, Individual and Family Development across the Life Span II 1.5 credit hours. This course focuses on a critical overview of conceptual and theoretical perspectives on individual development from young adulthood through end of life and family development. Sociocultural, ethnic, gender, genetic, environmental, and political factors that influence individual and family development are reviewed and evaluated. Discussions focus on transitions from young adulthood to end of life. Assessment of family functioning, strengths, and vulnerabilities are presented from clinical and research perspectives. Selected family issues are analyzed within theoretical, clinical, and policy perspectives; and issues of particular significance for evidence-based advanced nursing are stressed. Required of pediatric nurse practitioner, family nurse practitioner, adult/gerontology primary care nurse practitioner, and psychiatric–mental health nursing students in the first year of specialization; open to other students with permission of the instructor. Prerequisite: successful completion of 643a. A. Crowley, C. Bruno

654a or b, Clinical Practice in Psychiatric–Mental Health Nursing of Children and Adolescents 2.5 credit hours. The goal of this first-year, one-term practicum is to provide the student with an opportunity to develop clinical skills with children and adolescent

clients and their families. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate interventions and outcomes. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placements on the basis of development of competencies, previous clinical experience, and interests. Required of psychiatric–mental health nurse practitioner students in the first year of specialization. This course must be taken concurrently with didactic first-year PMH specialty course work. Supervision seminar meets one and one-half hours per week. S. Durso

656a or b, Clinical Practice in Psychiatric–Mental Health Nursing of Adults 2.5 credit hours. The goal of this first-year, one-term practicum is to provide the student with an opportunity to develop clinical skills with adult clients and their families. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate interventions and outcomes. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placements on the basis of development of competencies, previous clinical experience, and interests. Required of psychiatric–mental health nurse practitioner students in the first year of specialization. This course must be taken concurrently with didactic first-year PMH specialty course work. Supervision seminar meets one and one-half hours per week. J. Iennaco, A. de Lisser

657a, Mental Health Assessment across the Life Span 2.5 credit hours. This course provides students with concepts, techniques, and knowledge necessary to conduct accurate mental health evaluations of persons across the life span. Students learn to collect data guided by the principles of general health screening, psychiatric history, mental status examination, and diagnostic criteria from the IV DSM-V, therapeutic interviewing, and comprehensive history taking. A bio-psycho-social-cultural-spiritual framework is used to formulate a case history, determine accurate differential diagnoses, and make a psychiatric diagnosis using the DSM IV framework. Beginning development of treatment planning is also emphasized. Mental health assessment also emphasizes health risks within the psychiatric population, differentiation of physical conditions that may present as a primary psychiatric disorder, mental health promotion, and early case-finding to prevent mental illness. Other components of mental health assessment include the use of rating scales; evaluation of risk from dangerousness to self, others, or inability to care for self; the influence of family, sociocultural background, and developmental achievements; substance use and abuse; forensics; and trauma history. Required of psychiatric–mental

health nurse practitioner students in the first year of specialization. Two hours per week classroom and one-half hour per week clinical/laboratory (1:3 credit ratio for clinical component of a course = 1.5 hours in clinical activities per week). Faculty

658a or b, Clinical Practice in Psychiatric–Mental Health Nursing of Older Adults 2.5 credit hours. The goal of this first-year, one-term practicum is to provide the student with an opportunity to develop clinical skills with older adult clients and their families. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate interventions and outcomes. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placements on the basis of development of competencies, previous clinical experience, and interests. Required of psychiatric–mental health nurse practitioner students in the first year of specialization. This course may be taken concurrently with didactic first- or second-year PMH specialty course work. Supervision seminar meets one and one-half hours per week. A. de Lisser

661b, Psychotherapy across the Life Span 2 credit hours. This course provides an overview of the major schools of personality theory and psychological development and the individual psychotherapy treatment modalities that were developed from them. It assists the student in conceptualizing personality, behavior, and defensive structure in order to better understand the dynamics of the patient and the therapeutic relationship. A comparison of biologic, social, psychodynamic, relational, humanistic, existential, cognitive, and behavioral psychotherapeutic treatment modalities assists the student in beginning utilization of select interventions specifically suited to individual patient problems identified in advanced practice psychiatric nursing. Required of first-year students in the psychiatric–mental health specialty. A. de Lisser

663a/b, Psychopathology across the Life Span I and II 2 credit hours (each term). This course examines the psychopathology and neurobiology of major psychiatric disorders across the life span. Essentials of neuroanatomy and neurobiology are examined as they relate to psychiatric symptoms. Disorders selected for examination are those most commonly seen in clinical settings in children, adolescents, adults, and older adults, including anxiety; depression; and behavioral, personality, and cognitive disorders (ADHD, Alzheimer's). The public health importance, epidemiology, risk factors, and neuroscience are reviewed. 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. Evidence-based treatments are discussed in relationship to their impact on behavior, symptoms, neurobiology, and family systems. Required of first-year students in the psychiatric–mental health specialty; open to others with permission of the instructor. J. Iennaco

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.

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 and 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 of all master's degree candidates in the clinical specialties in the final year. J. Kunisch

725a, Survey of Controversies in Health Care Ethics 2 credit hours. In this elective course, students explore various, often conflicting, theories and principles underlying ethical decision making related to problems in health care practice, public health, and clinical research. Students apply a structured approach to critical analysis of a wide range of contemporary issues. The first group of sessions reviews prevalent theories and basic principles of health care ethics related to clinical practice, public health policy and practice, and research with human subjects. Practical frameworks for ethical analysis in each of those areas are presented. In subsequent sessions, controversial topics drawn from scholarly literature and current print and electronic media are discussed. Interested students from any graduate program at Yale are welcome.

733b, 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 that 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. J. Dixon

752a/b, Advanced Clinical Practice in Women's Health Care 3 credit hours (each 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 from adolescence to senescence. Required of students in the midwifery/women's health nurse practitioner specialty in the fall and spring terms of the final year. Taken concurrently with 753a/b. Prerequisite (fall term): successful completion of all courses required for the first and second terms of the midwifery/women's health nurse practitioner specialty. Prerequisite (spring term): successful completion of all courses required for the first three terms of the midwifery/women's health nurse practitioner specialty. Eight hours of clinical practice (fifteen weeks) and one hour of clinical conference per week (each term). L. Fields

753a/b, Advanced Concepts in Women's Health Care 2 credit hours (each term). This course focuses on advanced and comprehensive management of the pregnant and non-pregnant 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 from adolescence to senescence. The role of the women's health nurse practitioner as a policy advocate for women's health care is explored. Required of students in the midwifery/women's health nurse practitioner specialty in the fall and spring terms of the final year. Taken concurrently with 752a/b. Prerequisite (fall term): successful completion of all courses required for the first and second terms of the midwifery/women's health nurse practitioner specialty. Prerequisite (spring term): successful completion of all courses required for the first three terms of the midwifery/women's health nurse practitioner specialty. Two hours of didactic content per week (each term). L. Fields

756a/b, Advanced Clinical Practice for Adult/Gerontology Primary Care and Family Nurse Practitioners 5.8 credit hours. This clinical course builds upon the experiences gained in 556b and provides students further opportunity to develop advanced nursing skills, clinical judgment, and evidence-based patient management strategies necessary to manage common acute and chronic health care conditions. Students participate in designated weekly primary care clinical experiences arranged by faculty. In addition, students meet weekly for a one-and-one-half-hour clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the life span. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Taken concurrently with 757a/b and, for family nurse practitioners, with 833a/b.

Prerequisite (or concurrent with): 556b. Required of adult/gerontology primary care and family nurse practitioner students in the final year. Eight to sixteen hours of clinical practice per week (fifteen weeks), and one and one-half hours of clinical conference per week (each term). C. Bruno, coordinator

757a, Primary Care of Adults II 2 credit hours. This is the third 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. Classes focus on health promotion and maintenance, and assessment, differential diagnoses, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with co-morbid conditions. Required of adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with 756a. Prerequisite: successful completion of 556b and 557a/b. G. Marrocco

757b, Primary Care of Adults II 2 credit hours. This is the final 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. Classes focus on health promotion and maintenance, and assessment, differential diagnoses, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with complex co-morbid conditions. Required of adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with 756b. Prerequisite: successful completion of 756a and 757a. G. Marrocco

768a/b, Clinical Practice in Diabetes Care and Management 1.65 credit hours (each term). The focus of this practicum is comprehensive management of a caseload of patients with diabetes specific to the student's elected specialty (pediatric, midwifery/women's health, adult/gerontology acute care, adult/gerontology primary care, and family nurse practitioner). The spring term is an extension of the fall and focuses on the management of common problems related to long-term diabetes complications encouraging clinical decision making and management of co-morbidities. Student's clinical practicum in diabetes care is in various settings specific to student's specialty program. Four hours per week of practice required both terms. One hour of clinical conference per week. 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 annually updated American Diabetes Association Standards of Care. It includes principles of primary care (screening, early detection, intervention, and patient education), secondary care principles related to diabetes management (various treatment modalities, patient education, and self-care), and tertiary care related to complications. These concepts and principles of care are presented relative to type of diabetes (type 1, type 2, gestational, diabetes in 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 psychological, social, occupational, and

economic are also emphasized. Required of all students in the diabetes care concentration in the final year. V. Jefferson

780a, Advanced Midwifery Care 6 credit hours (2 credits didactic, 4 credits clinical). Students continue clinical experiences in antepartum, intrapartum, newborn, postpartum, gynecology, and primary care areas, extending their abilities through lectures, seminars, case studies, and self-directed learning to provide care in more complicated clinical situations. Students are required to be certified in neonatal resuscitation through the American Academy of Pediatrics course. Required of nurse-midwifery students in the final year of specialization. This course will become 780a, Women's Health III: Clinical Care of Women with Complex Health Issues, beginning fall 2015. C. Jevitt

