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2002–2003



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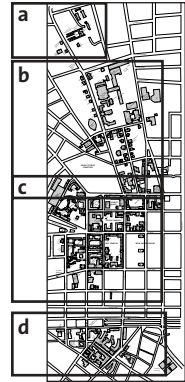
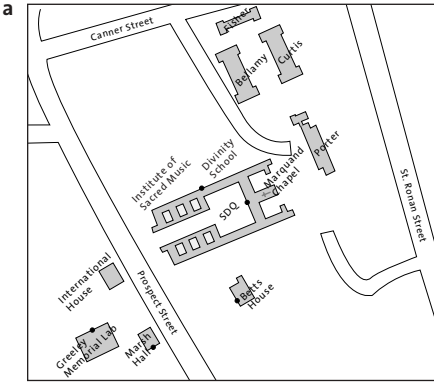
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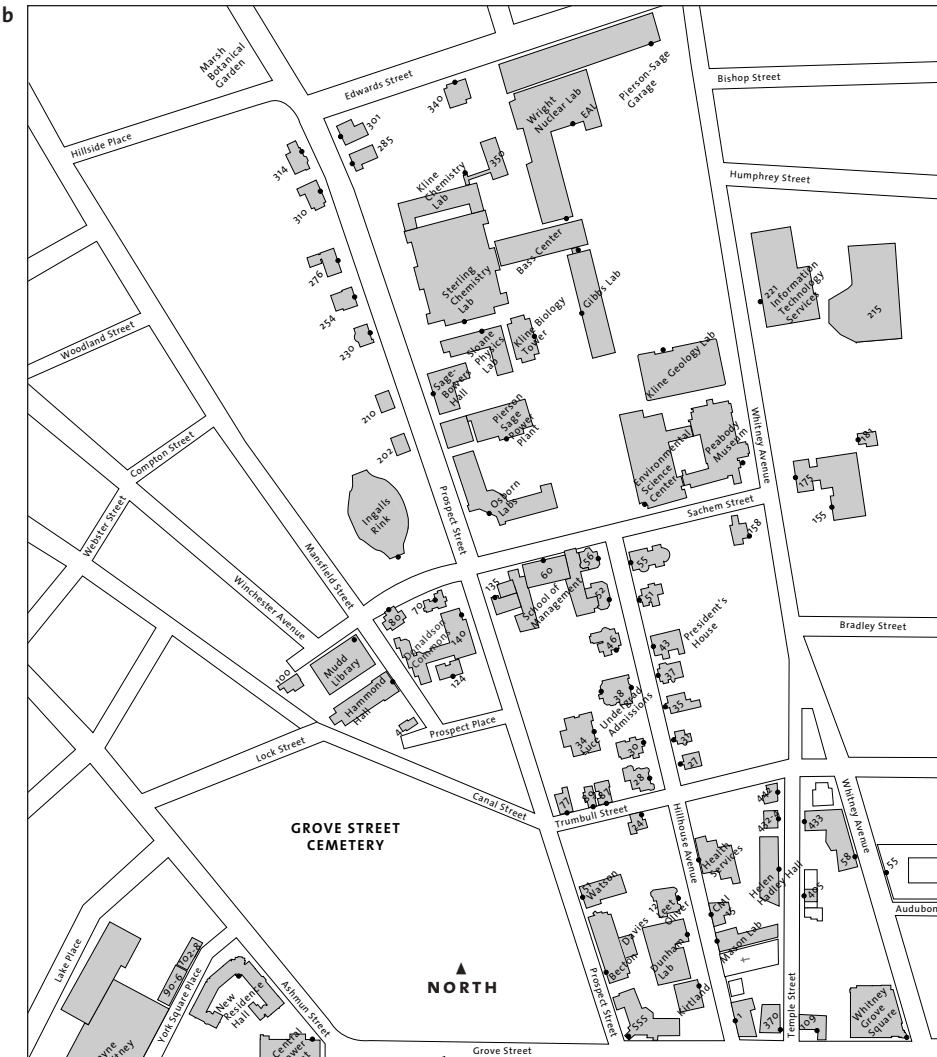
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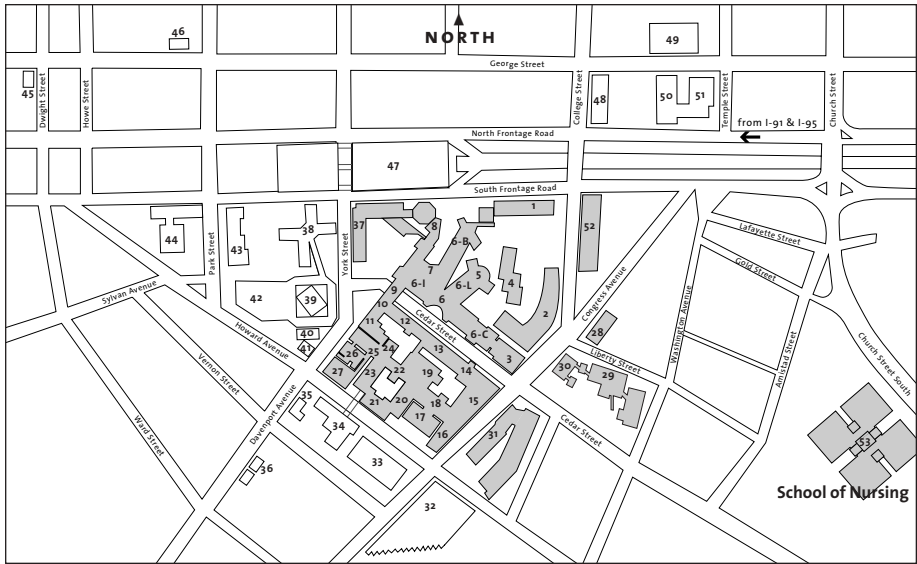
UPPER PROSPECT STREET



CENTRAL CAMPUS NORTH



YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant
5. Harvey Cushing/John Hay Whitney Medical Library
6. East Pavilion, 20 York St. (Yale–New Haven Hospital Main Entrance)
6. West Pavilion, 333 Cedar St. Wings: B, C, I & L
7. Mary S. Harkness Memorial Auditorium
8. Child Study Center
9. Nathan Smith Building (Bridge)
10. Yale Cancer Center
11. Hunter Building, 15 York St.
12. William Wirt Winchester Building
13. Yale Eye Center (Boardman Building), 330 Cedar St.
14. Brady Memorial Laboratory, 310 Cedar St.
15. Lauder Hall
16. Laboratory for Surgery, Obstetrics and Gynecology
17. Primary Care Center
18. Farnam Memorial Building
19. Tompkins East
20. Tompkins Memorial Pavilion
21. Charles A. Dana Building, 789 Howard Ave.
22. Clinic Building
23. Fitkin Memorial Pavilion
24. Fitkin Amphitheater
25. Laboratory for Medicine and Pediatrics
26. Lippard Laboratory of Clinical Investigation
27. Magnetic Resonance Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Congress Place, 304 Cedar St.
30. 320 Congress Ave.
31. Congress Avenue Building, 350–382 Congress Ave.
32. 464 Congress Ave. and 726 Howard Ave.
33. **Howard Ave. Garage**
34. Yale Physicians Building, 800 Howard Ave.
35. 110 Davenport Ave. (YNHH Day Care Center)
36. 132–138 Davenport Ave. (Lead Program)
37. Edward S. Harkness Memorial Hall, 367 Cedar St.
38. East Pavilion, 20 York St. (Yale–New Haven Hospital Main Entrance)
39. South Pavilion, 20 York St.
40. **Emergency Services Parking**
41. **Children's Hospital Parking Garage**
42. Children's Hospital (West Pavilion)
43. Grace Building, 25 Park St.
44. Connecticut Mental Health Center
45. Ronald McDonald House, 501 George St.
46. 425 George St.
47. **Air Rights Parking Garage**
48. 135 College St.
49. New Haven Hotel, 229 George Street
50. **Temple Garage**
51. Temple Medical Center, 40–60 Temple St.
52. College Plaza, 47 College St.
53. Medical Center South, 100 Church St. (Yale School of Nursing)

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A Message from the Dean



Catherine Lynch Gilliss,
Dean and Professor

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

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

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

Calendar

fall 2002

Aug. 28	Wed.	Yale School of Nursing Orientation.
Aug. 29	Thurs.	Registration for all students.
Aug. 30	Fri.	Orientation continues; Nurse-Midwifery specialty orientation for students entering specialty.
Sept. 2	Mon.	Labor Day. No classes.
Sept. 3	Tues.	Fall term begins, 8 a.m.
Sept. 13	Fri.	Course schedules due.
Nov. 27	Wed.	Fall recess begins, 5 p.m.
Dec. 2	Mon.	Fall recess ends, 8 a.m.
Dec. 13	Fri.	Fall term ends, 5 p.m. Winter recess begins, 5 p.m.

spring 2003

Jan. 13	Mon.	Spring term begins, 8 a.m.
Jan. 20	Mon.	Martin Luther King Day. No classes.
Jan. 24	Fri.	Course schedules due.
Mar. 7	Fri.	Spring recess begins, 5 p.m.
Mar. 24	Mon.	Spring recess ends, 8 a.m.
May 9	Fri.	Spring term ends, 5 p.m.
May 26	Mon.	University Commencement.

summer 2003

May 12	Mon.	Summer term begins for continuing first-year GEPN students, 8 a.m.
May 26	Mon.	Memorial Day. No classes.
July 4	Fri.	Independence Day. No classes.
Aug. 1	Fri.	Summer term ends for first-year GEPN students, 5 p.m.

The President and Fellows of Yale University

President

Richard Charles Levin, b.a., b.litt., ph.d.

Fellows

His Excellency the Governor of Connecticut, *ex officio*.

Her Honor the Lieutenant Governor of Connecticut, *ex officio*.

George Leonard Baker, Jr., b.a., m.b.a., *Palo Alto, California*.

Edward Perry Bass, b.s., *Fort Worth, Texas*.

Roland Whitney Betts, b.a., j.d., *New York, New York (June 2005)*.

Benjamin Solomon Carson, Sr., b.a., m.d., *Upperco, Maryland (June 2003)*.

Gerhard Casper, ll.m., ph.d., *Atherton, California*.

Susan Crown, b.a., m.a., *Chicago, Illinois*.

Charles Daniel Ellis, b.a., m.b.a., ph.d., *New Haven, Connecticut*.

Holcombe Tucker Green, Jr., b.a., ll.b., *Atlanta, Georgia*.

Maya Ying Lin, b.a., m.arch., d.f.a., *New York, New York (June 2008)*.

Linda Anne Mason, b.a., m.b.a., *Belmont, Massachusetts (June 2004)*.

The Rt. Rev. Victoria Matthews, b.a., m.div., th.m., *Edmonton, Alberta, Canada*.

Barrington Daniel Parker, Jr., b.a., ll.b., *Stamford, Connecticut*.

John Ennis Pepper, Jr., b.a., m.a., *Cincinnati, Ohio*.

Theodore Ping Shen, b.a., m.b.a., *Brooklyn Heights, New York (June 2007)*.

Janet Louise Yellen, b.a., ph.d., *Berkeley, California (June 2006)*.

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Provost

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Vice President and Secretary

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Vice President and General Counsel

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Vice President for Development

Charles James Pagnam, b.a.

Vice President and Director of New Haven and State Affairs

Bruce Donald Alexander, b.a., j.d.

Vice President for Finance and Administration

Robert Loren Culver, b.a., m.a., m.p.a.

School of Nursing Administration and Faculty

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Alison Fettes Richard, m.a., ph.d., *Provost of the University.*

Catherine Lynch Gilliss, r.n., m.s.n., d.n.sc., *Dean and Professor of Nursing.*

Bruce F. Carmichael, m.s.n., sc.d., *Associate Dean for Resources and Management.*

Margaret Grey, r.n., m.s.n., dr.p.h., *Associate Dean for Research Affairs; and Independence Foundation Professor of Nursing.*

Ruth McCorkle, r.n., m.a., ph.d., *Chairperson, Doctoral Program; Florence Schorske Wald Professor of Nursing; Professor of Epidemiology; and Director, Center for Excellence in Chronic Illness Care.*

Paula Frances Milone-Nuzzo, r.n., m.s., ph.d., *Associate Dean for Academic Affairs; Chairperson, Master's Program; and Professor of Nursing.*

faculty emeritus

Donna Kaye Diers, r.n., m.s.n., ph.d., *Annie W. Goodrich Professor Emeritus of Nursing.*

Dorothy Louise Sexton, r.n., m.s., ed.d., *Professor Emeritus of Nursing.*

board of permanent officers

Ann Tomaino Ameling, r.n., m.s.n., *Professor of Nursing.*

Helen Varney Burst, r.n., m.s.n., c.n.m., *Professor of Nursing.*

Jane Karpe Dixon, ph.d., *Professor of Nursing.*

Marjorie Funk, r.n., m.s.n., ph.d., *Professor of Nursing.*

Catherine Lynch Gilliss, r.n., m.s.n., d.n.sc., *Dean and Professor of Nursing.*

Margaret Grey, r.n., m.s.n., dr.p.h., *Associate Dean for Research Affairs; and Independence Foundation Professor of Nursing.*

Kathleen A. Knafel, ph.d., *Professor of Nursing.*

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Judith Belliveau Krauss, r.n., m.s.n., *Professor of Nursing.*

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Ruth McCorkle, r.n., m.a., ph.d., *Chairperson, Doctoral Program; Florence Schorske Wald Professor of Nursing; Professor of Epidemiology; and Director, Center for Excellence in Chronic Illness Care.*

Gail D'Eramo Melkus, r.n., m.s., ed.d., *Associate Professor of Nursing.*

Ann Bartley Williams, r.n., m.s.n., ed.d., *Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing.*

faculty

- * Ivy Marie Alexander, r.n., m.s., ph.d., *Assistant Professor of Nursing; Adult Nurse Practitioner, Yale University Health Services Center.*
- Albert Aliciene, r.n., m.s.n., *Lecturer in Nursing.*
- Lynette Ament, r.n., m.s.n., ph.d., c.n.m., *Associate Professor of Nursing and Director, Nurse-Midwifery Specialty.*
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- Margaret W. Beal, r.n., m.s.n., ph.d., c.n.m., *Associate Professor of Nursing and Director, Graduate Entry Prespecialty in Nursing.*
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- Carol Bova, m.s., ph.d., *Associate Research Scientist.*
- Maureen Boylan, r.n., m.s.n., *Lecturer in Nursing.*
- Thomas Brooks, r.n., m.s.n., *Program Instructor in Nursing.*
- † Deborah A. Chyun, r.n., m.s.n., ph.d., *Assistant Professor of Nursing and Director, Adult Advanced Practice Nursing Specialty.*
- Terri Clark, r.n., m.s.n., ph.d., c.n.m., *Lecturer in Nursing.*
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- Sarah D. Cohn, r.n., m.s.n., j.d., c.n.m., *Lecturer in Nursing; Lecturer in Obstetrics and Gynecology, Yale School of Medicine; Director, Medicolegal Affairs, Yale–New Haven Hospital.*
- Suzanne E. Conlon, r.n., m.s.n., *Lecturer in Nursing.*
- Michael Corjulo, r.n., m.s.n., *Lecturer in Nursing.*
- Jessica Shank Coviello, r.n., m.s.n., *Lecturer in Nursing; Nurse Practitioner, Connecticut Heart Group.*
- Angela Crowley, r.n., m.a., ph.d., *Associate Professor of Nursing.*
- Pamela Cullen, r.n., m.s., *Lecturer in Nursing.*
- Patrick Cunningham, r.n., m.s.n., *Lecturer in Nursing; Assistant Manager, Psychiatric Program, VNA Community Healthcare, Guilford.*
- Susan E. Devine, r.n., m.s.n., *Lecturer in Nursing; Director, New Haven Court Clinic; Risk Manager, Connecticut Mental Health Center, New Haven.*
- Ophelia Empleo-Frazier, r.n., m.s.n., *Lecturer in Nursing.*
- Deborah Bain Fahs, r.n., m.s.n., *Lecturer in Nursing.*
- Kristopher Fennie, m.sc., m.p.h., m.phil., *Associate Research Scientist.*
- Sarabeth F. Gottlieb, r.n., m.s., c.n.m., *Lecturer in Nursing; Nurse-Midwife, Yale–New Haven Hospital.*
- Lisa Guerrieri, r.n., m.b.a., *Lecturer in Nursing.*

* On leave of absence, fall term 2002.

† On leave of absence, spring term 2003.

- Elaine Marie Gustafson, r.n., m.s.n., *Assistant Professor of Nursing; Pediatric Nurse Practitioner, Fair Haven Community Health Center.*
- Barbara Hackley, r.n., m.s.n., c.n.m., *Assistant Professor of Nursing; Nurse-Midwife, Montefiore Hospital, South Bronx Children's Center, New York.*
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- Vanessa Jefferson, r.n., m.s.n., *Lecturer in Nursing.*
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- George J. Knaf, ph.d., *Lecturer in Nursing and Associate Research Scientist.*
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Virginia Henderson, 1897–1996

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courtesy appointments to the faculty

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- Jack Herman Adler, m.d., *Clinical Instructor in Nursing; Physician, Seguljic and Adler, Bristol.*
- Blanche Camille Agostinelli, m.s.n., *Clinical Instructor in Nursing; Clinical Nurse Specialist, Dorothy Adler Geriatric Center, Yale–New Haven Hospital.*
- Philip Gary Alcabes, m.d., *Assistant Clinical Professor of Nursing; Assistant Professor, Hunter College School of Health Sciences, New York, New York.*
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- Peter Edward Amato, m.d., *Assistant Clinical Professor of Nursing; Medical Director, Occupational Health Plus, Hospital of Saint Raphael.*
- Esla Brenda Aminlewis, m.s., *Clinical Instructor in Nursing; Director, Nurse–Midwifery, Norwalk Hospital, Norwalk.*
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- Ellen Mary Andrews, ph.d., *Assistant Clinical Professor of Nursing; Executive Director, Connecticut Health Policy Project, New Haven.*
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- Susan Andrews, m.s.n., c.n.m., *Associate Clinical Professor of Nursing; Nurse–Midwife, Yale–New Haven Hospital.*
- Nancy Angoff, m.d., *Associate Clinical Professor of Nursing; Assistant Professor, Yale School of Medicine.*

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- Anne M. Aquila, m.s.n., *Assistant Clinical Professor of Nursing; Clinical Nurse Specialist, Surgery, Hospital of Saint Raphael.*
- Naida Eileen Arcenas, m.s.n., *Clinical Instructor in Nursing; Generations Family Health Center.*
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- Linda Arnold, m.d., *Assistant Clinical Professor of Nursing; Attending Physician, Pediatric Emergency Department, Yale–New Haven Hospital.*
- Jeanne Gawron Arsenault, m.s.n., *Clinical Instructor in Nursing; Clinical Nurse Specialist, Surgical Service, Veterans Affairs Connecticut Healthcare System, West Haven.*
- Cynthia Battle Aten, m.d., *Assistant Clinical Professor of Nursing; Assistant Clinical Professor of Pediatrics, Yale School of Medicine; and Chief, Undergraduate Medicine, Yale University Health Services Center.*
- Nabil A. Atweh, m.d., *Associate Clinical Professor of Nursing; Associate Clinical Professor of Surgery, Yale School of Medicine; and Section Chief, Trauma and Surgical Critical Care, Bridgeport Hospital/Yale–New Haven Health Systems.*
- Susan Henningsen Austen, m.s.n., *Assistant Clinical Professor of Nursing; Adult Nurse Practitioner, New London Community Based Outpatient Clinic, Veterans Affairs Connecticut Healthcare System.*
- John M. Aversa, m.d., *Assistant Clinical Professor of Nursing; Assistant Clinical Professor of Orthopaedics, Yale School of Medicine; and Physician, Connecticut Ortho Specialists, Hamden.*
- Abraham Joseph Avni-Singer, m.d., *Assistant Clinical Professor of Nursing; Assistant Clinical Professor of Pediatrics, Child Study Center, Yale School of Medicine; and Pediatrician, Child and Adolescent Health Care, New Haven.*
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- Mary Ann Starkes, m.s.n., *Clinical Instructor in Nursing; Psychiatric Clinical Nurse Specialist, Veterans Affairs Connecticut Health Care System, West Haven.*
- Jane Stern, m.s.n., *Clinical Instructor in Nursing; Pediatric Nurse Practitioner, Hill Health Center, New Haven.*
- Rebecca Stockdale-Woolley, m.s.n., *Assistant Clinical Professor of Nursing; Pulmonary Clinical Specialist and Director, Lung Life, Hospital of Saint Raphael.*
- Jill Meredith Strawn, m.s.n., *Assistant Clinical Professor of Nursing; Coordinator, HIV Mental Health Services, Hill Health Center, New Haven.*
- Cindi Mae Stribel-Oberly, m.s.n., *Clinical Instructor in Nursing; Advanced Practice Nurse, Hartford Hospital, Hartford.*
- Lisa S. Stump, m.s., r.ph., *Assistant Clinical Professor of Nursing; Clinical Coordinator, Drug Use Policy, Pharmacy, Yale–New Haven Hospital.*
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- Rosemary A. Swanke, m.s.n., *Clinical Instructor in Nursing; Acute Care Nurse Practitioner, John Dempsey Hospital, Farmington.*
- Mary Elizabeth Swaykus, m.d., *Assistant Clinical Professor of Nursing; Physician, Community Health Center, Meriden.*
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- Brenda Lang Thomas, m.s., *Clinical Instructor in Nursing; Supervisor/Principal, Polly McCabe Center, New Haven.*
- Dawn Ellyn Tiedemann, m.s.n., *Assistant Clinical Professor of Nursing; Clinical Nurse Specialist, Oncology, Veterans Affairs Connecticut Health Care System, West Haven.*
- David G. Tillinghast, m.d., *Assistant Clinical Professor of Nursing; Pediatrician, Middlesex Pediatric Associates, Middletown.*
- Beth Timpe-Calsyn, m.p.h., *Clinical Instructor in Nursing; Nurse–Midwife, Hill Health Center, New Haven.*
- Linda M. Titus, m.s.n., *Associate Clinical Professor of Nursing; Associate Chief Nurse, Acute Care, Veterans Affairs Connecticut Health Care System, West Haven.*

- Concettina Tolomeo, m.s.n., *Clinical Instructor in Nursing; Pediatric Pulmonary Nurse Practitioner, Yale School of Medicine.*
- Patricia Trotta, m.s.n., *Assistant Clinical Professor of Nursing, Pain Education Specialist, American Cancer Society, Meriden.*
- George V. Tsimoyianis, m.d., *Assistant Clinical Professor of Nursing, Pediatrician, Darien Pediatric Associates, Darien.*
- Kathleen E. Tynan, m.s.n., *Assistant Clinical Professor of Nursing; Clinical Instructor, Child Study Center, Yale School of Medicine, and Nurse Manager, Yale–New Haven Hospital.*
- Antoinette Tyndall, m.s.n., *Associate Clinical Professor of Nursing.*
- Donna Marie Urbinati, m.s.n., *Clinical Instructor in Nursing; Pediatric Nurse Practitioner, Bristol Pediatric Center.*
- Margaret Lydia VanDerlin, m.s.n., *Clinical Instructor in Nursing; Clinical Nurse Specialist, Psychiatric Emergency Room, Veterans Affairs Connecticut Health Care System, West Haven.*
- Laura Katherine VanDyke, m.s.n., *Clinical Instructor in Nursing; Neonatal Nurse Practitioner, Yale New–Haven Hospital.*
- Thomas J. VanHoof, m.d., *Assistant Clinical Professor of Nursing; Director of Education, Qualidigm, Middletown.*
- Helene Marianne Vartelas, m.s.n., *Assistant Clinical Professor of Nursing; Director of Nursing, Cedarcrest Hospital, Newington.*
- Sarah M. Vaughan, m.s.n., *Clinical Instructor in Nursing; Site Manager, School-Based Health Center, Yale–New Haven Hospital.*
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- JanVeillette–Carey, m.s., *Clinical Instructor in Nursing; St. Mary’s Children’s Health Center, Waterbury.*
- Miranda Vincent, m.s.n., *Clinical Instructor in Nursing; Pediatric Nurse Practitioner, Department of Pediatrics, Yale School of Medicine.*
- Judith Westra Vinoski, m.s.n., *Clinical Instructor in Nursing; Director, Treatment Services, Connecticut Mental Health Center, New Haven.*
- Michelle Bolles Vitale, m.s.n., *Clinical Instructor in Nursing; Acute Care Adult Nurse Practitioner, Connecticut Medical Group, Hamden.*
- Karen Rose Volatile, m.s., *Clinical Instructor in Nursing; Nurse Practitioner, Planned Parenthood of Connecticut, Waterbury.*
- Diane Marie Vorio, m.s., *Clinical Instructor in Nursing; Executive Director of Women and Children Services, Yale–New Haven Hospital.*
- Denise Orado Wagner, m.s.n., *Clinical Instructor in Nursing; Pediatric Nurse Practitioner/Site Manager, School-Based Health Clinic, Hillhouse High School (Yale–New Haven Hospital).*
- Florence Schorske Wald, m.n., m.s., *Clinical Professor of Nursing.*
- Linda Ann Waldman, m.d., *Assistant Clinical Professor of Nursing; Clinical Instructor in Pediatrics, Yale School of Medicine, and Pediatrician, Branford/North Branford Pediatrics, Branford.*

-
- Elizabeth Arquin Walker, d.n.sc., *Associate Clinical Professor of Nursing; Assistant Professor of Epidemiology and Social Medicine, Diabetes Research Training Center, Albert Einstein College of Medicine, Yeshiva University, Bronx, New York.*
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- Joanne Walsh, m.b.a., *Assistant Clinical Professor of Nursing; President and Chief Executive Officer, Visiting Nurse Association of South Central Connecticut, New Haven.*
- Lisa Jane Warren, m.s.n., *Clinical Instructor in Nursing; Nurse Practitioner, City of Bridgeport Department of Health, Bridgeport.*
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- Sandra Wayne, m.s.n., *Assistant Clinical Professor of Nursing.*
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- Ellen Jarocki Wormser, m.s.n., c.n.m., *Clinical Instructor in Nursing; Nurse–Midwife, Fair Haven Community Health Center, New Haven.*
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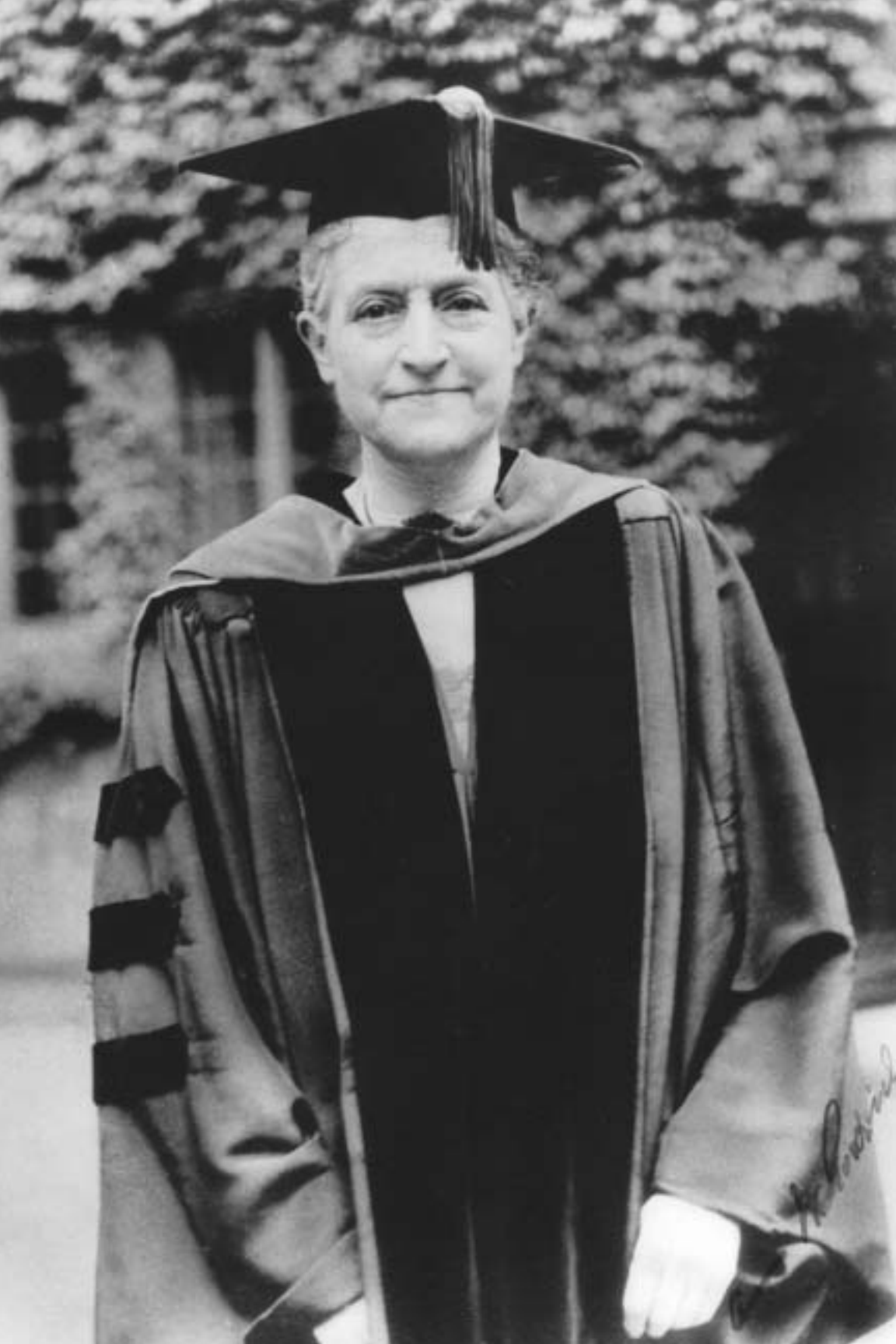
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Sarah Zaino, *Grant and Contract Coordinator, Office of Research Affairs.*



History

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

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

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

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

In April 1970 the Corporation approved development of a three-year curriculum for college graduates from other fields, a program of study now known as the Graduate Entry Prespecialty in Nursing. The first class of 12 enrolled in the fall of 1974; in 1998, the entering class numbered 56.

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

The School is fully accredited by the National League for Nursing Accreditation Commission, 61 Broadway, New York **ny** 10006; telephone, 212.363.5555; Web site, <http://www.nlnac.org/>; and the Commission on Collegiate Nursing Education, One Dupont Circle, N.W., Suite 530, Washington **dc** 20036; telephone, 202.887.6791; Web site, <http://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.