780b, Integration 9 credit hours (8.5 credits clinical, 0.5 credit clinical conference). This course is designed to help students assimilate all the areas of nurse-midwifery practice in a way that enables them to provide full-scope care with appropriate clinical supervision, academic support, and clinical support including site preceptors, faculty, school, and library resources. During the course, students continue to refine their ability to provide quality evidence-based practice within appropriate cultural contexts of care and provide patient safety in clinical practice as they continue to be mindful of the responsibilities and accountability inherent in their emerging professional role. Students are expected to build on the knowledge and skills obtained in all previous courses. Prerequisites: all YSN core courses and all nurse-midwifery core courses. Required of nurse-midwifery students in the final year of specialization. Minimum thirty-two hours per week of clinical practice (including 1:3-hour ratio for on-call time as negotiated with clinical preceptors, which is dependent on the clinical site and the student's ability to demonstrate clinical proficiency) plus 1.7 hours per week of clinical conference). This course will become 780b, Women's Health IV: Integration of Women's Health Care, beginning fall 2015. Faculty

[781a, Women's Health III: Theoretical Foundations for Care of Women with Complex Health Issues 2 credit hours. In this course, students continue to develop evidence-based reproductive health care for women across the life span. This course concentrates on the physiologic, developmental, psychosocial, and cultural theories of advanced clinical decision making, focusing on reproductive and developmental health issues of women across the life span. Complex health issues are analyzed through regularly scheduled class sessions, seminars, assignments, and problem-based learning case studies. Emphasis is on collaboration within multidisciplinary teams. Required of midwifery/women's health nurse practitioner students in the second year of specialization. Not offered in 2014–2015]

[782a, Clinical Care of At-Risk Childbirth 2.5 credit hours. Students focus on providing increasingly complex intrapartum and postpartum care as members of a multidisciplinary team in diverse settings. Students have eight hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of midwifery/women's health nurse practitioner students in the second year of specialization. Not offered in 2014–2015]

[783a, Theoretical Foundations for Care of At-Risk Childbirth 1.5 credit hours. This course focuses on advanced theoretical concepts and comprehensive management of the pregnant woman with at-risk pregnancies or co-morbid health problems. Complex health issues are analyzed through regularly scheduled class sessions, seminars, assignments, and problem-based learning case studies. Management includes triage; prenatal, birth, and postpartum emergencies; and perinatal loss. Emphasis is on collaboration within multidisciplinary teams. Required of midwifery/women's health nurse practitioner students in the second year of specialization. Not offered in 2014–2015]

[784b, Integration of Midwifery Care 4.5 credit hours. This course is designed to help students assimilate all the areas of nurse-midwifery practice in a way that enables them to provide full-scope care with appropriate clinical supervision, academic support, and clinical support including site preceptors, faculty, school, and library resources. During the course, students continue to refine their ability to provide high-quality, evidence-based practice within appropriate cultural contexts of care and to provide patient safety in clinical practice as they continue to be mindful of the responsibilities and accountability inherent in their emerging professional role. Students are expected to build on the knowledge and skills obtained in all previous courses; focus is on intrapartum, postpartum, and newborn care. Required of midwifery/women's health nurse practitioner students in the second year of specialization. Not offered in 2014–2015]

785a, Professional Issues in Midwifery 1 credit hour. 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; and in legislative and policy initiatives for health care of women, infants, and others; and to accept the responsibility inherent in the profession. Required of all students in the midwifery/women's health nurse practitioner specialty. H. Kennedy

802a/b, Advanced Clinical Practicum for Adult/Gerontology 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, collaboration, health promotion, and risk factor modification. This course builds upon the foundational objectives successfully met in 612b. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill adult/gerontology patients are stressed, with special emphasis on conditions presented in 607b and 807a. 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. This practicum is required of adult/gerontology acute care nurse practitioner students in the final year of specialization. Preceptors are A.P.R.N.s and physicians. Twenty-four hours per week in an acute care setting for fifteen weeks in the fall term and fifteen weeks in the spring term for a total of 720 hours. L. Andrews

803a/b, Management of Clinical Problems 2 credit hours per term (1 credit hour for students in the oncology concentration). The content of this course focuses on the symptom experience and common clinical problems of adults with cancer. The focus is on assessment, differential diagnosis, and management of common problems and side effects of therapy emphasizing patient-centered care and strategies for self-management. Prerequisites: successful completion of 615a/b, and 803a to continue with 803b. R. Sipples

804a/b, Clinical Practicum for Oncology Nurse Practitioners 3 credit hours. 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. Prerequisite: successful completion of first-year specialty courses. Eight hours per week of clinical practice, plus one hour per week of clinical conference. V. Dest, M.T. Knobf

807a, Pathophysiology and Management of Common Adult Clinical Problems II 4 credit hours. This course provides a basis for predicting the vulnerability for common clinical problems in acute care patients. These include: trauma and endocrine, hepatic, gastrointestinal, infection/sepsis, and end-of-life problems 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 systems are included. Required of adult/gerontology acute care nurse practitioner students in the final year of specialization. M. Cyr

810b, Advanced Specialty Practicum II for Adult/Gerontology Acute Care Nurse Practitioners 3 credit hours. The focus of this practicum is comprehensive management of a caseload of patients with adult/gerontology acute care chronic and/or acute complex conditions. Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions. Students are required to take this course but may request to exempt out as determined by faculty review of a clinical portfolio and competency. Eight hours of clinical practice plus one hour of clinical conference per week. L. Andrews, M. Funk

817b, Professional Practice Issues for Adult/Gerontology Acute Care Nurse Practitioners 2 credit hours. This course is designed to develop the adult/gerontology acute care nurse practitioner student's transition to the professional role. The course explores the essential theoretical and practical considerations underlying the multiple roles of the acute care nurse practitioner—leader, educator, researcher, advocate, clinician, consultant, collaborator, and systems navigator. Topics to be addressed include: informatics, organizational leadership theory and skill development, quality improvement and safety, health care advocacy and policy, and interprofessional collaboration and consultation. Required of all students in the final year of specialization in the adult/gerontology acute care nurse practitioner specialty. This is a hybrid course that includes four two-hour, on-site sessions coupled with eleven weeks of online course work. Faculty

819b, Health Promotion and Disease Prevention across the Adult Continuum 1.5 credit hours. The focus of this course is on the exploration of primary care issues and management throughout the adult/gerontology continuum. Healthy People 2020 is used as a framework, together with theories, clinical concepts, and research from multiple disciplines. Clinical practice guidelines are explored in concert with Healthy People 2020. In addition, this course synthesizes the principles of culturally sensitive, population-centered, interdisciplinary health promotion and prevention within the context of specialty care. Required of adult/gerontology acute care and adult/gerontology primary care nurse practitioner students. Faculty

825a, Advanced Practice in Early Care and School Health 1 credit hour. 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 of pediatric nurse practitioner students in the final year of study; open to others with permission of the instructor. Prerequisites: all 600-level first-year specialty pediatric nurse practitioner courses. One and one-half hours per week for ten weeks. A. Crowley

826a or b, Clinical Practice in School Health 2 credit hours. 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 of pediatric nurse practitioner students. Six hours weekly in a clinical setting for one term and eight hours of clinical conference over two terms. J. Taylor

827b, 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 chronic health conditions of children and adolescents across settings. Utilizing a systems approach, pathophysiology is reviewed, and then prototype chronic conditions and related interventions and management are discussed. Required of pediatric nurse practitioner students in the final year. Faculty

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 of pediatric nurse practitioner students in the

final year of specialization. Five hours weekly in a clinical setting and fourteen hours of clinical conference per term. 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 a variety of pediatric conditions encountered in the primary care setting. It focuses on the assessment and management of complex outpatient pediatric problems and the role of the advanced practice nurse in managing these problems. Lectures, discussions, and cases by guest speakers, faculty, and students. Required of pediatric and family nurse practitioner students in the second year of specialization. Prerequisite: successful completion of 635b. 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 of pediatric nurse practitioner students in the final year of specialization, usually taken during the spring term. A second term may be taken as an elective in the final year with permission of the course instructor and faculty adviser. Four and one-half hours weekly in a clinical setting and eight hours of clinical conference per term. M. Swartz and faculty

845b, Pediatric Pharmacology 1.2 credit hours. This pharmacology course builds on general principles of pharmacology for advanced practice nurses and is designed to prepare students in the PNP specialty to apply principles of pharmacotherapeutics in the management of children's and adolescents' health. Students learn to identify the correct pharmaceutical agents(s) for therapy and develop plans to monitor the results for effectiveness and safety in the pediatric primary care setting. Required of pediatric nurse practitioner students in the first year of specialization; open to others with permission of the instructor. Two hours for nine weeks. A. Crowley

851a, Application of Evidence in Advanced Practice Psychiatric Nursing 2 credit hours. The provision of mental health services is determined by many factors including policy, public demand, research evidence, ideas among general practitioners and mental health professionals, and the financial pressures under which purchasers and providers of services work. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. In providing services to individuals, families, groups, systems, and organizations, the advanced practice psychiatric nurse functions as clinician, consultant, leader, educator, and researcher in the analysis of critical issues important to decision making and intervention. The assumption underlying the course is that all advanced practice mental health services should be fundamentally theoretical and evidence-based. In this course students define clinical problems and system implications, use technology to identify clinical and research evidence, and critically analyze the evidence. Based on this analysis they devise and present realistic plans for intervention in the clinical setting and write an evidence-based review paper summarizing the results. Discussion about what constitutes the best available evidence to clarify decision making with regard to a variety of mental health and health promotion needs is addressed. Required of all students in the final year of the psychiatric-mental health nurse practitioner specialty. J. Iennaco

855a, Group Psychotherapy Seminar 1.5 credit hours. This course examines methods and major conceptual frameworks of group psychotherapy, especially Yalom's group therapy model. Emphasis is placed on the application of theory to the clinical realities of groups encountered in various inpatient and outpatient settings. This course examines various group treatment modalities and how they are useful in different psychiatric disorders and settings. It demonstrates how group treatment choices are made through patient assessment; diagnosis; and cognitive, cultural, individual, and pharmacological considerations. Knowledge of group dynamics and systems theory is reviewed through the current literature and research. The lab portion of this course offers the opportunity for students to have a task group experience and examine group norms, process, communication patterns, roles, subgroups, stages of group development, and styles of leadership. Group psychotherapy is taught in the final year of the psychiatric–mental health nurse practitioner specialty. One credit hour per week of classroom and one-half hour per week of clinical/laboratory (1:3 credit ratio for clinical component of a course = 1.5 hours in clinical activities per week). A. de Lisser