Research Affairs



Margaret Grey, *Associate
Dean for Research Affairs*

Part of one of the world's most distinguished research universities, the Yale School of Nursing has always been proud of its role in advancing human knowledge. The School was founded with a mission embracing service and scholarship, two interdependent endeavors. The commitment to these endeavors remains strong, as expressed in the recently reaffirmed mission statement. The faculty recognize and accept nursing's responsibility to shape health care delivery systems. In training nursing leaders, the School relies heavily on its deep tradition of excellence in research.

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

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

Centers

Center for Excellence in Chronic Illness Care



Ruth McCorkle, *Director, Center for Excellence in Chronic Illness Care*

The Center for Excellence in Chronic Illness Care was established in 1999 to study the unique experience of chronic illness as it affects patients, families, and survivors. Work in the center focuses on AIDS/HIV, cancer, cardiovascular disease, and diabetes, all areas in which YSN faculty have a strong tradition of research. The center's ultimate aim is to examine not just specific diseases, but the paradigm of chronic illness, the impact that it has on individuals, and the ways that the health care system can better help patients and families manage that impact to achieve a better quality of life. The School's longstanding tradition of clinical scholarship ensures that the research agenda of this center is formulated by scholars actively engaged in care and, more important, scholars who look at problems from a patient-centered perspective. Chronic illness by its very nature usually involves a multidisciplinary team of providers. Drawing on the intellectual resources of this premier research institution, the Center for Excellence in Chronic Illness Care includes Yale scholars from related disciplines, such as medicine and public health.

Center for Health Policy and Ethics



Sally S. Cohen, *Director, Center for Health Policy and Ethics*

The Center for Health Policy and Ethics is the School's focal point for high-quality analyses of local, state, federal, and international issues in health policy and ethics. Given the School's longstanding commitment to shape institutions that improve health for all, the center offers innovative strategies for how the health care delivery system can best meet people's needs and improve health policy outcomes. It promotes excellence in the scholarship and teaching of health policy and ethics across programs and specialties. The center features the unique integration of faculty expertise in health policy, ethics, clinical practice, and research. The center's core faculty teach health policy and ethics courses in the master's and doctoral programs. The center also houses the Program for the Study of Health Care Relationships, a multidisciplinary statewide project, which features a partnership with the University of Connecticut School of Nursing, and is funded by the Patrick and Catherine Weldon Donaghue Medical Research Foundation.

*Exploratory Center for Self-Management Interventions
for At-Risk Populations*

Self-management encompasses a broad range of health, lifestyle, behavioral, and self-assessment and treatment activities practiced by individuals and families with the support of others, often nurses. The focus of the center is the understanding, development, and testing of self-management interventions for people at high risk for developing health problems through risky behaviors, vulnerability, or the presence of disease or disability. The center aims to rapidly advance the science of self and family management through interdisciplinary research, awarding of pilot funds, development of new investigators in the field, and collaboration among center investigators from the School and across the campus.



Academic Programs



Paula Milone-Nuzzo,
*Associate Dean for Academic
Affairs and Chairperson,
Master's Program*

The Yale School of Nursing has always been committed to the confluence of research, practice, and education. The faculty believes in practicing what it teaches, and teaching what it practices. As a result, students work alongside clinically active faculty members, senior nurse researchers, and experts in health care policy. The array of faculty expertise is vital to the accomplishment of the School's mission and curricular goals. This approach is unique among programs in graduate education in nursing.

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

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

Post master's certification is available in six areas: acute care nurse practitioner, adult nurse practitioner, gerontological nurse practitioner, pediatric nurse practitioner, oncology nurse practitioner, and psychiatric-mental health. Application and curricular specifics for each offering are found on pages 71-74.

The Doctor of Nursing Science Program was launched in 1994. The program's major goal is to prepare expert nurse scholars in understanding health care issues and delivery while advancing the development of nursing knowledge. At the completion of the program, students are expected to be able to design and conduct research relevant to nursing practice; extend the theoretical base of nursing through empirical investigation of nursing phenomena; test conceptual models and theories that are derived from the knowledge of nursing and related disciplines; assume leadership roles in the profession and in the larger health care system; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research efforts. The doctoral program can be completed in four to five years of full-time study. A full description of the program can be found on pages 77-81.



Master's Program

aims and assumptions

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

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

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

requirements for the degree

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

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

general enrollment information

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

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

The application procedure and deadlines are the same for both part-time and full-time study. There are separate application packets for registered nurses, applicants to the Graduate Entry Prespecialty in Nursing, and applicants to the Articulated M.S.N./D.N.Sc. option. Application materials may be obtained online at <http://www.nursing.yale.edu/> or by writing to the Recruitment and Placement Office, Yale University School of Nursing, PO Box 9740, New Haven CT 06536-0740 or by calling 203.785.2389.

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

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

admission requirements and application procedures for the master's program

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

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

*This fee may be waived only upon demonstration of financial hardship.

The following credentials are required:

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

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

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

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

For Graduate Entry Prespecialty in Nursing applicants, the deadline for submitting required materials is *November 15*. Notification of action on applications is mailed by late February. Applications submitted after November 15 are processed on a rolling admissions basis.

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

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

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

For information on application to the Post Master's Certificate option, see page 71. Admission requirements and application procedures for the doctoral program are found on page 78.

Graduate Record Examinations

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

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

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

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

Test of English as a Foreign Language

Applicants whose first language is other than English must take the Test of English as a Foreign Language (TOEFL) as one of the admission requirements. This test is given at various centers throughout the world. Arrangements to take this test must be made by contacting TOEFL, Educational Testing Service, PO Box 6155, Princeton **nj** 08541-6155, U.S.A.; by visiting the Web site at <http://www.toefl.org/>; or by telephoning 609.921.9000.

Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination

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

affirmative action policy

The School is committed to making positive efforts to seek, admit, and graduate members of diverse backgrounds.

withdrawal and leave of absence

A leave of absence must be requested in writing and is subject to approval by the associate dean for academic affairs. A request for withdrawal must also be in writing and presented first to the appropriate specialty director and then to the associate dean for academic affairs. In the event of withdrawal or leave of absence, the general rules of the University and policies of the School apply. An exit interview is required at the School of Nursing, arranged through the office of the associate dean for academic affairs. Tuition charges will be adjusted according to the Refund and Rebate section on pages 121 – 22.

grading system

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

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

Student records are kept in the Student Affairs Office and are available to an enrolled student upon request.

curriculum

The master's curriculum is organized by clinical specialty. The first year of the Graduate Entry Prespecialty in Nursing is described separately.

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

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

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

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

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

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

The required research courses during the first year of master's specialization are 525a/b, 529a, 901a, and 917b. Students may be exempted from 525a and 529a by demonstrating mastery of the course content. The master's scholarly inquiry praxis provides an opportunity to develop the dissertation topic, through either pilot work or an integrative review. Elective courses can be used to take focus area courses and other required course work for the doctoral degree. Students are encouraged to seek predoctoral federal funding.

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

Graduate Entry Prespecialty in Nursing



Margaret W. Beal, *Director,
Graduate Entry Prespecialty
in Nursing*

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

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

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

Courses may be elected from those offered by the School of Nursing, the Graduate School, and other professional schools within the University. The student prepares a program of study in consultation with a faculty adviser.

the first year of the graduate entry prespecialty in nursing

Fall and Spring Terms

Clinical Practice and Related Seminars: 514b, 515b, 516a, 517a, 518b, 519b, 520b, 521b.

Science: 503, 505b, 511a.

Other Courses: 501b, 507b, 509.

Summer Term

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

Clinical Specialties

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

The specialties offered in the Master's program are (1) Adult Advanced Practice Nursing, with Acute Care Nurse Practitioner, Clinical Nurse Specialist, and Oncology Nurse Practitioner options available; (2) Adult, Family, Gerontological, and Women's Health Primary Care; (3) Nurse-Midwifery; (4) Nursing Management and Policy;* (5) Pediatric Nurse Practitioner, with a Chronic Illness concentration available; and (6) Psychiatric—Mental Health Nursing, with a Psychiatric Nurse Practitioner option. Students may elect one of five additional concentrations once a clinical specialty has been selected. Concentrations offered are Diabetes Care, Health Care Ethics, Home Care, School-Based Health Care, and Supportive Care. See these individual concentration descriptions, described on pages 70–71, for further information. Each student is assigned a faculty adviser who is a clinical expert in the student's chosen field of specialization. Within

*The Nursing Management and Policy specialty will be closed after the 2002–2003 academic year.

the specialty area, emphasis is placed upon the development of clinical judgment. In addition to clinical experience, conferences with individual faculty advisers, group conferences with specialty faculty members, and courses presenting scientific data and content relevant to the specialty area provide opportunity for in-depth study.

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

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

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

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

nursing research courses

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

adult advanced practice nursing specialty



Deborah A. Chyun,
Director, Adult Advanced
Practice Nursing Specialty

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

The curriculum aims to prepare leaders who will improve clinical practice, apply new knowledge, and further the goals of the nursing profession. The student elects the Acute Care Nurse Practitioner, Clinical Nurse Specialist, or Oncology Nurse Practitioner track.

Acute Care Nurse Practitioner Track

The purpose of this track is to prepare acute care nurse practitioners to assess and manage collaboratively the needs of patients who are acutely and critically ill across the full continuum of acute care services. The core body of knowledge provided in the track is derived from the full spectrum of high-acuity patient care needs. Courses are taken from both the Adult Advanced Practice Nursing specialty and the Adult, Family, Gerontological, and Women's Health Primary Care specialty. On completion of the Acute Care Nurse Practitioner track, students are eligible for Acute Care Nurse Practitioner Certification through the American Nurses' Credentialing Center.

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

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

Year One

Required Clinical Courses: 554a, 610a,* 612b, 810c†.

Required Seminars: 607b, 609a, 611a.

Required Research Courses: 525a/b, 529a.

Electives.

Year Two

Required Clinical Course: 802a/b.

Required Seminars: 571a, 717a, 717b, 807a, 817b, 819b.

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

*An eight-week course.

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

The course plan for scheduled part-time study can be obtained from the Student Affairs Office. A Post Master's Acute Care Nurse Practitioner Certificate option is also available and described on pages 71–72.

Clinical Nurse Specialist Track

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

In the first year of study, emphasis is placed on developing skill in health history taking, physical assessment, and assessment of the elected specialty population. Students study research and theory as a basis for developing conceptual models for advanced nursing practice. During the final year the focus is on clinical nursing management and role development as an advanced practice nurse. Leadership, change, case management, and consultation are emphasized. Students implement a practicum in the advanced practice role during the spring term.

Year One

Required Clinical Courses: 554a, 610a,* 612b.

Required Seminars: 607b and 609a (cardiovascular only), 611a, 615a/b (oncology only).

Required Research Courses: 525a/b, 529a.

Electives.

Year Two

Required Clinical Courses: 810a, 812b.

Required Seminars: 717a, 717b, 803a/b and 805a (oncology only), 817b, 819b.

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

*An eight-week course.

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

Oncology Nurse Practitioner Track

The Oncology Nurse Practitioner Track is designed to prepare advanced practice oncology nurses to assess and manage the care of patients with cancer and their families across the continuum of the illness. Principles of holistic care are integrated throughout the core body of specialty oncology knowledge in the curriculum. Courses are taken from the Adult Advanced Practice Nursing specialty and the Adult Nurse Practitioner specialty. On completion of the Oncology Nurse Practitioner track, students are eligible for Adult Nurse Practitioner Certification through the American Nurses' Credentialing Center. Students may elect the Supportive Care concentration (described on page 71), which is designed to enhance the knowledge of supportive care for patients in active treatment and those with progressive disease, across care settings.

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

Year One

Required Clinical Courses: 554a, 556b.

Required Seminars: 557a/b, 615a/b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Courses: 804a/b.

Required Seminars: 571a, 717a, 717b, 803a/b, 805a, 817b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

The course plan for part-time study can be obtained from the Student Affairs Office. A Post Master's Oncology Nurse Practitioner Certificate option is available and described on page 73.

adult, family, gerontological, and women's health primary care specialty



Courtney H. Lyder,
*Director, Adult, Family,
Gerontological, and Women's
Health Primary Care Specialty*

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

Adult Nurse Practitioner Track

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

In the first year, students learn and apply the concepts of primary health for adults and adolescents. Through didactic courses and clinical application courses, adult nurse practitioner care is put into practice. Throughout both years, classes are offered in differential diagnosis and management of common primary health care problems. Development of skills in the behavioral aspects of care is emphasized throughout the curriculum. Opportunity for electives is offered in the final year.

Year One

Required Clinical Courses: 554a, 556b.

Required Seminars: 557a/b, 559b, 631b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Courses: 754a/b, 756a/b.

Required Seminars: 571a, 641b, 717a, 717b, 757a/b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

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

Adult and Gerontological Nurse Practitioner Track

The Adult and Gerontological Nurse Practitioner Track prepares graduates to deliver primary care to adolescents, adults, and older adults in a variety of health care settings.

This track builds on the strengths of the Adult Nurse Practitioner Track and the Gerontological Nurse Practitioner Track. Graduates are eligible for ANP and GNP certifications through the American Nurses' Credentialing Center and for ANP through the American Academy of Nurse Practitioners.

Year One

Required Clinical Courses: 554a, 556b

Required Seminars: 555b, 557a/b, 559b, 631b, 723a,

Required Research Courses: 525a/b, 529a

Year Two

Required Clinical Course: 756a/b

Required Seminars: 571a, 641b, 717a/b, 757a/b, 807a, 819b, 853b

Required Research Course: 721a/b

Scholarly Inquiry Praxis

Family Nurse Practitioner Track

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

Year One

Required Clinical Courses: 554a, 556b, 558b.

Required Seminars: 557a/b, 559b, 631b, 633a, 635b, 637a.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Courses: 756a/b, 758a/b.

Required Seminars: 571a, 641b, 717a, 717b, 757a/b, 833a/b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

Gerontological Nurse Practitioner Track

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

In the first year of study, the focus is on history taking, physical assessment, ambulatory diagnostics, differential diagnosis, and management of common gerontological problems across a variety of health care settings. Courses in gerontology, research, and statistics are also featured in the first year. Clinical conferences focus on acclimating the student to the role of gerontological nurse practitioner.

During the final year of study, emphasis is placed on differential diagnosis and management of complex gerontological problems. Courses also include health promotion and geropsychiatry. Clinical conferences focus on cultural diversity/sensitivity, and social and ethical issues germane to the elderly.

Year One

Required Clinical Courses: 554a, 612b.

Required Seminars: 555b, 557a/b, 723a, 757b.

Required Research Courses: 525a/b, 529a.

Electives.

Year Two

Required Clinical Courses: 810a, 812b.

Required Seminars: 571a, 717a, 717b, 807a, 819b, 853b.

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

A Post Master's Gerontological Nurse Practitioner option is also available and described on pages 72–73.

Women's Health Nurse Practitioner Track

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

Year One

Required Clinical Courses: 554a, 556b.

Required Seminars: 557a/b, 559b, 631b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Courses: 752a/b, 756a/b.

Required Seminars: 571a, 641b, 717a, 717b, 751a, 757a/b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

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

nurse-midwifery specialty



Lynette Ament, *Director,
Nurse-Midwifery Specialty*

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

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

The Nurse-Midwifery program of study is fully accredited by the American College of Nurse-Midwives, Division of Accreditation, 818 Connecticut Avenue, N.W., Washington DC 20006; telephone, 202.782.9897; Web site, <http://www.acnm.org/>.

Year One

Required Combined Clinical/Seminar Courses: 580a, 580b.

Required Seminars: 581b, 583a.

Required Research Courses: 525a/b, 529a.

Year Two

Required Combined Clinical/Seminar Courses: 780a, 780b.

Required Seminars: 571a, 639a, 717a, 775a.

Required Research Course: 721a/b.

Electives (optional).

Scholarly Inquiry Praxis.

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

nursing management and policy specialty*

The objective of the Nursing Management and Policy specialty is to prepare nurses who are able to integrate concepts, knowledge, and skills of management and policy for positions of leadership across delivery settings. The specialty is based on the belief that management and policy are the important determinants of contexts of practice. The specialty makes certain assumptions, the most important of which is that health service delivery needs individuals who possess high-level conceptual skills, have the abilities to articulate missions and goals, understand information and how it is used in decision making, exercise leadership skills, and are able to function comfortably in multidisciplinary work. The mastery of these advanced conceptual skills is necessary to articulate the problems, solutions, goals, and strategies to enhance the delivery of health care. This specialty is designed to provide nurses didactic and practical experiences in management and health policy.

While course work is available in finance, accounting, and management theory, the curriculum emphasizes the analytic approach to management and policy as processes which depend on expert nursing practice as a base. Students are required to take a set of core courses and then select electives from any school in Yale University to augment their skills and knowledge. This allows students to individualize their program of study in preparation for the leadership role of their choosing.

In the first year, students acquire the basic knowledge necessary for understanding the management of health services organizations and the development of health policy. An individual practicum provides for the application of didactic material to real-life problems in health organizations. In the final year, students expand their previous studies with integrative work in planning, policy, and management. Additionally, students participate in a preceptored group practicum that maximizes the opportunity to experience advanced practice of management and policy. The plans of study are constructed to allow students a wide variety of elective courses to support their individual areas of interest. When choosing courses, students are encouraged to take advantage of the diverse offerings within the School and the University.

All students in the Nursing Management and Policy specialty are required to select two courses from two cluster groups. One course must be selected from each cluster for a minimum total of five credits. Courses in Cluster A examine policy or management issues and their applications to clinical areas or settings of choice; courses in Cluster B add a method or technique to students' repertoire of skills in management or policy.

*The Nursing Management and Policy specialty will be closed after the 2002–2003 academic year.

Examples of courses in each cluster may be obtained from academic advisers. A health care financial management course is required. Such courses are offered by the Department of Epidemiology and Public Health, and one is selected in consultation with the student's academic adviser.

Year One

Required Clinical Courses: 564a, 564b.

Required Seminars: 719a, 961a.

Required Research Courses: 525a/b, 529a.

Electives.

Year Two

Required Clinical Course: 762a.

Required Seminar: 717a, 717b, HPA 562b.

Cluster Courses (A and B).

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

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

pediatric nurse practitioner specialty



Martha K. Swartz, *Director,
Pediatric Nurse Practitioner
Specialty*

The Pediatric Nurse Practitioner (PNP) specialty prepares students for expanded roles in the provision of primary care to children and adolescents. The first-year experience includes theory and clinical practice in primary health care. Courses focus on health and developmental assessment, child development, family systems, interviewing and parent counseling, and management of common child and adolescent problems. There is an emphasis, as well, on the development of requisite research skills fundamental to advanced practice. Each student, throughout the two years, provides primary health care for children in several clinical settings. In addition, students may elect a concentration in chronic illness care or school-based health care. An advanced management course, a pediatric pharmacology course, a pathophysiology course, and courses in health policy issues provide core content for the second-year curriculum. On completion of the specialty, students are eligible for PNP Certification through the National Certification Board of Pediatric Nurse Practitioners and Nurses, and the American Nurses' Credentialing Center.

On completion of the specialty, students are eligible for PNP Certification through the National Certification Board of Pediatric Nurse Practitioners and Nurses, and the American Nurses' Credentialing Center.

Year One

Required Clinical Courses: 630a,* 632, 634a or b, 640b.†

Required Seminars: 625b, 633a, 635b, 637a, 639a, 641b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Courses: 640a,† 830a/b, 834a/b.

Required Seminars: 717a, 717b, 827a, 833a/b, 845a, 849a.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

*A seven-week course.

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

Chronic Illness Care Concentration

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

Year Two

Required Clinical Courses: 828a/b.

Required Seminar: 827a.

The course plans for scheduled part-time study can be obtained from the Student Affairs Office or the specialty director. A Post Master's Pediatric Nurse Practitioner Certificate option is also available and described on page 73.

psychiatric-mental health nursing specialty

Sandra Talley, *Director,*
Psychiatric-Mental Health
Nursing Specialty

The aim of this curriculum is to prepare psychiatric nurse practitioners to provide a wide range of services to adults and their families. It includes the study and application of theories of practice. Students are taught to examine and formulate behavior using a model of multiple explanations: cultural/ethnic, intrapsychic, developmental, neurobiologic, familial, and social. Extensive supervised clinical study focuses on various types of assessment and psychotherapeutic interventions. The curriculum is designed to meet the needs of the changing health care environment. It focuses on developing skills that allow for flexibility in assessment, diagnosis, and specialization for populations defined as high-risk consumers of psychiatric care. On completion of

the required course work students are eligible for certification through the American Nurses' Credentialing Center.

In the first year of study, all students take course work and have clinical practica in human development and psychiatric phenomena in settings designed to treat multiple mental health problems. In the second year of study, students specialize in one area of psychiatric–mental health nursing practice with a high-risk population. The areas include children and families; the medically ill client; adults with psychiatric disabilities; the gerontological client; and clients with substance abuse disorders. Course work and clinical practice focus on the development of advanced practice nursing skills with these special populations.

Year One

Required Clinical Courses: 554a or 630a, 656a/b.

Required Seminars: 637a, 657a, 659a, 659b, 661b, 855b or 865a, 871b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Course: 850a/b.

Required Seminars: 717a, 717b, 851b, 853b, 855b or 865a, 859a/b.

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

Primary Care Concentration

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

The plan of study includes:

Year One

Required Clinical Courses: 554a, 658b/c.

Required Seminars: 557a/b, 657a, 659a, 659b, 869c, 871b.

Required Research Courses: 525a/b, 529a.

Year Two

Required Clinical Course: 852a/b.

Required Seminars: 571a, 717a, 717b, 757a/b, 851b, 855b, 859a/b, 865a.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

The course plans for scheduled part-time study can be obtained from the Student Affairs Office. A Post Master's Psychiatric–Mental Health Certificate option is also available and is described on page 74.

Concentrations

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

diabetes care concentration

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

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

health care ethics concentration

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

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

home care concentration

The Home Care concentration emphasizes both home care practice and the management of home care systems. The concentration is open to students in all specialties and is designed to prepare students to expand their practice to the home setting.

All students in the concentration are required to take 765a/b, Advanced Concepts in Home Care, and 767a/b, Home Care Case Seminar. Advanced Concepts in Home Care may be taken in either the first or final specialty year, while the Home Care Case Seminar must be taken in the final specialty year. In the final year, all students must complete four hours per week of clinical practice in home care. Depending on the specialty, the home care clinical hours may be included in the required clinical hours for that specialty.

school-based health care concentration

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

supportive care concentration

The Supportive Care concentration is designed for students seeking advanced preparation in supportive care management of patients with chronic illness and their care givers. The concentration is open to students in all specialties.

Students are required to take 729b, Alternative and Complementary Therapies; 733b, Living with Dying; and 765a, Advanced Concepts in Home Care. In addition, four hours per week in the final year of the student's clinical practice must relate to supportive care.

Post Master's Certificates

admission requirements and application procedures

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

For the Post Master's Adult Nurse Practitioner option only, applicants must have access to a clinical site and preceptor(s) for primary care clinical courses. The following credentials are required:

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

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

Tuition is figured at a rate of \$870 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post master's students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact the financial aid officer at the School.

acute care nurse practitioner

The Post Master's Acute Care Nurse Practitioner (ACNP) Certificate option is designed to meet the needs of the master's-prepared clinical nurse specialist who desires formal education and clinical training in acute care in order to become eligible for certification

and advanced practice licensure as an acute care nurse practitioner. The Post Master's Certificate option builds on the existing curriculum of the ACNP track.

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

Required courses for all post master's acute care nurse practitioner students are: 554a, 571a, 607b, 609a, 610a, 612b, 802a/b, 807a, 817b, 819b.

adult nurse practitioner

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

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

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

Required courses for all post master's adult nurse practitioner students are: 554a, 556b, 557a/b, 559b, 571a, 641b, 756a/b, and 757a/b.

gerontological nurse practitioner

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

The plan of study includes all the clinically related courses currently taken by GNP master's students. For purposes of student eligibility for certification, all GNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. Research courses are not included in this plan of study. Two plans of study are available

and may be obtained from the Student Affairs Office or the Adult, Family, Gerontological, and Women's Health Primary Care specialty director.

Required courses for all post master's gerontological nurse practitioner students are: 554a, 555b, 557a/b, 571a, 723a, 757b, 810a, 812b, 819b, and 853b.

oncology nurse practitioner

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

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

Required courses for all post master's oncology nurse practitioner students include 554a, 556b, 557a/b, 571a, 803a/b, 804a/b, and 805a.

pediatric nurse practitioner

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

The plan of study includes all the required courses currently offered in the PNP specialty, except for the research courses and the scholarly inquiry praxis. For purposes of eligibility for certification all courses required in this curriculum must be taken, or challenged by either challenge examination or demonstration of similar course content in the student's previous master's program. Research courses are not included in this plan of study. The course plan may be obtained from the Student Affairs Office or the PNP specialty director.

Required courses for all post master's pediatric nurse practitioner students are: 625b, 630a, 632, 633a, 634a or b, 635b, 637a, 639a, 640b or a, 641b, 717a, 717b, 827a, 830a/b, 833a/b, 834a/b, 845a, and 849a.

psychiatric–mental health

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

Research courses are not included in this plan of study. The course plan may be obtained from the Student Affairs Office or the Psychiatric–Mental Health Nursing specialty director.

Upon completion of the required courses in the option, graduates have the educational preparation necessary for certification in advanced psychiatric–mental health nursing by the American Nurses' Credentialing Center.

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

joint degrees

Joint Degree in Nursing and Management

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

Joint Degree in Nursing and Public Health

Recognizing the relation between nursing and public health, the Yale School of Nursing and the Department of Epidemiology and Public Health offer a joint-degree opportu-

nity in nursing and public health. This option is especially oriented to individuals who wish to combine careers in advanced nursing practice and public health that might involve direct practice, planning, and policy making in a variety of health care systems in the public health sector. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing and a Master of Public Health. Application is made after enrollment in the School of Nursing during the first specialty year. All students must meet with the associate dean for academic affairs and the chairperson of the master's program prior to applying to discuss the feasibility of the program of study.



Doctor of Nursing Science Program

aims and assumptions



Ruth McCorkle, *Chairperson, Doctoral Program, and Director, Center for Excellence in Chronic Illness Care*

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

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

requirements for the degree

The Doctor of Nursing Science degree requires at least four academic years and sixty credit hours. The grading system includes Honors, High Pass, Pass, and Fail. The student must maintain a High Pass average in order to remain in good standing. If the average falls below that in a given term, the student is placed on academic probation.

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

The Qualifying Examination takes place at the end of the second or third year. The student prepares a comprehensive proposal containing documentation on the bases for decisions about the conceptual framework, design, methods, and plan for statistical analysis for the dissertation. This oral examination for candidacy involves a defense of the proposal, as

well as questions pertaining to content in courses, which justify choices made in preparation of the dissertation proposal.

The Final Oral Examination is based on the dissertation and related material. The dissertation is intended to demonstrate that the student has competence in the chosen area of study and has conducted research of an independent nature.

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

admission requirements and application procedures

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

1. A master's degree in nursing.
2. A 3.2 cumulative grade point average on a 4.0 scale for all graduate-level work.
3. Competitive Graduate Record Examination scores (taken no more than five years prior to application).
4. Test of English as a Foreign Language (TOEFL) for applicants whose first language is other than English.
5. Previous course work in statistics and research methods.
6. Admissions essays as described in the application packet.
7. Academic or professional references from three individuals, one of whom must be doctorally prepared.

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

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

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

grading system

The grading system is Honors, 92–100; High Pass, 83–91; Pass, 74–82; and Fail, 73 and below. Students must maintain a High Pass average to remain in good standing. If the average falls below High Pass in a given term, the student is placed on academic probation. If the student is unable to remove academic probation within one term, the student

must withdraw or petition the Doctoral Program Committee to continue in the program. Decisions are based on the student's potential for success and the feasibility of the plan for improving the average.

curriculum

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

Course work is organized in three areas. Conceptual Basis of Nursing Practice and Transmission of Knowledge includes course work in theory development, nursing concepts, and principles of teaching and learning. Methods of Inquiry includes research design and methods, measurement, and statistics. Policy includes health policy, and linking nursing research and policy.

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

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

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

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

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

Year One, Fall Term

- 901a, Methods for Nursing Research
- 913a, Conceptual Basis for Nursing Science
- 915a, Doctoral Research Practicum
- 943a, Conceptual Basis of Self and Family Management *or*
- 961a, Health Policy for Public and Private Sectors [Health Services and Policy students]

Year One, Spring Term

- 909b, Curriculum and Instruction in Nursing [offered every other year]
- 911b, Development of Nursing Science
- 915b, Doctoral Research Practicum
- 917b, Advanced Statistics for Clinical Nursing Research
- 943b, Methodological Issues in the Study of Management of Health and Illness
- Cognates

Year Two, Fall Term

903a, Measurement of Clinical Variables

907, Dissertation Seminar

915a, Doctoral Research Practicum

961a, Health Policy for Public and Private Sectors [Management of Health and Illness students]

Cognates

Year Two, Spring Term

905b, Creating Method: Issues in Nursing Research

907, Dissertation Seminar

915b, Doctoral Research Practicum

941b, Linking Research and Health Policy

Cognates

Year Three to Completion

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

Cognates as necessary.

Conceptual Basis of Nursing Practice and Transmission of Knowledge

This sequence includes three required courses. A study of the nature and evolution of science is essential to understand the impact of scientific inquiry on the development of knowledge in a discipline. Knowledge in any discipline develops as a result of the systematic examination of the phenomena of concern. The systematic study is guided by a view of science as a process of inquiry that recognizes a number of equally legitimate approaches to the study of the phenomena of concern.

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

Required courses are: 909b, 911b, and 913a.

Methods of Inquiry

This sequence consists of five required courses. To examine the full range and scope of nursing practice and outcomes of care, students are exposed to a variety of research techniques with emphasis on quantitative and qualitative approaches. Because current methodologies may not always be sufficient for the study of nursing practice, alternative methodological approaches emerge with the development of knowledge about nursing phenomena. This sequence focuses on the methods and tools needed to examine nursing practice and outcomes of care. Students evaluate research designs and instruments with

which questions relevant to nursing science can be examined. They review the processes by which these designs and instruments are applied in specific clinical investigations, and the processes by which established techniques may be adapted to specific questions and circumstances. The creation of instruments for clinical research, including those measuring physiological as well as behavioral phenomena, is addressed. Research issues related to the study of care phenomena and delivery are explored with an emphasis on questions concerning individual differences, adaptation, and long-term consequences, i.e., outcomes of care, with particular focus on the methodological implications of questions posed.