859b, Clinical Psychopharmacology across the Life Span 2 credits. This course covers the principles of psychiatric pharmacotherapy across the life span and the role of the advanced practice psychiatric nurse prescriber. It focuses on biological mechanisms of action of psychotropic drugs; common side effects and adverse reactions; safety issues in prescribing psychotropic medications; and alterations needed in using these agents in specialty populations. The neurobiological components important in understanding symptom etiology and treatment are incorporated to select the most efficacious pharmacologic treatment of psychiatric disorders. Pharmacological history, differential diagnoses, and symptoms targeted for pharmacological activity are incorporated as integral components of prescriptive practice. An emphasis on clinical decision making includes all phases of pharmacologic treatment: evaluation and diagnosis; initiation of treatment; determining efficacy; evaluating side effects; enhancing patient adherence; evaluation of response long-term; maintenance vs. discontinuation; patient education; and integration of psychotherapy. Sources of information include evidence-based data, treatment algorithms, established practice guidelines, textbooks, journal articles, and current conference proceedings. Required of all students in the first year of the psychiatric–mental health nurse practitioner specialty; others may be admitted with permission of the instructor. M. Moller

860a, Advanced Clinical Practice in Psychiatric–Mental Health Nursing across the Life Span 4.5 credit hours. The aim of the fall-term, second-year clinical practicum is to promote development of clinical and leadership skills required for advanced professional practice across the life span in psychiatric–mental health nursing. Building on first-year clinical skills, students are expected to choose, implement, and evaluate advanced assessment and differential diagnostic reasoning skills, psychotherapeutic (e.g., group, individual, family) techniques, and psychopharmacological interventions with children, adolescents, adults, and older adults, and their families in a variety of psychiatric clinical settings. Ethnic, gender, and developmentally appropriate therapeutic, educational, and supportive intervention strategies are implemented for patients across the life span. Students are expected to collaborate with other health care providers in the care of

their patients. Health promotion and disease prevention strategies are examined and prioritized in relation to promoting mental and physical health with ethnically diverse individuals, groups, and families. Role delineation, ethical and legal responsibilities, and clinical expectations related to prescriptive authority, evidence-based decision making, anticipatory guidance, and therapeutic psychiatric–mental health nursing care are explored. Required of all psychiatric–mental health nurse practitioner students in the second year who have completed first-year clinical and didactic requirements. Four credit hours for clinical practice and one-half credit hour for weekly, ninety-minute clinical supervision conferences. Faculty

861b, Applied Psychopharmacology across the Life Span 2 credit hours. This elective course builds on 859b and is designed to facilitate student expertise and confidence in prescribing the major categories of psychiatric medications to patients across the life span. The course is divided into eight major topic areas: antipsychotic, antidepressant, anti-anxiety, mood-stabilizing, hypnotic, stimulant, cognitive enhancement, and substance abuse treatment medications used in the treatment of psychiatric disorders across the life span. The concepts of sleep disruption, personality function, and pain management are integrated into each topic area. Each topic area includes two class sessions. The first reviews the biological mechanisms of action, common adverse events, drug–drug and drug–nutrient interactions, safety issues, and monitoring implications of the psychopharmacology category. The second is case-based, using real-life, interactive, Web-based cases for group problem solving and consensus building regarding the most appropriate psychopharmacological course of treatment incorporating legal-ethical and bio-psychosocial-cultural-spiritual components of care. Upon completion, students will be prepared to complete Phase 1 of the Neuroscience Education Institute’s Master Psychopharmacology Program. Suggested for all PMHNP students in the spring of the second year of specialization. Two hours per week. Faculty

862b, Immersion in Advanced Clinical Practice in Psychiatric–Mental Health Nursing across the Life Span 7.5 credit hours. The aim of this final-term, second-year clinical practicum is to provide a clinical immersion experience with a specific patient population. Building on and enhancing the competencies of 860a, the emphasis of the course is on the integration and application of leadership, ethics, patient safety, quality improvement, systems, and care delivery principles in advanced practice psychiatric–mental health nursing. This course builds on the knowledge and competencies acquired throughout the program of study and the required clinical practica. Students gain increased competency and demonstrate increased accountability in the provision of comprehensive psychiatric–mental health care in the designated clinical site(s). Students expand practice experiences to include leadership and indirect clinical activities (e.g., consultation, supervision, or education; understanding of organizational systems and structures, policy and systems issues, and the professional advanced practice nursing role; collaboration and leadership) within their practice sites. Seven credit hours for clinical practice and one-half credit hour for weekly, ninety-minute clinical supervision conferences. Faculty

865b, Family Psychotherapy Seminar 1.5 credit hours. This course provides an overview and critical analysis of family theories and conceptual models. The course examines the

applicability of these models to guide advanced family psychiatric–mental health practice with children, adolescents, adults, and their families. The strengths and limitations of such models as Bowenian, cognitive-behavioral, structural, and problem-solving are compared and contrasted in relation to their potential to guide psychotherapy with children, adolescents, adults, and their families. The course content also examines how the selected family theories and conceptual models take into account and address the influence of cultural, social, and ethical issues, and of mental and physical health status, on the family systems over time. A lab component assists students in applying family theories and models to guide their assessment, treatment, and evaluation of family therapy with ethnically diverse families in a variety of inpatient and outpatient settings. One hour per week classroom and one-half hour per week clinical/laboratory (1:3 credit ratio for clinical component of a course = 1.5 hours in clinical activities per week). Required of psychiatric–mental health nurse practitioner students in their second year. A. de Lisser

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 students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. M. Bettigole

875b, 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 of students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. J. Kunisch

877a, Evaluation of Programs and Policies 2 credit hours. This course introduces students to evaluation of health care programs and policies in institutional, community, and policy settings. Emphasis is on matching evaluation methods to evaluation purposes within the context of program life cycle in order to be relevant to decisions to be made. Methods for analyzing effectiveness of programs, and also formative evaluation, are addressed. Students select a report of a program or policy evaluation for critique and adaptation. The course is taught in five half-day seminars (three hours each) with interactive Web-based learning between on-campus seminar sessions (fifteen hours). Required of students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. J. Dixon, M.T. Knobf

878b, Advanced Clinical in NMPL 4 credit hours. This clinical practicum enables students in the last year of the nursing management, policy, and leadership specialty to apply knowledge and skills learned in all prior course work 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 undertake and complete at least one major initiative that requires the development of stated goals, a strategy for implementation and completion, utilization of tools for organizational analysis, change management, and project planning. Each student evaluates the organizational culture and group dynamics using tools acquired throughout the program. Students are expected to develop a timeline for the clinical experience, based upon approved goals and objectives. Weekly online discussion, complemented by monthly classes and individual work sessions with the instructors, gives students the opportunity to share experiences throughout the term. A formal presentation of students' final projects demonstrates mastery of critical management and leadership skills to accomplish organizational goals. Required of students in the nursing management, policy, and leadership specialty. Faculty

879b, Capstone 3 credit hours. This course provides students in the final term of the nursing management, policy, and leadership program with an opportunity to study and dissect complex management, leadership, and policy issues in nursing and health care. Online discussion forums on selected contemporaneous issues and Master Classes with invited guests are intended to create a learning environment of reflection and analysis. Topics emphasize nursing in the context of professional, political, and policy considerations, especially the role of values in analysis and decision making. Topics change as contemporary events change but always include organizational behavior, advanced practice in nursing, role of the chief nursing officer, governance, strategy, and communication about nursing. Students build upon their experiences in 878b to produce a significant capstone paper. The course is taught in five monthly on-campus seminars combined with thirty hours of Web-based instruction. Required of students in the nursing management, policy, and leadership specialty in the final year. M. Moss

895b, Clinical Pharmacology 2 credit hours. This course is designed for APRN and master's-level students to build upon their introduction to drug therapy course. Principles of pharmacology are presented through the study of pharmacokinetics and pharmacodynamics. Emphasis is placed on drug categories, mechanisms of action, and side effects. Following initial content on general principles, applied interpretation of some of the most common clinical indications and considerations for prescribing are addressed. Student participation demonstrates understanding of clinical applications of pharmacologic principles and concepts. Required of all clinical master's students in the first year of specialization. Two hours per week. Faculty

897b, Specialty Care Clinical Pharmacology 1 credit hour. This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice nursing approach for patient-specific populations. Through lectures and selected case

studies and class or online discussion, students learn 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. Students are expected to utilize multiple methods for obtaining pharmacological information. Required of students in the adult/gerontology acute care nurse practitioner, family nurse practitioner, and midwifery/women's health nurse practitioner specialties. Taken concurrently with, or in the term immediately following, 895b. Successful completion of this course is required for graduation. Fifteen hours over the course of the term. Faculty

901a, Research Methods I: Research Designs This introductory course in research methods provides an opportunity to survey and evaluate various scientific designs 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 and credibility. Qualitative and quantitative approaches to research methods are explored. Required of all Ph.D. students in nursing. Open to master's students with permission of the instructors. Three hours per week. J. Dixon, H. Kennedy

901b, Research Methods II: Mixed Methods The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis, and evaluation of the common mixed methods designs. Required of all Ph.D. students in nursing. Three hours per week for seven weeks. R. Whittemore, M.T. Knobf

903a, Research Methods III: Measurement of Health Variables This course focuses on theory of measurement and reliability and validity of research instruments—with emphasis on interaction of conceptual, methodological, and pragmatic considerations. An integration of seminar and lecture is employed. Required of all second-year Ph.D. students in nursing. Open to advanced graduate students in other schools of the University. Three hours per week for seven weeks. 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.

[905a, Research Methods IV: Intervention Development This seminar focuses on the research methods necessary for the understanding, developing, and testing of interventions to improve outcomes in health and illness. Content includes the use of various approaches to the development of biobehavioral interventions. The second half of the module deals with methodological issues in carrying out clinical intervention research. Required of all Ph.D. students in nursing. Open to others with permission of the instructor. Prerequisites: NURS 901a and 943a. Three hours per week for seven weeks. Not offered in 2014–2015]

907, Dissertation Seminar This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation

proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours per month.

911a, Science, Scholarship, and Communication of Knowledge I This is the first course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of scientific writing and communication, and research priorities and strategies for building a program of research. The NURS 911/915 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

911b, Science, Scholarship, and Communication of Knowledge II This is the second course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of grant writing and communicating research results. The NURS 911/915 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

913a, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science In this course students examine the nature of the philosophical and theoretical basis for nursing science. The nature of science is explored through a dialogue of competing philosophical perspectives, such as logical positivism, post-positivism, historicism, critical theory, and post-structuralism. The philosophies that have informed the scientific process and the conceptual and theoretical underpinnings of nursing science are discussed. Specific approaches to concept/theory development and analysis, with linkages to philosophical perspectives, are examined. Required of all Ph.D. students in nursing. Three hours per week for seven weeks.

913b, Foundations of Scientific Inquiry II: Philosophical and Theoretical Basis for Nursing Science This course examines major conceptualizations of health and illness, self- and family management, and research supporting these conceptualizations. Emphasis is placed on the link between health and illness self-management, with particular emphasis on vulnerable populations, and related concepts such as symptom distress, self-efficacy and coping, and the contributions of risk and protective factors to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. Required of all Ph.D. students in nursing. Three hours per week for seven weeks.

915a, Science, Scholarship, and Communication of Knowledge III This is the third course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of peer review, responding to research critiques, and publishing research results. The NURS 911/915 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

915b, Science, Scholarship, and Communication of Knowledge IV This is the fourth course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of grant management, mentorship, career planning, and roles and responsibilities of the nurse scientist and leader. The NURS 911/915 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

917b, Advanced Statistics for Nursing Research This 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 interfaces in SAS, SPSS, n-Query, MS Excel, and MS Access also are briefly covered. This course is required of all Ph.D. students in nursing and may be elected by M.S.N. students with permission of the instructors. Three hours per week.

929b, Ethical Conduct of Clinical Research The 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 international research. Required of all Ph.D. students in nursing. Open to others with permission of the instructor. One hour per week. L. Sadler

941a, Health Policy, Leadership, and Systems The 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 care and its financing, delivery, and quality; 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 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 online Yale University School of Nursing Health Policy Module. Required of all Ph.D. students in nursing. Three hours per week. Faculty

955a, Ethical Analysis in Health Care 3.5 credit hours. This course explores influential theories of health care ethics and draws on them to identify and analyze both common and complex ethical challenges in health care settings and systems, with attention to domestic and global concerns. Through readings, writing assignments, case study discussions, and projects, participants develop critical thinking, critical writing, ethical

reflection, and group process skills integral to leadership in ethics, with close attention to the role of the nurse-leader in ethics education and organizational policy development. The course is designed for individuals who have significant clinical and administrative experience. Required of D.N.P. students in the first year. Four monthly three-hour on-campus sessions combined with Web-based instruction. N. Berlinger

957a, Evidence 3 credit hours. Evidence is that which enhances the reasonableness or justification for our beliefs and practices. When we apply this concept of evidence to health care, we engage in five evidentiary tasks: we *ask* answerable questions about what is evidence for that about which we are concerned; we *acquire* that evidence and *appraise* it; we *apply* this evidence to that about which we are concerned; and we *evaluate* this application. In this course, we explore the contemporary concept of evidence-based practice in its philosophical, scientific, and historical contexts and build on it to develop competence in applying the five evidentiary tasks to nursing practice in the clinical, policy, and leadership arenas. Required of D.N.P. students in the first year. Taught in intensive mode in the winter session. R. McCorkle

958a, Practicum: Evidence 0.5 credit hour. Required of D.N.P. students in the first year. Faculty

963b, Transformational Leadership in Professional Education 2 credit hours. This course focuses on innovative methods in intra- and interprofessional education and includes a review and critique of the principles of transformational leadership as they relate to higher education. Transformational leadership includes the ability to develop educational goals and purpose that aim to fully engage learners in the teaching-learning process. Students explore professional and patient education in light of the political, social, economic, legal, safety, and cultural contexts that are informed by the literature, applied theoretical knowledge, and policy, culminating in an applied teaching practicum. Required of D.N.P. students in the first year. J. Coviello

964b, Educational Leadership Practicum 2 credit hours. Taken concurrently with 963b, this leadership practicum offers the student a faculty-mentored teaching experience that is designed to enable the student to translate evidence-based principles and practices of education content into best practices with diverse populations outside, within, and/or across a variety of local, national, and/or international health care systems or organizations. This practicum/seminar enables students to apply knowledge and skills learned in 963b to a teaching/learning experience mentored by faculty; the seminar acts as a forum for students to discuss and present their educational dilemma, design a teaching plan that is aimed at creative problem solving, and present the evaluation of the class they teach. Students select a topic that relates to a current issue in professional education. The course includes a teaching modality using current technology to demonstrate strategies available to educators as they consider the needs of “students” (target group) in various learning environments. There are two presentations, one at midterm to introduce the topic and one at the end of the teaching practicum. The final presentation occurs on-site at the end of the term. The group is expected to demonstrate their teaching practicum and their chosen modality (i.e., Skype, WEBX, Prezi, etc.). The last part of the practicum is a five-page paper that describes the chosen educational dilemma and audience, the

plan for approach (description and objectives), and “student” evaluations as well as a critique of the chosen modality and its perceived effectiveness. The student is expected to maintain a log of committed time dedicated to the selected practicum. Ninety hours total, averaging six hours per week. Students are to maintain their clinical practicum hours in e-portfolio. J. Coviello

967c, Theory and Application of Project Management 1.5 credit hours. This course provides an overview of theoretical principles and concepts essential to assessing, designing, implementing, and evaluating population-based health projects within and across the health system and other organizations. In this course, students critically examine change, decision making, evaluation, and management-related theories as a foundation for project planning, implementation, and evaluation of an evidence-based improvement project. Students identify and develop a theory-based project derived from an integrated synthesis of the literature. Students also identify appropriate software, tools, and communication techniques essential for leading an interprofessional team from inception to completion of the project within and across health care systems or other organizations. The tools and processes learned in this course will support work toward the subsequent capstone experience. Taught as an intensive during the summer intersession. Required of D.N.P. students in the first year. Faculty

971a, Health Care Policy, Politics, and Process 3 credit hours. This course provides an overview of past and current health policy literature and research. It also provides the student with the opportunity to critically analyze basic concepts, principles, and consequences of policy options for achieving selected health services goals across the spectrum of health and health care systems. It is built upon the understanding that health care delivery is the transformation of health science into health service. Students increase their aptitude in the three P’s—policy, politics, and process—in order to shape health care delivery changes. Policy, politics, and process occur in organizational, state, tribal, and federal spaces. In this era of sweeping health reform, it is imperative that students understand the players, the interactions, and the routes to change. The class tracks and analyzes contemporary legislative and regulatory proposals, court opinions, and think-tank documents. Required of D.N.P. students in the second year. Faculty

972a, Policy Leadership Practicum 1credit hour. Taken concurrently with 971a, this practicum offers the student a faculty-mentored clinical experience that is designed to enable the student to translate evidence-based principles of health policy content into best practices with diverse populations outside, within, and/or across a variety of local, national, and/or international health care systems or organizations. The student is expected to maintain a log of committed time dedicated to the selected practicum. Forty-five hours total, averaging three hours per week. Students are to maintain their clinical practicum hours in e-portfolio. Faculty

977b, The Business of Health Care 3.5 credit hours. This course is designed to introduce students to the principles of economics, finance, and business operations within the context of the health care system and organizations. Essential economic and financial theory for the health care decision maker is examined within institutional, local, and national environments. Principles and theories of finance methodology are an intricate part of the

discussions related to public and private financing within and across health care delivery systems. The relationships among health care systems, financial decision making, and current and emerging electronic clinical database systems are examined. Required of D.N.P. students in the second year. J. Kunisch

981b, Organizational Behavior and Leadership: Applications in Health Care 4 credit hours. In this course, students explore and critically analyze classic and contemporary leadership theories, models, and research from the sociological, psychological, organizational, and business literature as the basis for leadership and change in health care organizations. The course is taught in modules covering interpersonal relationships, leading change, leading teams, organizational culture, organizational structure, and systems management. Students use leadership case studies and simulations from a variety of fields to explore and illuminate the core leadership concepts in the course. Readings from the translational literature in nursing and medicine as well as emerging health reform reports are used to supplement case discussions in order to apply lessons learned to leadership issues in health care delivery, policy, and regulatory environments. Required of D.N.P. students in the second year. Graded Pass or Fail. J. Krauss

982b, Leadership Practicum 1.5 credit hours. Students participate in a mentored leadership initiative in a clinical, educational, or regulatory environment or with local and national policy makers. The expected outcome is a final scholarly paper that applies and evaluates their evidence-based leadership model and related strategies to an agreed upon leadership initiative. The students, in collaboration with their assigned mentor(s), identify the change initiative and develop a timeline for the negotiated deliverables. Required of all D.N.P. students. A total of forty-five clinical hours is required, and the students are expected to negotiate with their assigned mentor how these hours will be scheduled. Students are expected to keep a reflective log of their activities on the electronic “portfolio” compilation program provided in the learning management system labeled as “practica.” J. Krauss