Required courses are: 901a, 903a, 905b, 907, and 917b.

Policy

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

Required courses: 941b and 961a.

Focus Areas

Students select one focus area.

management of health and illness

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

Required courses: 943a/b.

health services delivery and policy

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

Required courses: 719a, 961a.

Postdoctoral Training Program

The purpose of the postdoctoral training program is to prepare researchers who will improve health care. Postdoctoral training builds on the predoctoral educational experience and prepares the investigator to conduct complex studies involving an interdisciplinary perspective and the need for sophisticated analytic techniques. The School of Nursing has two types of postdoctoral appointees: fellows, who hold individual external funding and are trainees, not employees; and associates, who are supported by faculty holding extramural grants and who are Yale employees. Successful candidates, in addition to meeting the application requirements, bring their own external funding or arrange a successful match with existing School of Nursing faculty and are funded by that faculty member's grant. Postdoctoral appointees work with experienced faculty researchers on ongoing studies of clinical problems, participate in interdisciplinary postdoctoral training programs within the University, and develop an extramural funding proposal for post-training activities.

The program is designed to provide the appointee with a framework of theoretical knowledge necessary for a program of clinical research, the methodological skills to support the progression of a research career, and experience in interdisciplinary team research. At the end of the training program, the appointee is able to design and conduct complex clinical research studies, disseminate research findings to nursing and interdisciplinary audiences, contribute to the knowledge base for nursing practice, and prepare competitive applications for extramural research funding.

Postdoctoral appointees may take courses in the School of Nursing and in the Graduate School of Arts and Sciences, as well as in other professional schools at Yale, depending on their interests and needs. All appointees are required to participate in training regarding the responsible conduct of research. In addition to encouraging the use of the NIH-sponsored Web site regarding responsible conduct, the School of Nursing offers seminars and a course, Health Care Ethics, that are available to all postdoctoral appointees. Postdoctoral appointees may take two to four courses per year. All postdoctoral appointees participate in a monthly seminar designed to enhance the postdoctoral experience by providing opportunities for shared learning and by developing group-specific goals. Activities include presentations of current work, journal reviews, manuscript reviews, mock presentations, problem solving, and role development.

Selection of postdoctoral appointees is dependent upon a match with one of the School of Nursing's senior researchers. Postdoctoral appointees work with a mentor who supervises their work. Each fellow/associate develops an individualized plan of study and progression prior to beginning the fellowship. Early in the course of the fellowship, the fellow/associate develops a plan for a pilot study which is conducted during the training program. This proposal should lead to data supporting the development of a proposal for extramural funding to be completed prior to the end of the training program.

qualifications of postdoctoral appointees

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

Applicants to the postdoctoral training program must submit the following materials: a statement of research experience within the last five years; a statement of goals for the postdoctoral experience; the proposal for a research study to be conducted during the postdoctoral experience under the supervision of a faculty mentor; copies of up to three published articles or research reports; three letters of reference attesting to the applicant's ability and potential for an independent research career, one of which must be from a member of the applicant's dissertation committee and one from a person with whom the applicant has a current research affiliation; an official transcript from the doctoral program; and a current curriculum vitae. Applicants are expected to contact the program directors prior to starting the application process in order to be referred to an appropriate faculty member. This faculty member can facilitate the application process and development of a research proposal consistent with the faculty member's ongoing research.

procedures

A training fee to offset institutional costs for postdoctoral study is charged. In addition, tuition is charged for courses taken. The program directors, Margaret Grey (203.737.2420) and Paula Milone-Nuzzo (203.785.2399), or the Office of the Associate Dean for Resources and Management (203.737.5700) can be contacted for more information. All postdoctoral appointees at Yale University follow the policies of the Provost's office. International appointees must register with the Office of International Students and Scholars upon arrival at Yale. If postdoctoral appointees are fully funded by their governments, they are not permitted to earn supplemental salary from Yale sources.

Postdoctoral appointees (fellows) holding NIH-funded National Research Service Awards are expected to meet the NIH guidelines for training. Fellows are expected to work at least 40 hours per week on their research training activities, and may not earn the equivalent of more than half-time work in addition to their NIH-supported stipend and training activities.



School of Nursing Electives

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

700a/b, Child Care Health Consultation
704a/b/c, Master's Independent Study
709a, Legal Issues in Nursing Practice
713a (EMD 557a), Public Health Issues in HIV/AIDS
715a/b, Stress Reduction and Relaxation
719a (HPA 564a, MGT 659a), Integrated Clinical/Financial Information Management
723a (HPA 592a), Concepts and Principles of Aging
725b, Health Care Ethics
729b, Alternative and Complementary Therapies
[731a (RLST 976a), Spirituality in Health Care. Not offered fall term 2002.]
733b, Living with Dying
765a/b (HPA 575a,b; Internal Medicine 196), Advanced Concepts in Home Care

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

adult advanced practice nursing specialty

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

adult, family, gerontological, and women's health primary care specialty

559b, Adult Development: A Life Span Perspective
571a, Clinical Pharmacology

doctor of nursing science program

919b, Proseminar in Survey Research Methods
[921b, Seminar on Research in Care of Patients with Diabetes. Not offered spring term 2003.]

[923a, Current Issues in Cardiovascular Nursing Research. Not offered fall term 2002.]

925b, Qualitative Research in Nursing

961a, Health Policy for Public and Private Sectors

graduate entry prespecialty in nursing

501b, Issues in Nursing

503, Biomedical Science

505b, Seminar in Pathophysiology

507b, Nutrition in Clinical Practice

509, Introduction to Drug Therapy

nurse-midwifery specialty

775a, Health Care of Women and Infants: Public Policy and Programs

pediatric nurse practitioner specialty

625b, Children with Chronic Conditions/Disabilities and Their Families

633a, Health Promotion in Children

637a, Child Development

825a, Advanced School Health Management Seminar

845a, Pediatric Pharmacology

849a (631b in spring term), Family Systems and Perspectives Relevant to Health Care

psychiatric-mental health nursing specialty

657a, Mental Health Assessment Across the Life Span

659a, Personality Theory and Adult Development

659b, Psychopathology and Human Behavior

661b, Models of Treatment

851b, Seminar in Psychiatric and Mental Health Nursing: Theoretical and Evidence-Based Perspectives

853b, Specialty Didactic: The Gerontological Client/Mental Health and Aging

855b, Group Psychotherapy Seminar

859a/b, Clinical Psychopharmacology

865a, Family Psychotherapy Seminar

871b, Neurobiology and Mental Illness

Course Listings

5o1b, Issues in Nursing. 1.5 credit hours. The exploration of selected personal and professional issues affecting the ability of a nurse to deliver professional nursing care. Content includes the history of nursing, as well as ethical, legal, cultural, and other policy-related aspects of nursing practice. Required for all students in the prespecialty year. One and one-half hours per week. C. Gilliss.

5o3, Biomedical Science. 5 credit hours. Lectures focus on the basic scientific principles of physiology and include an introduction to pathophysiology. Anatomical, biochemical, and developmental features are involved in discussion of the inseparable structural-functional relations within the human body. Topics include immunology, genetics, and embryology. Required for all students in the prespecialty year. Four hours per week, fall term; two hours per week through the middle of spring term. W. Zawalich.

5o5b, Seminar in Pathophysiology. 2 credit hours. Didactic sessions focus on the synthesis and application of concepts related to pathophysiology and the treatment of disease. Required for all students in the prespecialty year. Two hours per week. W. Zawalich and guest faculty.

5o7b, Nutrition in Clinical Practice. 1.5 credit hours. This course provides instruction in those aspects of nutrition fundamental to clinical practice, and the care and counseling of patients. Included are lectures and discussions on diet and health promotion, chronic diseases, weight regulation, eating disorders, pregnancy and early development, and more. The course also addresses behavior modification and effective counseling techniques, and the determinants of human dietary behavior. The population and planetary impacts of nutrition are considered, including malnutrition, nutritional excess, nutrition programs and policies, and resource utilization. Required for all students in the prespecialty year. One and one-half hours per week. D. Katz.

5o9, Introduction to Drug Therapy. 3 credit hours. This lecture course focuses on the appropriate clinical use of drugs. Emphasis is placed on pharmacology, side effects, pharmacokinetics, drug interactions, and the therapeutic use of medications. Required for all students in the prespecialty year. Integrated throughout the curriculum in the prespecialty year. G. Morrow, coordinator.

511a, Fundamentals of Human Anatomy. 2 credit hours. This introductory course includes discussion of muscular, skeletal, respiratory, digestive, cardiovascular, urinary, endocrine, nervous, and reproductive systems as they pertain to the structure and function of the human body. The course is supplemented by audiovisual materials and cadaver laboratories. Required for all students in the prespecialty year. One hour of lecture and three hours of lab per week. L. Pellico, coordinator; S. Kapadia, J. Sokolow, D. Zinn.

512c, Clinical Practice in Community Health Nursing. 3 credit hours. Community health nurses provide preventive, therapeutic, and rehabilitation services in a variety of community settings. This practicum focuses on the delivery of these health services in national and international community organizations. Nursing responsibility for caseload management offers opportunity to interact with other members of the interdisciplinary health care team. Selected observational experiences augment core clinical practice. Required for all students in the prespecialty year. Forty hours per week, last half of summer term. Graduate Entry Prespecialty in Nursing faculty.

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

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

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

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

517a, Seminar in Medical-Surgical Nursing. 4 credit hours. This course focuses on the dynamic relationship of physical and psychosocial responses to pathophysiological problems occurring in the hospitalized adult. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Four hours per week. L. Pellico, coordinator.

518b, Clinical Practice in Pediatric Nursing. 2.6 credit hours. Utilizing a family-centered approach, this course provides clinical experience in identifying and assessing children's physiological and developmental needs, and planning, implementing, and evaluating a plan of nursing care to meet the needs of a particular child and his/her family in health care settings. Students have opportunities to use principles of growth and development, knowledge of the child's physical and emotional responses to illness, and principles of pediatric medicine and surgery in caring for children and their families. The student gains skill and knowledge in the nursing role and an appreciation for using research findings in practice. Collaboration with other health professionals is emphasized. Required for all students in the prespecialty year. Sixteen hours per week clinical practice and conferences, second half of spring term or first half of summer term. Graduate Entry Prespecialty in Nursing faculty.

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

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

521b, Seminar in Psychiatric–Mental Health Nursing. 1.7 credit hours. In combination with 520b, this seminar provides students with the foundations of psychopathology within the framework of mental health and mental illness. Biopsychosocial theories of human behavior are presented as they relate to function, alteration, and/or disruption of mental processes. Content includes the assessment, theoretical explanation, and treatment of symptoms directly related to patient behavior. Current knowledge related to nursing care, psychiatric treatment, and psychosocial rehabilitation of identified mentally ill adults and various cultural and social aspects of mental illness is emphasized. Required for all students in the prespecialty year. Three and one-half hours per week, first half of spring term. D. Olsen.

525a/b, Research Methods for Clinical Nursing Research. 2 credit hours in the fall term; 3 credit hours in the spring term. This yearlong course in research methods provides the student with the basic skills and knowledge to evaluate research and to develop

research plans. Topics include purposes and types of research, study designs, sampling, measurement, and data collection strategies. Seminars provide the student with exposure to the process of identifying clinical research problems, critically reviewing pertinent literature, and formulating a research prospectus. Required in the first year of specialization. Two hours per week fall term and three hours per week spring term. A. Williams.

529a, Statistics for Clinical Nursing Research. 3 credit hours. This course presents the descriptive and inferential techniques most commonly used in nursing studies. The emphasis is on the conceptualization of the technique and the ability to select the appropriate technique to answer a research question or test a hypothesis. Computational skills are presented where appropriate in order to have a basic understanding of a given technique. The course also offers an introduction to computer analysis of data. Lectures, data analysis assignments, and examinations. Required in the first year of specialization. Three hours per week. M. Funk.

554a, Physical Assessment. 2.1 credit hours. Course content covers history taking and physical examination through lecture and clinical sessions in which students practice physical assessment skills on each other. Each portion of the physical examination is subsequently demonstrated by each student for the faculty preceptor. The course also includes basic skills in the use of the clinical laboratory, practice in history taking and physical examination across the life span, and clinical conferences for the discussion of clinical issues and practice experiences. A lab fee is assessed for this course. Required for adult, family, gerontological, and women's health nurse practitioner students, psychiatric-mental health nurse practitioner students, and Adult Advanced Practice Nursing specialty students in the first year of specialization. Six and one-half hours per week. Adult, Family, Gerontological, and Women's Health Primary Care faculty.

555b, Common Health Problems of the Older Adult. 1.5 credit hours. This didactic course focuses on the differential diagnosis and management of common health problems in the gerontological client across acute care, long-term care, and primary care settings. Additionally, the role of the gerontological nurse practitioner in the comprehensive management of chronic illness is explored. Taken concurrently with 612b. Required for all gerontological nurse practitioner and post master's gerontological nurse practitioner students. One and one-half hours per week. C. Auerhahn.

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

557a/b, Primary Care Problems of Adults I. 2 credit hours per term. Didactic sessions focus on the differential diagnosis and management of common health problems in adults and adolescents. Begins during fall term and continues for remainder of year. Required for students in the first year of specialization as adult, family, gerontological, women's health, oncology, and psychiatric–mental health nurse practitioners. Prerequisite: Successful completion of 554a and 557a to continue with 557b. Two hours per week. C. Auerhahn.

558b, Clinical Practice for Family Nurse Practitioners. 1.3 credit hours. Clinical practice in child health assessment and the provision of primary health care. Focuses upon family-centered well-child care and the differentiation of normal from abnormal findings. Four hours per week during spring term are spent in an ambulatory pediatric or family practice setting. Group clinical conferences are scheduled periodically throughout the term. Required for students in the first year of specialization as family nurse practitioners. Prerequisite: successful completion of 554a, 557a, 633a, and 637a. K. Stemler.

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

[564a, Practicum in Nursing Management and Policy I. 3 credit hours. This is the first part of a two-term sequence in which students acquire and apply basic knowledge necessary for understanding the management of health services organizations and development of health policy. Case management provides the framework for the course. The first part of the term is devoted to classroom work, with an emphasis on the evolution of case management, and differences between individual and population-based care. In the last part of the term, students are placed in clinical sites to apply their knowledge of case management and other aspects of management and policy. Students are encouraged to explore case management from clinical, organizational, systems, and government perspectives. Two hours of seminar per week and seven hours of clinical practice in the last six weeks of the term. Required for all students in the Nursing Management and Policy specialty. Nursing Management and Policy faculty. Not offered fall term 2002.]

[564b, Practicum in Nursing Management and Policy II. 2.5 credit hours. This is the second term of a two-term sequence in which students acquire and apply basic knowledge necessary for understanding management of health services organizations and development of health policy. This term includes seven hours of clinical practice per week and two hours of clinical conference every other week. Students may continue their practica from 564a, or, with faculty permission, arrange a new clinical site. Unlike in

564a, which focuses on case management, in 564b students expand their work to a management or policy area relevant to their clinical placement and areas of individual interest. Required for all students in the Nursing Management and Policy specialty. Prerequisite: 564a. Nursing Management and Policy faculty. Not offered spring term 2003.]

571a, Clinical Pharmacology. 2.5 credit hours. Lectures on principles of drug therapy, mechanisms of action, and selection of pharmaceutical agents in clinical practice. Required for adult, family, gerontological, and women's health nurse practitioner, nurse-midwifery, and psychiatric-mental health nurse practitioner students in the fall term of the second year of specialization. Also required for Adult Advanced Practice Nursing specialty students. Open to others with permission of the instructor. Two and one-half hours per week. G. Morrow.

580a, Primary Care of Women: Health Assessment and Antepartum Care. 7 credit hours. Students are introduced to nurse-midwifery practice. Health assessment of women includes both lecture and laboratory practice of clinical skills. Content in health assessment includes history taking and physical examination skills through lectures and laboratory practicum involving students practicing skills on each other. Basic laboratory skills in microscopic diagnosis of common gynecologic infections is included. The remainder of the first term is devoted to the theory and practice of antepartum care and fetal assessment. Students apply learning in supervised clinical practice after the first six weeks of the term. A lab fee is assessed for this course. Required for all nurse-midwifery students in the first year of specialization. H. Reynolds, S. Vedam.

580b, Primary Care of Women: Well Woman Care and Introduction to Intrapartum Care. 7 credit hours. Ambulatory care is extended to the care of nonpregnant women. Through regularly scheduled lectures, seminars, and supervised clinical practice students learn and apply principles of primary care, family planning, and office gynecology. The last half of the course is devoted to introducing theory, skills, and management of intrapartum, postpartum, and transitional care of the newborn through lecture, case studies, and supervised clinical practice. Students have clinical experience in labor, delivery, and postpartum care, as well as in the transitional care of the normal newborn. A lab fee is assessed for this course. Required for all nurse-midwifery students in the first year of specialization. Thirteen hours per week. B. Hackley, M. E. Rousseau, S. Vedam.

581b, Professional Issues. 2 credit hours. This course is an introduction to the profession of nurse-midwifery and midwifery, and to the national professional organization, the American College of Nurse-Midwives (ACNM). Students review the history of the profession and become familiar with credentialing; risk management; quality assurance; peer review; clinical ethics; malpractice insurance; evaluation and effectiveness literature; the structure and function of the ACNM; ACNM documents; the nurse-midwifery role, its functions, and interdisciplinary relation. Discussion focuses on current issues and possible future directions for the profession. The course prepares students to participate knowledgeably in local, regional, and national meetings and activities of the ACNM, and to accept responsibility inherent in the profession. Two hours per week. H. Varney Burst.

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

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

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

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

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

612b, Advanced Specialty Practicum I. 3–4 credit hours. This practicum provides students with direct care experience with their special population (cardiovascular, gerontological, oncology). The focus of the practicum is on assessment and subsequent management of selected problems for a caseload of patients in acute, ambulatory, and/or long-term settings. During clinical conferences students present cases, formulate clinical diagnoses, and discuss management strategies for patients within their elected special population. Required for all students in the first year of specialization. Nine hours

per week for acute care nurse practitioner students; twelve hours per week for clinical nurse specialist, gerontological, and acute care nurse practitioner students. J. Coviello, M. Knobf.

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

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

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

631b, Family Systems and Perspectives Relevant to Health Care. See 849a for course description.

632, Primary Care of Children I. 3 credit hours. This course provides clinical experience in well-child care and management of common pediatric problems with infants and children in primary care settings. Precepted experience begins second half of first term and continues through second term of the first year of specialization. Required for all pediatric nurse practitioner students. Beginning in the eighth week of the fall term, five hours of clinical practice and one hour of clinical conference per week. Six additional six-hour observation sessions with practitioners in the community. M. Meadows and Pediatric Nurse Practitioner faculty.

633a, Health Promotion in Children. 1.5 credit hours. This lecture/seminar course is designed to introduce the student to the primary care of children from infancy through preadolescence. Concepts and theories related to well-child care are explored. Clinical applications of the theories and principles of preventive and optimal health care are emphasized. Required for all pediatric nurse practitioner and family nurse practitioner



students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. L. Sadler and Pediatric Nurse Practitioner faculty.

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

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

637a, Child Development. 1.5 credit hours. This course is designed to give an overview of social-emotional, cognitive, physical, moral, and language development in children from infancy through adolescence. Emphasis is placed upon understanding development in individual, familial, sociocultural, and environmental contexts. Issues of particular significance to the health care provider are stressed. Required for all pediatric nurse

practitioner, family nurse practitioner, and psychiatric–mental health clinical nurse specialist students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. L. Sadler.

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

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

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

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

657a, Mental Health Assessment Across the Life Span. 2 credit hours. This course provides students with the concepts and skills necessary to conduct the mental health evaluation of individuals at all points of the life span. Students learn to collect data guided

by the principles of general health screening, *DSM IV*, therapeutic interviewing, and comprehensive history taking. A multi-explanation framework is used to conceptualize case formulation and the examination of differential diagnoses. Health screening emphasizes risks to the psychiatric population, and physical conditions and genetic background in relation to mental health. Major components of mental health assessment are interviewing techniques, mental status examinations, psychosocial developmental history, family history, and sociocultural influences. Specific evaluation techniques for substance use and abuse, sexual dysfunction, developmental stage, and risk for dangerousness are included. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. S. Talley.

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

659a, Personality Theory and Adult Development. 1.5 credit hours. Biological, social, cultural, and psychological influences on personality and adult development are identified. Theoretical perspectives for understanding personality and development in adulthood are surveyed in relation to clinical mental health practice. Biologic, social, psychodynamic, relational, existential, and cognitive perspectives are reviewed. Perspectives are examined critically combining current and classic literature with an emphasis on integration. This material is then used to explore the concept and phenomena of personality disorder and provides the background for the examination of psychiatric disorders, as identified in *DSM IV* and examined in 659b. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. D. Olsen.

659b, Psychopathology and Human Behavior. 2 credit hours. This course examines psychopathology and the diagnosis of psychiatric disorders across the life span as guided by *DSM IV* nosology. The examination integrates influences on personality and development including biologic, familial, social, and cultural factors. Theories of personality and

development are integrated into the understanding of mental disorders. These include psychodynamic, relational, and cognitive perspectives. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. D. Olsen.

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

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

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

709a, Legal Issues in Nursing Practice. 1 credit hour. This elective course provides the student with information about the legal regulation of advanced nursing practice and about selected clinical practice situations. Readings include cases, statutes, and regulations from the legal literature as well as articles from the fields of law, medicine, and nursing. Instruction in the use of the law library is provided. Two hours per week for eight weeks. S. Cohn.

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

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

717a, The Contexts of Care I. 2 credit hours. This course provides students an integrative experience in applying organizational, operational, financial, and policy contexts of practice. The course combines experiential learning with lectures and Web-based instruction. Three modules define the course content: organizational diagnosis and group relations (taught in a one-day intensive session); operations management and finance; and health policy. Required in the final year of specialization for all students, except for those in the Nurse-Midwifery specialty who take it in the first year of specialization. J. Krauss, coordinator; S. Cohen, P. Milone-Nuzzo.

717b, The Contexts of Care II. 2 credit hours. Nursing as advanced practice and as management occurs in contexts that inevitably influence practice. In this course, actual cases are used for analysis of the practice contexts, which include organizational structure, reengineering, managed care, data systems, inter- and intraprofessional issues, politics, finance, planning, regulation, ethics, law, and the courts. Opportunities for nursing to extend practice into new forms and environments are discussed as the new contexts for care. Cases are supplemented by lectures and assigned readings. Required in the final year of specialization for all students except those enrolled in the Nurse-Midwifery specialty. Two hours per week. J. Krauss, coordinator; L. Ament, E. Gustafson, L. Price.

719a (HPA 564a, MGT 659a), Integrated Clinical/Financial Information Management. 2 credit hours. No matter what the regulatory or payment environment is, management of health care delivery systems depends upon data. This elective course provides theory of information management and applications using real data. The course uses a powerful local resource, the work of the Resource Information Management System (RIMS) at Yale–New Haven Hospital, as the basis for learning about the clinical, financial, operational, and technical inputs to a management information system. The uses and applications of information in planning, developing, operating, negotiating, and evaluating health care service is stressed. Recommended for nursing management and policy students, management students at the Department of Epidemiology and Public Health, and School of Management students interested in health care management. Open to others with permission of the instructors. Two hours per week. D. Diers, S. Allegretto.

721a/b, Scholarly Inquiry Praxis. No credits. The praxis, designed to be completed in the final year of specialization, is designed to provide an opportunity to integrate knowledge of nursing management, the health care environment, leadership, and scholarly inquiry in the study of an important clinical problem. It is recommended that the prospectus, submitted as the final product of the small group seminar portion of 525b, be approved by the end of September in the final year. The absolute deadline for an approved prospectus is the end of the first term (December) of the final year. A grade of at least Pass must be received in 721a prior to enrollment in 721b. Students must successfully complete both 721a and 721b in order to graduate. Required for all master's students. P. Milone-Nuzzo, coordinator.

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

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

[726a/b, Practicum in Clinical Ethics. 1.3 credit hours per term. Students participate in 120 hours of clinical ethics under the guidance of a nurse with advanced knowledge and experience in the field and who is actively engaged in ethical consultation or evaluation of clinical situations. Emphasis is on gathering data from multiple sources involved in an ethical dilemma; mediating ethical disputes; investigating human rights abuses; reporting the results of mediation or investigation to institutions or authorities; ethical analysis of institutional policy; facilitating the discussion of ethics among providers, patients, and the lay public; and educational presentation of topics or cases in clinical ethics. Students participate in a monthly clinical conference. Prerequisite: successful completion of 725b, Health Care Ethics, or permission of the instructor. Required for students in the Health Care Ethics concentration. Four hours per week. D. Olsen. Not offered 2002–2003.]

[727a, Analysis of Issues in Health Care Ethics. 1.5 credit hours. In this course students learn to develop and critique positions and arguments in health care ethics by

developing a topic of interest into a formal paper. Papers are written through a process of mutual critique in order to develop arguments while simultaneously analyzing the work of others. Prerequisite: successful completion of 725b, Health Care Ethics, or permission of the instructor. One and one-half hours per week. D. Olsen. Not offered fall term 2002.]

729b, Alternative and Complementary Therapies. 1 credit hour. Alternative and complementary therapies are medical interventions not usually taught in medical or nursing schools and are not generally available in U.S. hospitals. Despite the fact that such therapies as herbs, vitamins, meditation, massage, acupuncture, and therapeutic touch are usually paid for by consumers, approximately one in three adults in the United States used such treatments in 1990. Neither advocates nor opponents can afford to remain ignorant of the growing body of literature on the clinical and cost effectiveness of these therapies. This elective course offers the opportunity to examine the literature and to discuss the clinical implications of published studies. One hour per week. A. Ameling.

[731a (RLST 976a), Spirituality in Health Care. 1.5 credit hours. A growing number of Americans report that they pray daily and that they want their health care providers to pray with them and for them. This elective course addresses this trend by providing an introduction to the spiritual dimension of caring. Issues of health and illness, curing and caring, the power of belief, and the spiritual healing practices of major religious traditions are examined. The course has a multicultural and interdisciplinary focus and provides an introduction to spiritual assessment in health care settings. One and one-half hours per week. A. Ameling, M. Lewis. Not offered fall term 2002.]

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

751a, Advanced Concepts in Women's Health Care. 4.4 credit hours. This course focuses on topics that examine women's health care in the context of their lives from theoretical and clinical perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint incorporating both allopathic and complementary approaches. Specific areas of focus include antepartum care and

management of various primary care problems for women. The course is divided into three sections. The first section deals with social and cultural issues and the context of care for women. The second section focuses on antepartum care and management. The final section focuses on caring for women with primary care problems. Required in the final year for all students in the Women's Health Nurse Practitioner track. S. Gottlieb.

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

754a/b, Supplemental Adult Clinical Practice. Minimum 1.3 credit hours per term. This clinical practicum provides students with the opportunity to gain knowledge and experience in a specialty practice beyond that which is provided in primary care. Examples of practice areas are AIDS, occupational health, and women's health problems. Required for all adult nurse practitioner students in the fall and spring of the final year of specialization, with the exception of those students electing the Family Nurse Practitioner track, Women's Health Care track; Diabetes or Home Care concentrations. A minimum of four hours of clinical practice per week. M. Mauldon.

756a/b, Advanced Clinical Practice for Adult Nurse Practitioners. Minimum 3 credit hours per term. This practicum provides the opportunity for further development and refinement of primary care skills and clinical judgment. Nurse practitioner and physician preceptors assist students in their clinical development. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Required for adult, family, and women's health nurse practitioner students in the final year of specialization. A minimum of eight hours of clinical practice per week. Clinical conference one and one-half hours per week. Prerequisite: Successful completion of 556b. M. Mauldon, D. Viens.

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

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

[762a, Leadership and Policy in Action. 2 credit hours. The focus of this clinical course is the application of skills acquired during previous work to community and organizational issues. Selected health planning methods are applied to develop a program for the management of an identified problem. Students work in small groups to conduct a project for a public or private sector agency with placement sites varying based on availability and student's interest. A final document is produced for use by the sponsoring agency. Prerequisites: 561a and 565b, or permission of the instructor. Required for all students in the Nursing Management and Policy specialty. One hour of clinical conference and five hours of clinical practice per week. Nursing Management and Policy faculty. Not offered fall term 2002.]

765a/b (HPA 575a,b, Internal Medicine 196), Advanced Concepts in Home Care. 2 credit hours per term. This course focuses on topics that address the current issues in the field of home health care practice. Home care is examined from the perspective of its place within a changing health care delivery system. Issues that confront both the clinician and the manager in home care practice are discussed from a multispecialty perspective. Required for all home care concentration students. Open to final-year students in other specialty programs and others with permission of the instructor. Two hours per week. P. Milone-Nuzzo.

767a/b, Home Care Case Seminar. 1 credit hour per term. This course focuses on examination of case studies derived from complex situations in the home care setting. Case study analysis draws upon concepts from management theory, policy, clinical care, and ethics. Emphasis is placed on deriving strategies for managing in the current home care environment. Students present cases from a number of perspectives including the client, family, community, and staff. Required for all home care concentration students. Open to others with permission of the instructor. Two hours per week, every other week. P. Milone-Nuzzo.

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

769a, Advanced Concepts and Principles of Diabetes Care. 2 credit hours. This seminar focuses on the concepts and principles of diabetes managed care based on the American Diabetes Association Standards of Care (2002). It includes principles of primary care (screening, early detection, intervention, patient education), secondary care principles related to diabetes management, tertiary care related to complications, various treatment modalities, patient education, and self-care. These concepts and principles of care are presented relative to type of diabetes (insulin dependent, noninsulin dependent, gestational and pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as the psychological, social, occupational, and economic are also emphasized. Required in the final year of study for all students in the Diabetes Care concentration. Open to others with permission of the instructor. Two hours per week. G. Melkus, coordinator.

775a, Health Care of Women and Infants: Public Policy and Programs. 2 credit hours. This course is designed to provide students with a working knowledge of Title V and other federal programs that affect the health care of women and infants. The concept of public responsibility for maternal and child health and its expression in public programs implemented earlier in this century are discussed. The current legislative base for the health care of women and infants is identified and examples of the delivery of services on the local and state levels (planning, financing, implementation, coordination, and evaluation) are discussed to illustrate the actual implementation of public policy. The role of the health care practitioner as a leader and/or as a member of an interdisciplinary team is emphasized throughout. Current trends in health care economics and programs on the local, state, and national levels are described, and their impact on the health status of women and infants explored. Required for all students in the Nurse-Midwifery specialty in the final year of specialization. Open to others with permission of the instructor. Two hours per week. L. Ament.