985c, Achieving Health Equity 2 credit hours. This course provides a critical overview of the historical and contemporary health and health disparities research, relevant literature, and policies as essential context for understanding how to achieve health equity. The social and biological determinants of health and health disparities are also critically examined in light of social, political, economic, cultural, legal, and ethical issues. Selected health and health disparities population-based data are examined as a foundation for explicating how subpopulations experience disparate health across the life span. Students examine how past and current policies (state, federal, tribal), politics, population-based data findings, and selected frameworks enhance or act as barriers to achieving health equity with diverse populations, systems, and/or communities. Students also design an organizational policy plan for achieving health equity within a health system, organization, and/or community-based health system. Required of D.N.P. students in the second year. M. Moss

989c, Capstone Seminar 2 credit hours. This course is designed to help students integrate D.N.P. course content and practica into a final capstone proposal. Students work in concert with their assigned capstone adviser during the spring term of their first year

in the development of a draft proposal. During this course, draft proposals are reviewed using the Guidelines for Developing and Implementing a Capstone, with the addition of rubrics for evaluation of the work. The student presents his or her proposal for critique by peers, capstone adviser, and faculty of record during the last seminar session during the summer intensive. Required of D.N.P. students. Faculty

998, Leadership Immersion Practicum 5 credits. The leadership capstone immersion is a yearlong, mentored experience in which students apply relevant knowledge to an evidence-based experience culminating in a final capstone. Students employ effective communication and collaboration skills to influence improved health care quality and safety and to negotiate successful changes in care delivery processes within and/or across health and health care systems and organizations. A final project report and presentation are provided to D.N.P. faculty and to the institution/organization in which the immersion takes place. The immersion leads to the completion of a capstone project that affords students an opportunity to address and refine a population-based health issue or problem. 450 clinical hours

999, Final Capstone 5 credit hours. Students select among a variety of options for completing the capstone project, which is intended to draw together learning from all previous courses and prior professional experiences. The options include: a practice change project; a systematic or integrative literature review; a policy/practice case and analysis; a research project; a precepted, executive-level experience and analysis. The capstone includes identification of the problem or issue, including policy context; review and critique of evidence associated with the issues or problems; design and conduct of an approach to the problem or issue that has the possibility of causing or promoting change; evaluation of both the project and the journey it has taken. At least one publishable paper is expected. Required of D.N.P. students in the final year; individual supervision or precepting to be arranged.

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 of Arts and Sciences and other professional schools of the University. In the past, students have elected courses from the School of Medicine; courses in 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.

General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$17,877.50 per term in the fall 2014 and spring 2015 terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of \$14,215. Tuition for the part-time D.N.P. program is \$11,886 per term in the fall 2014 and spring 2015 terms. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. The Post-Master's Certificate program and nonmatriculated part-time study are available at \$1,359 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 \$2,102 per year for single student coverage with Yale Health. 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 \$375, and some clinical courses may also have a lab fee. Every student also pays a technology fee of \$404.

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, or visit www.yale.edu/sfs/contactus.

Bills

Yale University's official means of communicating monthly financial account statements is through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay. Yale does not mail paper bills.

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 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 at their official Yale e-mail addresses and to all student-designated authorized payers. It is imperative that all students 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 late fees of \$125 per month (up to a total of \$375 per term) 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. 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 \$125 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 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 (YPP) 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 1" from the Main Menu. The enrollment link 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 Pre-specialty Nursing applicants and R.N. applicants to the master's program must complete these applications by February 1, 2015. All continuing students in the master's program must file for aid by March 15, 2015. Late applicants may not be eligible for maximum funding. 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 Federal Direct Unsubsidized loans, Direct Graduate PLUS 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 awarded 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. These merit scholarships are awarded upon matriculation into the program and are renewed each year as long as students are enrolled full-time 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.

The Federal Direct Loan for graduate students is available up to a limit of \$20,500 per year. Students will be responsible for the interest payments on the loan while in school (the interest may be paid monthly or it may be capitalized, adding the accrued interest

to the principal loan amount). The unsubsidized Direct Loan has a fixed interest rate of 6.21% and an origination fee of 1.051%. Borrowers receive a six-month grace period, which means that they do not have to begin repayment until six months after they graduate or when their enrollment drops below half-time status. There are no payments due while enrolled in school, during the grace period, and during any approved deferments (e.g., attendance at graduate school). The standard repayment term is 120 months with a \$50 minimum monthly payment.

Perkins Loans may be awarded to students who have demonstrated need beyond the \$20,500 Federal Direct Loan. Perkins Loans are subsidized while the student is enrolled and for nine months after graduation. The interest rate is fixed at 5%. A unique feature of the Perkins Loan is that a percentage of the loan is cancelled 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 Federal Direct and Perkins Loans to a limited number of students with demonstrated need. The loan is subsidized, interest is 5%, and students have ten years to repay.

The Direct Graduate PLUS Loan is a federal student loan with a fixed interest rate of 7.21% and an origination fee of 4.288%. A credit check is performed, but denial is only for adverse credit such as bankruptcy or default. 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. Students must inform the Financial Aid Office of any outside support, as awards may need to be revised. Revisions begin with loans, not scholarships, whenever possible.

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. Students demonstrating financial need are eligible for 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.yale.edu/oiss.

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. See the section Leave of Absence and Withdrawal, in the chapter Master's Program.

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 2014–2015, no portion of tuition will be rebated in the fall term after October 28, 2014, for students in the NMPL and D.N.P. programs and after October 30, 2014, for students in the clinical master's and post-master's programs. In the spring term, that date is March 25, 2015, for students in the NMPL and D.N.P. programs and March 28, 2015, for students in the clinical master's and post-master's programs. For summer term, the 60 percent date is June 28, 2015.

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 proration of his or her federal Title IV student aid. A student who withdraws after the 60 percent point has earned 100 percent of his or her federal Title IV student aid. In order to comply with federal regulations, the School must return to the U.S. Department of Education any unearned federal Title IV student aid. In 2014–2015, the last days for refunding federal Title IV student aid are the same as noted above for tuition. Aid will be refunded in the order prescribed by federal regulations, namely, first Federal Direct Unsubsidized Loan, then Federal Perkins Loan, and finally Federal Direct Graduate PLUS Loan.

For purposes of determining the refund of all other sources of student aid (federal non-Title IV, state, private, or institutional scholarships and loans), a student who withdraws from the School of Nursing for any reason will be subject to the same pro rata schedule as for federal Title IV student aid.

All recipients of federal and institutional 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. Students leaving the School receive instructions on completing this process from Yale Student Financial Services.

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 Schools of Medicine, Nursing, and Public Health,

the Physician Associate program, and other graduate and professional schools at Yale. Residents of Harkness Hall live in a secure building with single-occupancy bedrooms. 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 furnished single rooms with sinks, a limited number of two-room suites, a popular dining hall, television lounges, kitchenettes, and other recreational rooms. Dormitory room rental rates are \$5,882 to \$7,828 during the 2014–2015 academic year (August 2014 to May 2015). Rent includes wired and wireless Ethernet access, cable television hook-up, 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 contains a wide assortment of cardiovascular and weight-training equipment. All residents of Harkness dormitory 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 additional information about Edward S. Harkness Memorial Hall or other Yale graduate residences, contact the Graduate Housing Office at 203.432.2167 or visit <http://gradhousing.yale.edu>.

Graduate Housing Office

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartments Office provides 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 2014–2015 are available as of April 1 online and can be submitted directly from the Web site (<http://gradhousing.yale.edu>). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the Dormitory or Apartments office. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more information on dormitories or apartments, contact gradhousing@yale.edu; tel., 203.432.2167; fax, 203.432.4578.

Off-Campus Housing

Yale Off Campus Housing is a database of rental and sale listings available to the Yale community. The system has been designed to allow incoming affiliates to the University access to the online database at <http://offcampus.yale.edu>. The use of your University NetID allows you immediate access to search the listings. It also allows you to set up a profile to be a roommate or search for roommates. Those without a NetID can set themselves up as guests by following the simple instructions. For answers to questions, please e-mail offcampushousing@yale.edu or call 203.432.9756.

DINING SERVICES

Marigolds Dining, located in Edward S. Harkness Hall at the School of Medicine, is open from 7:30 a.m. until 7 p.m., Monday through Friday. For breakfast, Marigolds offers Starbucks coffee, assorted tea, and a seasonal fresh fruit/yogurt bar, as well as a variety of hot breakfast sandwiches, bagels, muffins, and Danish. A complete salad bar, choice of two soups (one vegetarian), pizza by the slice or whole, made-to-order grilled items, selected hot entrées, freshly made sandwiches, snacks, groceries, beverages, and assorted desserts are available for lunch.

Students living in Harkness dormitory are required to participate in a meal plan. 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 Dining location, seven days a week. Pricing is à la carte.

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 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 spring the SGO elects officers for the next term of office, which is from May to May. General meetings are held biweekly, and all students are invited to attend. Students can contact their SGO Board representative by e-mailing YSN-SGO@yale.edu.

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 cochairs of the SGO, 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 cochairs of the SGO, 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 the 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 YSN'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, and the 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.

Clinical Resources

YALE-NEW HAVEN MEDICAL CENTER

The combined facilities of the Yale School of Medicine, the Yale School of Nursing, the Yale School of Public Health, the Yale Child Study Center, the Yale-New Haven Hospital, and the Smilow Cancer Hospital at Yale-New Haven constitute the Yale-New Haven Medical Center. The Connecticut Mental Health Center is closely affiliated with this complex. In affiliation with Yale University, and through delivery networks in Bridgeport and Greenwich, the larger Yale New Haven Health System provides comprehensive, cost-effective patient care; educates health professionals; and advances clinical care.

The Yale School of Medicine offers courses leading to the degree of Doctor of Medicine. 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.*

The Yale School of Public Health (YSPH) provides leadership to protect and improve the health of the public through innovative research, policy analysis, and education that draw upon multidisciplinary scholarship from across the graduate and professional programs at Yale. In accordance with the School's mission and goals, YSPH serves local, national, and international communities by developing and demonstrating solutions to major public health problems and promoting leadership in public health, both at home and around the world. YSPH offers courses leading to the degree of Master of Public Health. *Dean, Paul D. Cleary, Ph.D.*

The Yale 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 offers direct mental health services to children from birth to age eighteen at the Child Study Center and in school-based clinics in New Haven public schools. There are several specialty clinics that provide consultation for children with tic disorders, obsessive-compulsive disorders, and developmental disorders, and there is a psychopharmacology consultation service. The Outpatient Clinic provides school-based mental health services in inner-city schools and walk-in immediate-access service in the clinic. The Yale Children's Psychiatric Inpatient Service, a collaborative program of Yale-New Haven Hospital and the Child Study Center, provides inpatient and partial hospital care for children between the ages of four and fourteen. Community-based child and adolescent mental health services include the Family Support Service for vulnerable children and families; in-home psychiatric services; and the Child Development and Community Policing Program, a collaboration between the Child Study Center and the New Haven Department of Police Services to serve children exposed to violence and other trauma. *Director, Fred R. Volkmar, M.D.*

Yale-New Haven Hospital Founded in 1826 as Connecticut's first and the nation's fifth hospital, today Yale-New Haven Hospital (YNHH), affiliated with Yale University Schools of Medicine, Nursing, and Public Health, 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. Smilow Cancer Hospital at Yale-New Haven—a partnership between YNHH, Yale School of Medicine, and the nationally designated Yale Cancer Center—opened in fall 2009 and consolidates all of the hospital's cancer services, both inpatient and outpatient, into a single facility. Both an academic medical center hospital and a community hospital, Yale-New Haven Hospital provides primary and specialized care in three inpatient pavilions and offers more than ninety medical and surgical specialty services, including anesthesiology, organ transplantation, cardiology, psychiatry, newborn special care, and geriatric assessment.

In September 2012, YNHH acquired the assets of the Hospital of Saint Raphael, located on Chapel Street in New Haven and now named Yale-New Haven Hospital Saint Raphael Campus. This integration allows YNHH to provide the region with more coordinated, comprehensive care.

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 Operating Officer, Richard D'Aquila; Senior Vice President for Patient Services and Chief Nursing Officer, Patricia Sue Fitzsimons, R.N., Ph.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 more than a forty-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, and substance abuse disorders (including heroin and cocaine), as well as 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, Michael Sernyak, M.D.; Director of Nursing, Rebecca Wettemann, M.S.N., R.N.*

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. *Medical Director, Joseph Andrews, M.D.*

Cornell Scott-Hill Health Center, established in 1968, is a community-oriented family health service that provides comprehensive care to the 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, and 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, Michael Taylor*

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. *Chief Executive Officer, Suzanne Lagarde, M.D., FACP*

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 Healthcare System. Several VA Connecticut specialized programs are recognized nationally and regionally. These include the Eastern Blind Rehabilitation Center and Clinic, 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, Janice M. Boss, M.S.; Associate Director for Patient Care Systems, Margaret Veazey, M.S.N., R.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, John R. Quinn*

VNA Community Healthcare 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 Community Healthcare delivers home visits to patients throughout New Haven County and the Connecticut shoreline. *President and Chief Executive Officer, Janine Fay, R.N., M.P.H.*

Yale University Resources and Services

A GLOBAL UNIVERSITY

The University's engagement beyond the United States dates from its earliest years. 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. Today, Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world.

In 2005, following a full year of consultation with deans and faculty, the president and vice president published "The Internationalization of Yale, 2005–2008: The Emerging Framework." Activity accelerated further with the publication of the "International Framework: Yale's Agenda for 2009 to 2012." Both are available online at www.world.yale.edu/framework. Three overarching goals were enunciated in these documents: prepare students for leadership and service in an increasingly interdependent world, attract the most talented students and scholars to Yale from around the world, and position Yale as a global university of consequence.

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

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. See www.yale.edu/macmillan.

The Jackson Institute for Global Affairs seeks to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership. See <http://jackson.yale.edu>.

The Office of International Affairs (OIA) 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. See <http://world.yale.edu/oia>.

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

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. See www.ycsg.yale.edu.

The Yale World Fellows Program hosts fifteen 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. See www.yale.edu/worldfellows.

Additional information may be found on the "Yale and the World" Web site, including links to the international initiatives across the University and resources for faculty, students, and staff conducting international activities, whether abroad or on campus. See www.world.yale.edu.

LIBRARIES

The print 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. The Medical Library supports the Yale 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 Nursing Resources Web site is the gateway to an online library of clinical reference tools, databases, evidence-based practice resources, and electronic books and journals. The rich collection of resources includes electronic and print journals and books, digital resources, images, educational software, and a large unique collection of rare medical books, medical prints, photographs, and memorabilia.

All Yale University students have access to electronic resources including electronic books, journals, and databases from any off-campus computer. Librarians work to create seamless access to full-text electronic resources. Wireless access is available throughout the School of Nursing and the Medical Library. The library also lends laptops to Medical Center students.

The School of Nursing librarian spends time both at the School and in the Medical Library. Librarians provide reference assistance and in-depth consultation, conduct tours, teach classes, acquire and organize the collection, lend materials, and provide a scan and deliver service.

The Medical Historical Library contains one of the world's finest collections of rare medical books, journals, prints, posters, and photographs, as well as current works in the history of medicine. There are 325 medical incunabula, more than seventy-five manuscript volumes from the twelfth through sixteenth century, and one of the best study collections of weights and measures in the world. In addition, a fine selection of photographs, posters, and other images is available in the Cushing/Whitney Medical Library Digital Library.

The Cushing Center, which opened in June 2010, houses a unique resource of materials collected by Dr. Harvey Cushing. A neurosurgeon and pioneer of brain surgery, Dr. Cushing was also an enthusiastic collector. The center is the home of the Harvey Cushing Brain Tumor Registry, which contains approximately five hundred brain specimens, glass-plate negatives, and accompanying patient files. The space also displays his rich collection of anatomical and surgical books.

Sterling Memorial Library, Yale's main library and the largest library on campus, houses more than four million volumes and serves as the center of the library system. Other libraries in the Yale University Library system include the Center for Science and Social Science Information (CSSSI), the Law Library, and the Divinity Library. All libraries are open to students for study purposes. EliExpress (Yale Library's delivery service) transports library books daily among the libraries on central campus as well as to the School of Nursing at West Campus.

HEALTH SERVICES

The Yale Health Center is located on campus at 55 Lock Street. The center is home to Yale Health, a not-for-profit, physician-led health coverage option that 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 seventeen-bed inpatient care unit, a round-the-clock acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at <http://yalehealth.yale.edu/understand-your-coverage>.

Eligibility for Services

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

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

Students not eligible for Yale Health 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 Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

Health Coverage Enrollment

The University also requires all students eligible for Yale Health Basic Coverage to have adequate hospital insurance coverage. Students may choose Yale Health 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 by the University's deadlines noted below.

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at <http://yalehealth.yale.edu/understand-your-coverage>.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health 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 August 1 through July 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, Yale Health 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 July 31.

Waiving Yale Health Hospitalization/Specialty Coverage Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at <https://www.yhpstudentwaiver.yale.edu> that demonstrates proof of alternate coverage. It is the student's responsibility to report any changes in alternate insurance coverage to the Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. 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 Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the 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. Yale Health fees will not be prorated.

YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) 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.

YALE HEALTH 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 Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Applications are

available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

Eligibility Changes

Withdrawal A student who withdraws from the University during the first ten days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health 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. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted, and students may enroll in Yale Health 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. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). Fees 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 Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). 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 Yale Health, please refer to the *Yale Health Student Handbook*, available from the Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Measles (rubeola), German measles (rubella), and mumps All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), German measles (rubella), and mumps. Connecticut state law requires two doses of measles vaccine. The first dose must have been given on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. Connecticut state law requires proof of two doses of rubella vaccine administered on or after January 1, 1980, *and* after the student's first birthday. Connecticut state law requires proof of two mumps vaccine immunizations administered on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. 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, rubella, and mumps. In addition to vaccination, all health care students should provide blood titers for measles, rubella, and mumps.

Meningitis All students living in on-campus housing must be vaccinated against meningitis. The vaccine must have been received after January 1, 2010. Students who are not compliant with this state law will not be permitted to register for classes or move into the dormitories for the fall term, 2014. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Varicella (chicken pox) All students are required to provide proof of immunization against varicella. Connecticut state law requires two doses of varicella vaccine. The first dose must have been given on or after the student's first birthday; the second dose must have been given at least twenty-eight (28) days after the first dose. Documentation of a positive blood titer for varicella is also acceptable. History of varicella disease is not acceptable.

TB screening The University requires tuberculosis screening for all incoming students. For students in the School of Nursing, this entails providing proof of a PPD done within six months of the start of the fall term, or a chest X-ray for individuals known to be PPD positive.

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 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-diphtheria-pertussis booster within the past ten years.

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

Any students who will be traveling abroad should make an appointment in the Travel Clinic at Yale Health at least six to eight weeks prior to departure. It is especially important that students notify the Travel Clinic of travel activities that include working in areas where they might encounter blood or fluid exposure. Such students will be given a 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 course accommodations at Yale University contact the Resource Office by June 15. 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 at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax at 203.432.8250. The Resource Office may also be reached by e-mail (anthony.kulikowski@yale.edu) or through its Web site (www.yale.edu/rod).

RESOURCES ON SEXUAL MISCONDUCT

Yale University is committed to maintaining and strengthening an educational, employment, and living environment founded on civility and mutual respect. Sexual misconduct is antithetical to the standards and ideals of our community, and it is a violation of Yale policy and the disciplinary regulations of Yale College and the graduate and professional schools.

Sexual misconduct incorporates a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, voyeurism, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening or intimidating a person or persons. Sexual activity requires consent, which is defined as voluntary, positive agreement between the participants to engage in specific sexual activity. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct. Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, sexual misconduct may lead to civil liability and criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of

sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <http://smr.yale.edu>.