780a, Primary Care of Women: Intrapartum, Postpartum, and Newborn Care. 6.0 credit hours. Students continue clinical experience in intrapartum and postpartum areas, extending their abilities through lectures, seminars, and study to provide care in more complicated clinical situations. All students are required to become certified in neonatal resuscitation through the American Academy of Pediatrics course. Required for all nurse-midwifery students in the final year of specialization. M. E. Bouchard, T. Clark.

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



802a/b, Advanced Clinical Practicum for Acute Care Nurse Practitioners. 5 credit hours fall term and 5.3 credit hours spring term. This yearlong practicum provides students with clinical experience in data gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation and collaboration, and health promotion and risk factor modification. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill, hospitalized adults is stressed. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A one-hour weekly clinical conference addresses acute care clinical issues through the case presentation method. Required for all acute care nurse practitioner students in the final year of specialization. Precepted by nurse practitioners and physicians. Fifteen hours per week in an acute care setting in the fall term and sixteen hours per week in the spring term. Adult Advanced Practice Nursing faculty.

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

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

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

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

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

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

817b, Resources for Adaptation. 1 credit hour. This course is designed to develop the advanced practice nurse's ability to evaluate the patient and family as the unit of care relative to the trajectory of illness and the available resources. Topics include goals for rehabilitation, lifestyle adjustment, social dependency, caretaker role, patient education, and resource assessment. Required for all clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the final year of specialization. Two hours per week for seven weeks. J. Coviello.

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

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

826a/b, Clinical Practice in School Health. 1.55 credit hours per term. This clinical course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required for all students in the school-based health care concentration in the final year of study. Four hours clinical practice per week. One hour clinical conference per week for five weeks, fall term; two hours clinical conference every other week, spring term. E. Gustafson.

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

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

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

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

834a/b, Supplemental Pediatric Clinical Practice. Course credits variable. This clinical practicum provides students with the opportunity to gain additional knowledge and experience in pediatric primary care in school and community settings and related specialty practice areas with relevance to pediatric primary care. Required for all pediatric nurse practitioner students in the fall and spring of the final year of specialization. Minimum of four hours of clinical practice and one-half hour of clinical conference per week. E. Gustafson, P. Ryan-Krause.

840a/b, Advanced Practice in Adolescent Health Care. Course credits variable. The purpose of this advanced clinical experience is to provide the student who wishes to specialize in adolescent health care with advanced clinical practice with adolescent mothers

and their children. The clinical practice is designed to allow expansion of abilities as a nurse practitioner in a specialized care setting as a health educator and liaison for adolescent parents in the high school. Prerequisites: 632, 633a, 640b or a, and 641b. Course hours vary. L. Sadler.

845a, Pediatric Pharmacology. 1.5 credit hours. Lectures focus on principles of drug therapy, mechanisms of action, and selection of pharmaceutical agents in pediatric clinical practice. Emphasis is on commonly used drugs in pediatrics. Required for pediatric nurse practitioner students in the final year of study. Open to others with permission of the instructor. One and one-half hours per week. A. Crowley.

849a (631b in spring term), Family Systems and Perspectives Relevant to Health Care. 1.5 credit hours. This course provides theoretical perspectives on family structures, family development, and family systems that influence the health of the individual in the context of the community. Techniques in assessment of family functioning, vulnerabilities, and strengths provide the basis for developing strategies of intervention, crisis management, referral, and integration of multiple systems of care. Selected family problems are analyzed within the theoretical perspectives with examples for clinical and policy interventions. Required for all adult, family, pediatric, and psychiatric–mental health nurse practitioner students. Open to others with permission of the instructor. Three hours per week for seven weeks. K. Knafel.

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

851b, Seminar in Psychiatric and Mental Health Nursing: Theoretical and Evidence-Based Perspectives. 1.5 credit hours. This seminar is designed for all final-year psychiatric–mental health specialty students. The provision of mental health services is determined by many factors including policy, public demand, ideas among general practitioners and mental health professionals, and the financial pressures of purchasers and providers of services. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. The

assumption underlying this seminar is that mental health services should be fundamentally theoretical and evidence-based. Discussion addresses what constitutes the best available evidence to clarify decision making with regard to a variety of psychiatric disorders. Required for all students in the final year of specialization. One and one-half hours per week. J. Pasacreta.

852a/b, Advanced Psychiatric–Mental Health and Primary Care Nursing Practice. 4 credit hours per term. This advanced clinical course provides comprehensive content on concepts of illness, health promotion, and decision making and further development and refinement of primary care skills and clinical judgment. Nurse practitioner preceptors assist students in their clinical development. Clinical emphasis is on assessment, diagnosis, and management of common problems in individuals with serious and persistent mental illness. Diagnosis and management of common clinical problems are examined within the context of the acute, ambulatory, and/or long-term settings. Required for all psychiatric nurse practitioner students in the final year of specialization. A minimum of twelve hours per week of clinical practice is required, including one hour of clinical conference. S. Talley, coordinator.

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

855b, Group Psychotherapy Seminar. 1 credit hour. This course examines models of group psychotherapy. Emphasis is placed on the application of theory to the clinical realities of groups and families encountered in various inpatient and outpatient settings. Course content covers determination of treatment choices through critical thinking informed by assessments; cultural, ethical, and legal considerations; comparison of pertinent models; and knowledge of basic concepts of group psychotherapy, as well as relevant literature and research. Either 855b or 865a, Family Psychotherapy Seminar is required for all psychiatric–mental health nursing students in the first year of specialization. One hour per week. V. Hamrin.

859a/b, Clinical Psychopharmacology. 1.5 credit hours per term. Lectures focus on principles of psychopharmacological treatment, mechanisms of action, and selection of

pharmacological agents used to treat psychiatric disorders across the life span. Required for all psychiatric–mental health nursing program students in the final year of study. Open to others with permission of the instructor. One and one-half hours per week. K. Bailey.

865a, Family Psychotherapy Seminar. 1 credit hour. This course examines the major conceptual frameworks of family therapy, including comparison of family models and basic concepts underlying an understanding of family systems. Family development issues across the life span are addressed. Emphasis is placed on the application of theory to the clinical realities of families encountered in various inpatient and outpatient settings. Course content covers selection of appropriate family treatment modalities that take into account the cultural, ethical, and legal issues that have impact on family life. Either 865a or 855b, Group Psychotherapy Seminar, is required for all psychiatric–mental health nursing students. One hour per week. V. Hamrin.

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

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

901a, Methods for Nursing Research. 3 credit hours. This course provides an opportunity to examine various research designs used to investigate nursing care and care delivery. Emphasis is placed on the interrelation among theoretical frameworks, selected designs, control of variables, sample selection, research instruments, data analysis techniques, and interpretation of results. Although this course focuses primarily on quantitative methods, in-depth illustration of qualitative methods is also provided. Three hours per week. J. Dixon.

9o3a, Measurement of Clinical Variables. 3 credit hours. This course focuses on the theories of measurement, reliability, and validity of research instruments. Students implement two projects in a laboratory setting. Three hours per week. J. Dixon.

9o4a/b/c, Doctoral Independent Study. This elective is initiated by the student and negotiated with faculty. The purpose is to allow in-depth pursuit of individual areas of interest and/or practice. A written proposal must be submitted and signed by the student, the faculty member(s), and the program chairperson. Credit varies according to the terms of the contract.

9o5b, Creating Method: Issues in Nursing Research. 3 credit hours. This doctoral seminar explores the cutting edge of methodological development in nursing research, through illustration of how methodological perspectives are conceptualized and systematically analyzed. The focus is on areas in which research leaders have not achieved consensus, areas in which existing consensus may be challenged, and areas of newly recognized needs for which appropriate methodology has not been developed. Special issues related to validity and threats to validity in clinical research and the experiences of participants in these studies are addressed. Three hours per week. J. Dixon.

9o7, Dissertation Seminar. 3 credit hours. This seminar provides an opportunity for review and synthesis of research related to a selected clinical research topic within a substantive area of knowledge, and an opportunity for continued refinement of critical thinking associated with the focus area of investigation. Each student has the opportunity to present a proposal, as well as to critique the proposals of others. All students are expected to participate in a dissertation seminar for at least one year. The purpose of the seminar is to provide a forum of peers in which students can test their research ideas and share the research experience. Work on the research proposal may be started as soon as the student and major adviser determine an appropriate, researchable question. Three hours per week every other week. M. Grey.

[9o9b, Curriculum and Instruction in Nursing. 3 credit hours. In order to be an effective nurse educator one must possess a unique combination of clinical excellence and the ability to convey nursing knowledge and skills effectively within the framework of a curriculum. In the classroom, nurse educators are challenged to stimulate learning in diverse populations of students through the development of critical thinking skills, the use of creative teaching methods, and a knowledge of the unique characteristics of the learner. In the clinical setting, clinical decision making and clinical judgment skills need to be fostered. This course examines the impact of selected theories and integrated health care delivery systems on the development of curriculum, implementation of teaching strategies, and the evaluation of both curriculum and instructional methods. The course also addresses the various teaching strategies used with adult and other non-traditional learners both in the classroom and in clinical settings. P. Milone-Nuzzo. Not offered spring term 2003.]

911b, Development of Nursing Science. 3 credit hours. This course explores the philosophical problems and issues basic to the development of scientific knowledge. It also explores the major schools of thought in contemporary Western philosophy of science and their influence on nursing science and practice. In Part I, students examine the ways in which scientific knowledge is attained in the natural sciences and behavioral/social sciences. Topics for discussion include growth of scientific knowledge, nature of theories, confirmation, explanation, and causality. In Part II, emphasis is on historical evolution of contemporary nursing science. Dickoff and James's levels of inquiry, especially prescriptive theory, are examined. Three hours per week. Doctoral program faculty.

913a, Conceptual Basis for Nursing Science. 3 credit hours. This course examines the nature of scientific knowledge and the development of the conceptual underpinnings of nursing science. The contribution to nursing science of various approaches to knowledge synthesis and theory development is emphasized. Approaches to concept analysis, development, and critique is examined. Students are expected to complete a formal analysis of a concept of interest to them and to critique the contribution of the concept to nursing science. Required for all doctoral students. Three hours per week. C. Gilliss, K. Knaff.

915 a/b, Doctoral Research Practicum I and II. 1 credit hour per term for two years. This course focuses on the doctoral student's development of beginning research skills under the direction of a mentor. The theory component focuses on the overview of the research process, while the mentored research practicum emphasizes collaboration between mentor and student in the development of specific research skills. One hour per week. Doctoral program faculty.

917b, Advanced Statistics for Clinical Nursing Research. 3 credit hours for doctoral students; 2 credit hours for master's students taking the course as an elective. This advanced statistics course covers topics chosen from analysis of variance, multiple regression, logistic regression, factor analysis, survival analysis, discriminant analysis, and analysis of linear structural models. The course builds on knowledge of basic statistics and probability covered in 529a. Doctoral students must pass the 529a examination prior to enrolling in this course. The SAS software is used for statistical analysis. Two hours of class and a one-hour computer lab per week. G. Knaff.

919b, Proseminar in Survey Research Methods. 2 credit hours. This advanced doctoral seminar provides the student with in-depth knowledge of survey research methods. Topics include advantages and disadvantages of various survey approaches, including mailed, telephone, and face-to-face interview surveys; analysis of research instruments for surveys; sampling issues; and data analysis. Students carry out a pilot project during the course. Prerequisites: 901a and 903a, or the equivalent, and permission of the instructor. Two hours per week. Offered every other year. M. Grey.

[921b, Seminar on Research in Care of Patients with Diabetes. 2 credit hours. This seminar focuses on the current state of the science in research on care of patients with diabetes mellitus and builds on knowledge gained in clinical courses in diabetes management. Specific attention is paid to issues related to interventions with high risk cultural and ethnic groups. Research from nursing, medicine, and the social sciences is discussed by leaders in the field. Prerequisites: 769a and 901a, or the equivalent. Two hours per week. Offered every other year. M. Grey, G. Melkus. Not offered spring term 2003.]

[923a, Current Issues in Cardiovascular Nursing Research. 3 credit hours. In this elective course students examine current issues in cardiovascular nursing research. Topics vary each year to reflect the current state of the science. Prerequisite: clinical background in cardiovascular nursing and doctoral level standing. Open to others with permission of the instructors. Two hours every other week and thirty hours at the Scientific Sessions of the American Heart Association Annual Convention. Offered every other year. D. Chyun, M. Funk. Not offered fall term 2002.]

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

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

941b, Linking Research and Health Policy. 3 credit hours. In this course students explore methodologies and strategies to influence policy making through research. The relation of research to health policy is examined through the understanding of the methods and strategies used to synthesize study findings. The emphasis is on the use of these methods and the identification of appropriate data to influence policy making and analysis. Three hours per week. S. Cohen.

943a, Conceptual Basis of Self and Family Management. 3 credit hours. This course examines major conceptualizations of illness and self-management and the research supporting these conceptualizations. Emphasis is placed on the link between illness self-management and related concepts, such as self-efficacy and coping; and the contributions of health care systems and providers to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. Three hours per week. K. Knafel, R. McCorkle, G. Melkus.

943b, Methodological Issues in the Study of Management of Health and Illness.

3 credit hours. This seminar focuses on the current state of the science in research on self and family management of patients with chronic illness or at risk for the development of chronic illness. Content includes methodological issues in the study of chronic illness, self-management, and family management. Research from nursing, medicine, and the social sciences is discussed by leaders in the field. Prerequisite: successful completion of 943a, Conceptual Basis of Self and Family Management. Required for all doctoral students in the Self and Family Management focus area. Three hours per week. M. Grey, G. Melkus.

961a, Health Policy for Public and Private Sectors. 3 credit hours. This course examines health policy in public and private sectors. Its goal is to prepare advanced practice nurses with the knowledge and skills needed to be effective health policy analysts and advocates. The course covers health policy formation and implementation, with a focus on federal and state entities. Comparative analysis of health care systems in other countries is included. Required for all doctoral students. Open to others with permission of the instructor. Three hours per week. S. Cohen.

991a/b/c, Dissertation Advisement. 10 credit hours minimum. This course begins in the third year and continues until completion of the degree. R. McCorkle, coordinator.



General Information

tuition, special fees, and costs

During the 2002–2003 academic year, full-time tuition for master's and doctoral students is \$11,550 per term in the fall and spring terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of \$9,100. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. Nonmatriculated part-time study is available at \$870 per credit. More information is available from the Student Affairs Office.

Acceptance Fee

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

Required Fees

The University requires hospitalization insurance for all students. Students are billed \$852 per year for single student coverage with the Yale Health Plan. This fee may be waived with proof of alternative coverage for each year of enrollment. Students are also responsible for the cost of equipment, uniforms, books, photocopying, transportation to and from clinical sites, and on-site parking, if needed. Physical assessment courses have a lab fee of up to \$200, and some clinical courses may also have a lab fee.

Other Fees

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

student accounts and bills

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

Yale Charge Account

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

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Academic Management Services (AMS). To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is \$50. The deadline for enrollment is June 21. Application forms will be mailed to all students. For additional information, please contact AMS at the number above or visit their Web site at <http://www.tuitionpay.com/>.