SHARE: Information, Advocacy, and Support

55 Lock Street, Lower Level

Office hours: 9 a.m.–5 p.m., M–F

24/7 hotline: 203.432.2000

<http://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available at any time of day or night via its direct hotline, as well as drop-in counseling on weekdays during regular business hours. SHARE is available to members of the Yale community who wish to discuss any experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous when desired. SHARE can provide professional help with medical and health issues (including accompanying students to the hospital), as well as advice and assistance with contacting police and/or initiating a formal or informal complaint, and it offers ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources.

If you wish to make use of SHARE's services, you can call the crisis number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have been assaulted, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at the Yale Health Center or the Yale–New Haven Emergency Room. If it is not an acute situation and you would like to contact the SHARE staff during regular business hours, you can contact Carole Goldberg, the director of SHARE (203.432.0310, carole.goldberg@yale.edu), Jennifer Czincz, assistant director (203.432.2610, jennifer.czincz@yale.edu), Amy Myers (203.436.8197, amy.myers@yale.edu), or John Criscuolo (203.494.6247, john.criscuolo@yale.edu).

Title IX Coordinators

<http://provost.yale.edu/title-ix>

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal funding. Sex discrimination includes sexual harassment, sexual assault, and other forms of misconduct. The University is committed to providing an environment free from discrimination on the basis of sex.

Each school, including Yale College, has assigned a senior administrator to act as a deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University Title IX Coordinator. Coordinators provide information, track and resolve complaints, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools.

Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator will be treated as confidentially as possible, but the coordinator may need to consult with other administrators; at times, the coordinator will need to take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

University-Wide Committee on Sexual Misconduct

203.432.4441 (business hours)

<http://provost.yale.edu/uwc>

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal and informal complaints of sexual misconduct. UWC members can answer informal inquiries about procedures and the University definition of sexual misconduct. Operated from the Provost's Office, the UWC is comprised of faculty, administrative, and student representatives from across the University. In cases where formal resolution is sought, investigations are conducted by professional, independent fact finders.

Yale Police Department

101 Ashmun Street

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/police/sensitive-crimes-support>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Marnie Robbins Hoffman, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at marnie.robbs@yale.edu. Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting to evidence collection or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

GENERAL RESOURCES

Two sources of information about the broad range of events at the University are the *YaleNews* Web site at <http://news.yale.edu> and the Yale Calendar of Events, an interactive calendar available online at <http://events.yale.edu/opa>. *YaleNews* also features news about Yale people and programs, as well as videos and slide-shows.

The collections of the Yale Peabody Museum of Natural History comprise more than twelve million specimens and artifacts in thirteen curatorial divisions: anthropology, archives, botany, cryo facility, entomology, historical scientific instruments, invertebrate and vertebrate paleontology, meteorites and planetary science, mineralogy, paleobotany, and invertebrate and vertebrate zoology.

The Yale University Art Gallery is the oldest college art museum in the United States, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale College. Since then its collections have grown to more than 200,000 objects ranging in date from ancient times to the present. In addition to its world-renowned collections of American paintings and decorative arts, the gallery is noted for outstanding collections of Greek and Roman art, including artifacts from the ancient Roman city of Dura-Europos; collections of early Italian paintings; the Société Anonyme Collection of twentieth-century European and American art; modern and contemporary art and design; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings – the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866) – into a cohesive whole with a rooftop addition by Ennead Architects (2012). The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. For more information, please visit www.artgallery.yale.edu.

The Yale Center for British Art (YCBA) is home to the largest and most comprehensive collection of British paintings, sculpture, prints, drawings, rare books, and manuscripts outside the United Kingdom. Presented to the University by Paul Mellon, Yale College Class of 1929, it is housed in a landmark building by Louis Kahn. The YCBA is embarking on the second phase of its building conservation project during calendar year 2015. Further information, contact details, and updates about the renovation are available at <http://britishart.yale.edu/architecture/bcp>.

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. In addition to recitals by graduate and faculty performers, the School of Music presents the Philharmonia Orchestra of Yale, the Oneppo Chamber Music Series at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments, as well as performances by the professional Yale Choral Artists and the postgraduate Yale Baroque Ensemble. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop, Chamber Music Session, and Chamber Choir and Conducting Workshop. Many of these concerts stream live on our Web site (<http://music.yale.edu>). In addition, the School presents the Iseman Broadcasts of the Metropolitan Opera Live in HD free to members of the Yale community. Undergraduate organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents 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, Iseman Theater, Yale Cabaret, Long Wharf Theatre, and Shubert Performing Arts Center.

The Graduate and Professional Student Senate (GPSS or “Yale Senate”) is composed of elected representatives from each of the thirteen graduate and professional schools. Any student in these schools is eligible to run for a senate seat during fall elections. Senate meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. The senate advocates for student concerns and advancement by serving as a liaison between students and Yale administration, faculty, and officers. It also facilitates social interaction among graduate and professional students and works with local groups and initiatives to provide opportunities for students to give back to the community. The senate supervises the Graduate and Professional Student Center at Yale (GPSCY), at 204 York Street, which provides meeting space and funding for student organizations and is home to Gryphon’s Pub. For more information, please visit <http://gpss.yale.edu>.

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 McDougal Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, the Graduate Teaching Center, and the Graduate Writing Center, which work collaboratively with the Graduate School Office for Diversity. Graduate Career Services provides individual advising, programs, and resource materials to assist Graduate School students and alumni/ae with career planning and decision making. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; public service activities; arts, music, and cultural events; sports and wellness activities; religious life events; and events for international students and students with children. The Graduate Teaching Center provides in-class observation, individual consultation, certificates, and workshops. The Writing Center offers individual consultations with writing advisers, regular academic writing workshops, dissertation writing groups and boot camp, and events with invited speakers. 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 has a large common room with comfortable furnishings for study or lounging, an e-mail kiosk, WiFi, newspapers and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large meeting room with AV equipment, a small meeting room, a music practice room, a lactation room, and an ITS print station. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. For more information or to sign up for various e-mail notes, please visit 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 of all faiths. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian

congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

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. Kipphuth 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, modern, and ballroom, among others), martial arts, zumba, yoga, 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. Additional information is available online at <http://sportsandrecreation.yale.edu>.

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, 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 programs, hours, and specific costs is available online at <http://sportsandrecreation.yale.edu>.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, stand-up paddleboards, 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 runs seven days a week from the third week of June through Labor Day. For more information, call 203.432.2492 or visit <http://sportsandrecreation.yale.edu>.

Throughout the year, Yale 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, ultimate, 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://sportsandrecreation.yale.edu>.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's 4,500 international students, faculty, staff, and their dependents. OISS staff provides assistance with issues related to employment, immigration, and personal and cultural adjustment, as well as serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS can provide assistance to students, faculty, and staff on how to obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see www.yale.edu/oiss/coming/arrival/oiss.

OISS programs, like the Community Friends hosting program, daily English conversation groups, U.S. culture workshops and discussions, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community.

The OISS Web site (www.yale.edu/oiss) provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through several listservs and Facebook.

OISS is housed in the International Center for Yale Students and Scholars, which 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 during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about reserving space at the center, send a message to oiss@yale.edu or call 203.432.2305. For information about the center, visit www.yale.edu/oiss/about/center.

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 2014

President

Shirley Girouard '77

President-Elect

Serena Flaherty '06

Immediate Past President

Asefeh Faraz '08

Secretary/Treasurer

Christine Burke '76

Board of Directors

Everol Ennis '09

Natalie Martinez '03

Jill (Jac) Patton '99

Christina Santoni '85

Jill Strawn '77

Ex-Officio Members

Nina Relin Adams '77, Cochairperson, Alumnae/i Fund Class Agents

Sarah M. Kleinman '08, Cochairperson, Alumnae/i Fund Class Agents

Margaret Grey '76, Dean; and Annie W. Goodrich Professor

Steve Varley, Director, Development and Alumnae/i Affairs

Caitlin Sweeney, Assistant Director, Development and Alumnae/i Affairs

AYA Representatives

Ruth Chen '99

Beth Cheney '89, AYA Board of Governors

Bernadette Forget '78

Mary Geary '74

The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College Est. 1701. 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 visit <http://admissions.yale.edu>, e-mail student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Advanced Study (M.A.S.), Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

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

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Post-graduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please visit <http://medicine.yale.edu/education/admissions>, e-mail medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

Divinity School Est. 1822. 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 visit <http://divinity.yale.edu>, e-mail divinity.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit www.law.yale.edu, e-mail admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit www.yale.edu.

law.yale.edu, e-mail gradpro.law@yale.edu, or call the Graduate Programs Office at 203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

School of Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://seas.yale.edu>, e-mail grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit <http://art.yale.edu>, e-mail artschool.info@yale.edu, or call the Office of Academic Affairs at 203.432.2600. Postal correspondence should be directed to Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

School of Music Est. 1894. 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 visit <http://music.yale.edu>, e-mail gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

School of Forestry & Environmental Studies Est. 1900. 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.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://environment.yale.edu>, e-mail fesinfo@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511.

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://publichealth.yale.edu>, e-mail ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

School of Architecture Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://architecture.yale.edu>, e-mail gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399.

School of Drama Est. 1925. 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 visit <http://drama.yale.edu>, e-mail ysd.admissions@yale.edu, or call the Registrar's Office at 203.432.1507. Postal correspondence should be directed to Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

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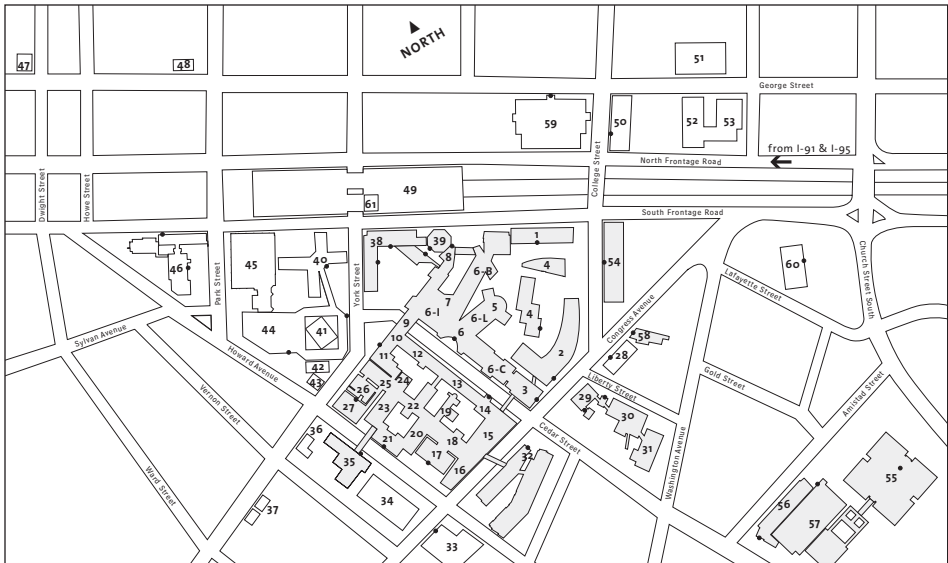
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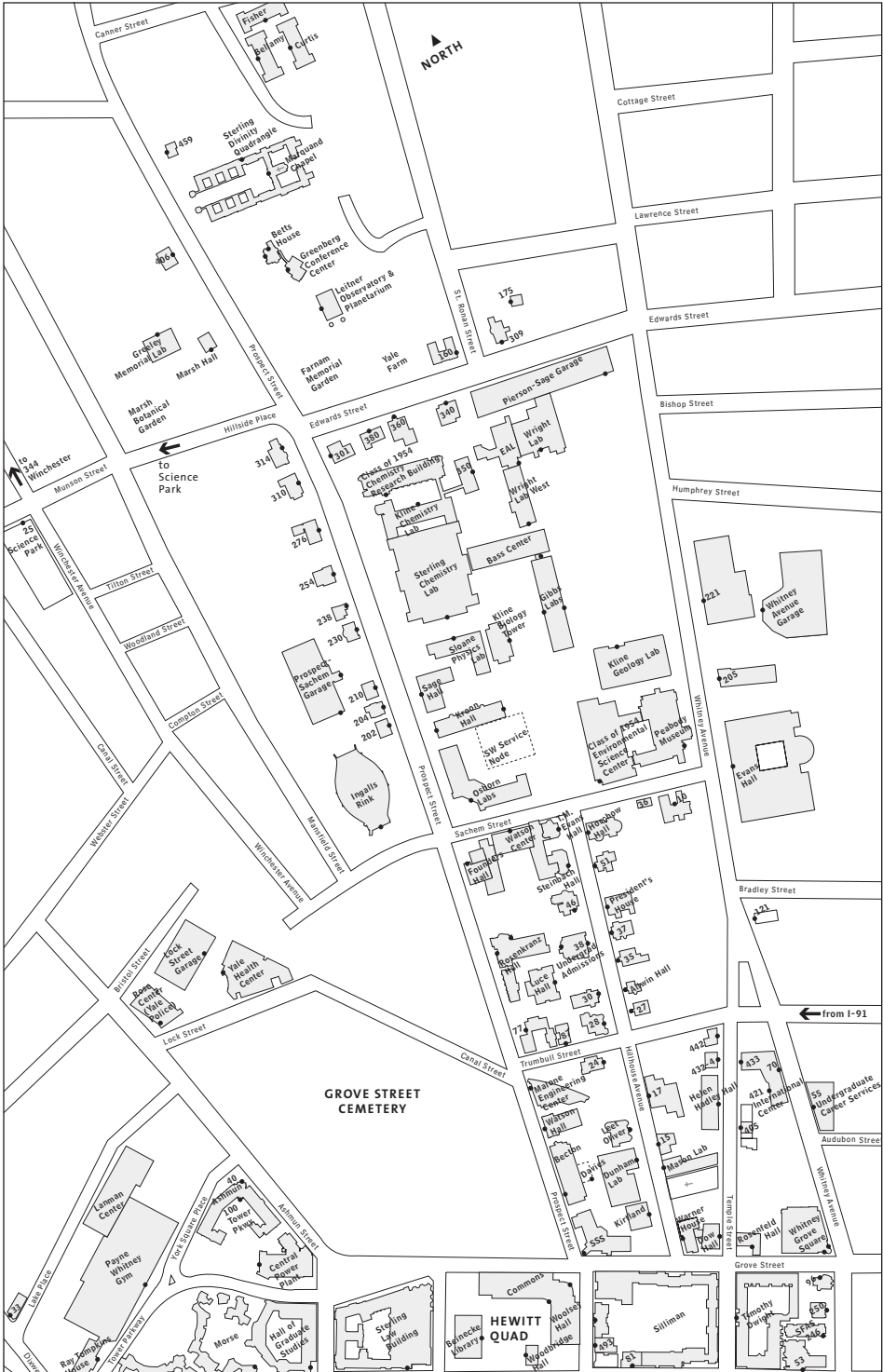
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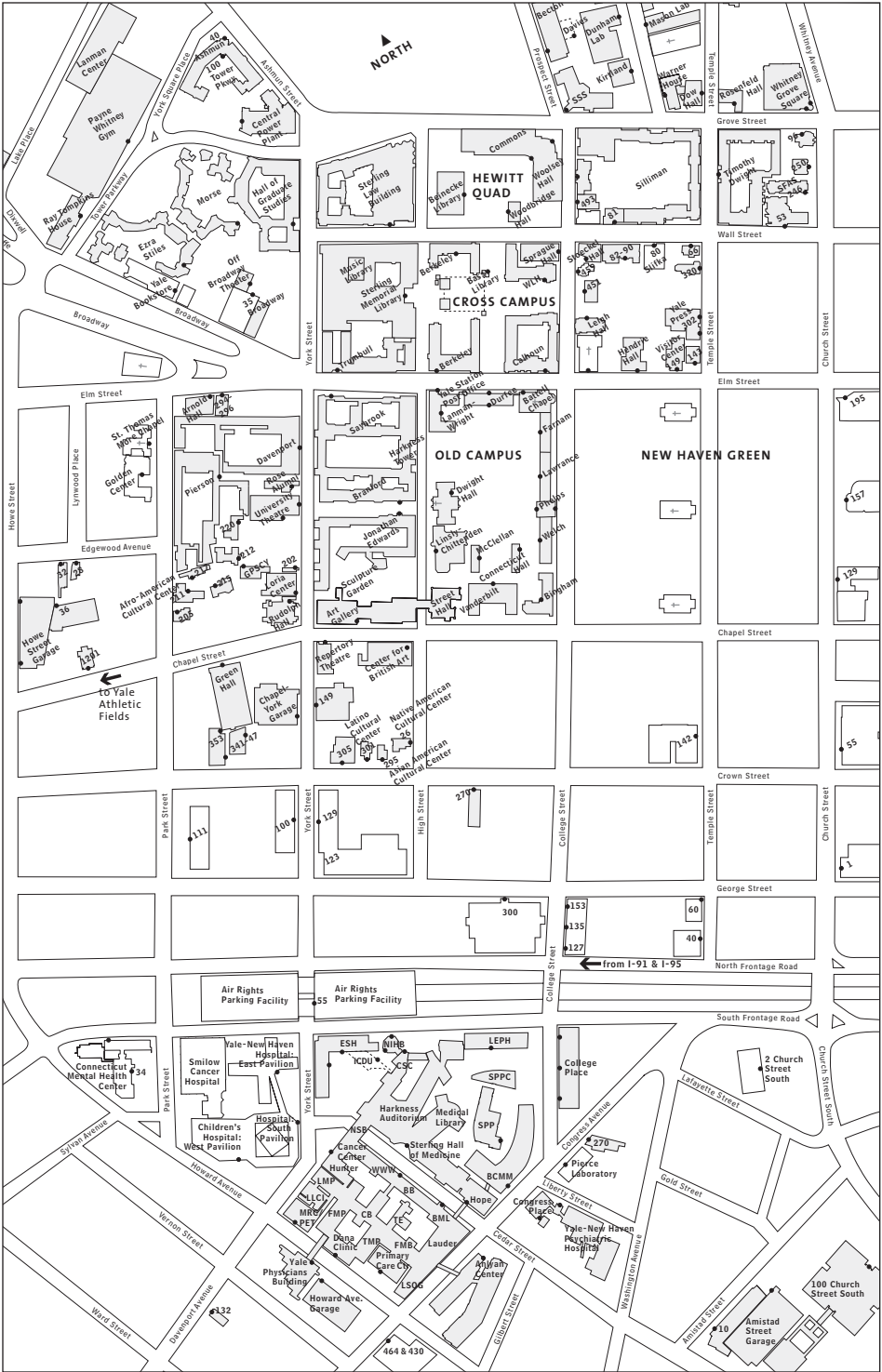
1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant and Sterling Power Plant Co-Gen
5. Harvey Cushing/John Hay Whitney Medical Library
6. Sterling Hall of Medicine, 333 Cedar St.
Wings: B, C, I & L
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. 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. P.E.T. Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Congress Place, 301 Cedar St.
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**
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36. 110 Davenport Ave. (YNHH Day Care Center)
37. 132–138 Davenport Ave. (Lead Program)
38. Edward S. Harkness Memorial Hall A and D, 367 Cedar St.
39. Neison and Irving Harris Building, Child Study Center, 230 S. Frontage Rd.
40. East Pavilion, 20 York St.
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41. South Pavilion, 20 York St.
42. **Emergency Services Parking**
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44. Children's Hospital (West Pavilion)
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46. Connecticut Mental Health Center
47. Ronald McDonald House, 501 George St.
48. 425 George St.
49. **Air Rights Parking Garage**
50. 127, 135, and 153 College St.
51. New Haven Hotel, 229 George St.
52. **Temple Garage**
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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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 protected 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, and protected veterans.

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 203.432.0849. For additional information, see www.yale.edu/equalopportunity.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Office of the Associate Vice President for Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, the University will provide this information to any applicant for admission, or prospective students and employees may visit <http://publicsafety.yale.edu>.

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. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

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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