Bills

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

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

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

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

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

Charge for Returned Checks

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

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

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

financial aid for the master's program

Students are admitted to degree programs without regard to finances. All full-time degree candidates are eligible for financial aid in the form of loans, scholarships, and employment. In order to be considered for aid, U.S. citizens must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Paper versions are available at public libraries around the country. International students must complete an International Student Financial Aid Application, available from the School. All students must also complete the School of Nursing Financial Aid Application, which can be obtained from the School. Federal guidelines and availability of funds change each year; therefore, instructions are revised every November for the following year. All financial information and files are kept strictly confidential.

financial support and visa process for international students

International students are offered admission without regard to finances. To be considered for financial aid, international students must complete two applications, the International Student Financial Aid Application and the School of Nursing Financial Aid Application. Both are available from the School's Financial Aid Office. All students who demonstrate financial need will be awarded scholarships to cover a portion of their tuition.

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

Types of Aid

A small group of *Dean's Scholars* may be selected annually. Each scholar receives a scholarship of \$2,500 and participates in a leadership development program directed by the dean. In addition, an allowance of \$500 is available for discretionary use in support of the scholar's professional development or leadership project. This is a merit-based scholarship and no statement of financial need is required. Eligibility criteria are established in the spring of each year for the following year's scholars.

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

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

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

Perkins Loans are awarded to students who have demonstrated need beyond the \$8,500 subsidized Stafford Loan. These loans are also subsidized while the student is enrolled and for nine months after graduation, but the interest rate is fixed at 5 percent. Perkins loans have another unique feature. A percentage of the loan may be cancelled for each year the student works full-time in the health care field, and after five years, the entire loan is cancelled. Funds for this loan are limited, so the School policy is to disburse the funds equitably across the eligible population.

Nursing Student Loans are awarded after Stafford and Perkins loans to a limited number of students with demonstrated need. The loan is subsidized, interest is 5 percent, and students have ten years to repay. Funds are limited and the School policy is to first award this loan to incoming students in the Graduate Entry Prespecialty in Nursing. If funds permit, loans are offered to other students.

Private loans are available from various banks around the country. Information on several programs is made available to admitted students. Credit checks are performed on the student and/or cosigner before approval and the School's financial aid director must certify the loan before disbursement. International students must have a U.S. citizen or permanent resident as a cosigner. More information is available from the Financial Aid Office.

Work-Study is a federal student aid program available to U.S. students with demonstrated need beyond loans. Awards are usually \$1,000 per year for a limited number of students. Students in this program work on faculty research, provide administrative support to faculty and staff, or can be employed in the School's Reading Room.

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, such as www.fastweb.com/. Students must inform the Financial Aid Office of any outside support, as awards may need to be revised. However, revisions begin with loans, not scholarships.

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

financial aid for the doctor of nursing science program

Students in the Doctor of Nursing Science program are awarded two years of tuition, health coverage, and a stipend, regardless of financial need. The stipend for 2002–2003 is \$13,700 for the academic year, September through May. Students are expected to be involved with their advisers for 15 hours per week in research activities.

Doctoral students are required to complete ten credits of dissertation advisement at the approved per credit rate. A continuation fee of \$245 per term for three additional terms is then charged. If the dissertation has still not been completed, the approved per credit charge is resumed until completion of the dissertation.

refund and rebate

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

In the case of withdrawal from the Yale School of Nursing for any reason, the following rebate schedule applies.

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. Once the student has completed 60 percent of the term, there will be no rebate of tuition. In 2002–2003, no portion of tuition will be rebated in the fall term after November 1, 2002 for Nurse-Midwifery students in the first year of specialization and November 2, 2002 for all other students, and after March 30, 2003 in the spring term for all students.

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.

For purposes of determining the refund of federal student aid funds, a student who withdraws from the School of Nursing for any reason during the first 60 percent of the

term will be subject to a pro rata schedule which will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2002–2003, the last days for refunding Federal student aid funds will be the same as noted above for tuition. Financial aid will be refunded in the order prescribed by federal regulations, namely, Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, if any; Federal Perkins Loans; Nursing Student Loans; any other Federal, state, private, or institutional scholarships and loans. Any remaining balance will be refunded to the student.

For purposes of determining the refund of all other sources of aid (state, private, or institutional scholarships and loans) a student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the funds. In 2002–2003, the last days for refunding institutional student aid funds will be the same as noted above for tuition.

All loan recipients (Federal Nursing Student Loans, Perkins Loans, Stafford Loans, and Yale Student Loans) who withdraw are required to have an exit interview before leaving Yale and should contact the Student Loan Collection Office at 246 Church Street (203.432.2727) for further instructions.

housing

Edward S. Harkness Dormitory and Apartments

Harkness Hall, located only steps away from the School of Medicine and Yale–New Haven Hospital, houses students from the School of Medicine, the School of Nursing, and the Epidemiology and Public Health and Physician Associate programs. Residents of Harkness Dormitory live in a secure building with recently renovated single rooms, and they have access to many amenities including computer network access in all units. Yale administrative offices occupy the first through third floors of the building.

The great advantages of living in Harkness Hall are its close proximity to classes, and the opportunity it provides in bringing together students from the various medical related fields in a relaxed social setting.

Accommodations include single rooms with sinks, a limited number of two-room suites, a popular dining hall, television lounges, kitchenettes, and other recreation rooms. All dormitory rooms are furnished, and all rooms must be single occupancy. Dormitory room rental rates are \$4,150 to \$5,450 during the 2002–2003 academic year (August 2002 to May 2003). One-bedroom apartments with living room, kitchenette, and bathroom are available for singles or couples. The 2002–2003 apartment rate is \$695 per month for streetside apartments, and \$715 per month for courtyard apartments. All rents

include Ethernet hook-up and all utilities except telephone and apartment cable television. Apartments are furnished with basic furniture, although many students supplement the existing furniture with their own. There is no cable television access in the dormitory building.

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 basement contains student storage with a bike storage area, an exercise/weight room, a billiard room, and a laundry room. The Class of 1958 Fitness Center, which opened during the 1999–2000 school year, contains a wide assortment of cardiovascular and weight training equipment. All medical, public health, physician associate, and nursing students are welcome to use this Center, where access is provided by Student ID card scanners. There is no fee for this benefit, but all users are required to register for membership.

For information about Edward S. Harkness Memorial Hall, contact the Harkness dormitory office at 203.737.1960; or the Web site, <http://info.med.yale.edu/harkness/>. For information about other Yale graduate residences, consult the Department of Graduate Housing's Web site at <http://www.yale.edu/hronline/gho/>.

The Graduate Housing Office has dormitory and apartment units for a small number of graduate and professional students. Approximate rates for 2002–2003 are: dormitory (single) housing, \$4,144–4,926 per academic year; apartments (single and family housing), \$610–860 per month. The School of Nursing will send the Graduate Housing brochure and application after acceptance of the admission offer is received. The application and your letter of acceptance may then be faxed to the appropriate department noted below. The assignment process generally starts in mid- to late April after current returning residents are offered renewals.

The Graduate Housing Office consists of two separate offices: the Graduate Dormitory Office and the Graduate Apartment Office, both located within Helen Hadley Hall, a graduate dormitory, at 420 Temple Street. Office hours are from 9 a.m. to 4 p.m., Monday through Friday. For facility descriptions, floor plans, and rates, visit the Graduate Housing Web site at <http://www.yale.edu/graduatehousing/>. For further information on graduate dormitories, contact Beverly Whitney at 203.432.2167, fax 203.432.4578, or beverly.whitney@yale.edu. For graduate apartment information, contact Betsy Rosenthal at 203.432.8270, fax 203.432.0177, or betsy.rosenthal@yale.edu.

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



health services for school of nursing students

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

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene.

In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

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

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

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

Health Coverage Enrollment

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

yhp hospitalization/specialty coverage

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

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

Waiving the YHP Hospitalization/Specialty Coverage: Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services

Department. It is the student's responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

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

yhp student two-person and family plans

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

yhp student affiliate coverage

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

yhp prescription plus coverage

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

Eligibility Changes

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

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

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

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

Required Immunizations

Measles (Rubeola) and German Measles: All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, and after the student's first birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, and after the student's first birthday. The law

applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Meningococcus (Meningitis): All students living in on-campus housing must be vaccinated against Meningococcal disease. The law goes into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2002. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

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

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

Any students who will be traveling abroad should make an appointment in the Travel Clinic at YUHS at least six to eight weeks prior to departure. In addition, those who are working in areas where they might encounter blood or fluid exposure must contact the Student Medicine Department (203.432.0312) at YHP. Such students will be given a seven-day supply of antiretroviral medication at no charge. They will also receive instructions about how to handle possible exposure.

resource office on disabilities

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

The School of Nursing will make appropriate accommodations for didactic and laboratory courses, as suggested by the Resource Office on Disabilities. Accommodations cannot be made for clinical courses.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the College Street entrance to WLH. Office hours are Monday through Friday, 8.30 a.m. to 5 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (<http://www.yale.edu/rod/>).

the student government organization

The Student Government Organization (SGO), open to all enrolled, was formalized in 1969. The SGO mission statement was revised in 2000 to state: "The mission of the Yale School of Nursing Student Government Organization is to enhance the quality of life and education for the whole community by fostering student vision, leadership, advocacy, and action." The SGO provides additional means of communication within the School, and aims to both represent students and build a sense of community among all involved with the School. In recent years SGO has especially focused on supporting student efforts to provide community outreach to the New Haven area, including involvement with the Sacred Heart School and Downtown Evening Soup Kitchen (DESK).

Each winter the SGO elects officers for the next term of office, which is from February to February. General meetings are held bi-weekly. In addition, SGO enlists students to provide representation on a variety of School of Nursing and University-wide committees. These representatives provide important input into the development and implementation of policies, and play a critical role in maintaining the quality of student life. School of Nursing committees with SGO representatives include Executive Committee, Curriculum Committee, Financial Aid Policy Committee, Child Care Committee, YSN Alumnae/i Association Board, Health Care Advocates Committee, and Health and Human Rights Committee. University-wide committees include Yale Health Plan Advisory Committee, Sexual Harassment Grievance Board, and Committee on Volunteer Services (COVS). School of Nursing students are also active in the Graduate and Professional Student Senate.

awards

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

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

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

The *Anthony DiGuida Delta Mu Research Prize* is awarded to a graduating doctoral student whose dissertation best advances nursing knowledge through superior clinical scholarship and leadership and whose research offers promise in promoting a healthier population. Selection is made by a committee of the faculty.

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

office of international students and scholars

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

OISS maintains an extensive Web site (<http://www.oiss.yale.edu/>) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates. International graduate students, postdocs, and visiting scholars can get connected with

OISS by subscribing to one or both of the OISS e-mail lists. OISS-L is the electronic newsletter with important information for Yale's international community. YaleInternational E-Group is an interactive list through which almost 800 international students and scholars keep each other informed about events in the area. Check the Web site for more information. To subscribe to either, send a message to oiss@yale.edu.

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

The Office of International Students and Scholars, located at 246 Church Street, Suite 201, is open Monday through Friday from 8.30 a.m. to 5 p.m.



Clinical Resources

yale–new haven medical center

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

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

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

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

The Connecticut Mental Health Center (CMHC) is an urban community mental health center, owned by the State of Connecticut and operated by the Department of Mental Health and Addiction Services in partnership with Yale University Department of Psychiatry. The CMHC has a thirty-year tradition of serving disadvantaged persons with serious illness. The center provides innovative services and solutions to challenging problems of patient care, drawing on research into the causes, treatment, and prevention of behavioral disorders.

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

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

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

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

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

Yale–New Haven Hospital. Founded in 1826 as Connecticut's first and the nation's fifth hospital, today Yale–New Haven Hospital, affiliated with Yale University Schools of Medicine and Nursing, ranks among the premier medical centers in the nation. The Yale–New Haven Children's Hospital, which opened in 1993, features new maternity facilities and the most comprehensive pediatric services between Boston and New York. Both an academic medical center hospital and a community hospital, Yale–New Haven

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

other clinical resources

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

Fair Haven Community Health Center is a community-initiated and community-controlled health center serving the predominantly ethnic neighborhood of Fair Haven. Developed along the lines of the free clinic model in 1971, the Fair Haven center strives to provide health care in a congenial and personalized setting to 10,000 patients through an interdisciplinary team of doctors, nurse practitioners, nurse-midwives, social service, and community health workers. This includes prenatal and family planning services, general

medical and pediatric care, preventive health education, language translation, counseling, and community outreach. Center funding comes from patient fees and a variety of private, government, and third-party reimbursement sources. In addition to its main facility, the center operates a satellite for geriatric patients at an elderly housing complex and three school-based clinics, one at a high school, one at a middle school, and one at an elementary school. The Fair Haven Center is located in a health professional shortage area. *Director, Katrina Clark, M.P.H.*

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

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

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

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

Last year, the Hospital of Saint Raphael discharged over 24,314 inpatients. There were 49,080 emergency room and 65,645 clinic visits, with short-term surgery cases surpassing 9,209. Noteworthy statistics include one of the highest geriatric and case mix indexes in the state. The hospital has one of the largest caseloads of cardiothoracic surgery in Connecticut.

Saint Raphael's provides clinical laboratory experience facilities for the four-year baccalaureate and graduate programs of Southern Connecticut State University and Sacred Heart University; the R.N. baccalaureate program of Quinnipiac College; the one-year Licensed Practical Nurse program of Eli Whitney Technical School; the Licensed Practical Nurse Program of New England Technical Institute; the four-year baccalaureate programs of Quinnipiac University and Fairfield University; the graduate programs at Yale University School of Nursing, the University of Connecticut, and Columbia University; the associate degree program of Saint Vincent's Hospital; R.N. to

B.S.N. completion program at Central Connecticut State University; and the diploma in nursing program of the Bridgeport Hospital School of Nursing. Eight master's-prepared clinical nurse specialists support staff in clinical decision making and provide direct care in inpatient and outpatient settings. Nursing research and projects are encouraged and are reviewed by an active Nursing Research Committee. Other educational programs offered by the hospital include freestanding medical residencies and other residencies and fellowships in conjunction with Yale University School of Medicine. Other student clinical rotations include physical therapy, occupational therapy, speech therapy, respiratory therapy, laboratory and radiologic technology, and pastoral care. *President and Chief Executive Officer, David W. Benfer; Vice President of Patient Services, Mary Kuncas, R.N., M.S.; Director, Patient Services, Suzanne Locke, R.N., M.S.N.; Director, Staff Development and Clinical Support, Judy Catalano, R.N.C., M.S.N.; Director, Nursing Resources, Barbara Nolan, R.N., M.B.A.*

The Regional Visiting Nurse Agency 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, 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.

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

The Veterans Affairs Connecticut Healthcare System is one of the outstanding Veterans Affairs (VA) Medical Centers nationwide with quality clinical services and innovative research programs. The two VA hospitals (West Haven and Newington) merged in 1995 to form VA Connecticut Health Care System. Several VA Connecticut specialized programs are recognized nationally and regionally. These include the Eastern Blind Rehabilitation Center and Clinic. This is one of four national programs providing extensive rehabilitation services to blind veterans enabling them to gain and maintain their independence. The Positron Emission Tomography (PET) Center is a joint project with Yale School of Medicine, and the Single Photo Emission Computerized Tomography (SPECT) provides state-of-the-art imaging for medical care and research in biology, psychiatry, cardiology, and oncology. VA Connecticut also encompasses the Geriatric Rehabilitation Extended Care Service, Substance Abuse Treatment Program, National Centers for Post-Traumatic Stress Disorder, Alcoholism Research, Schizophrenia Research, and a comprehensive cancer center. Additionally, clinical services include epilepsy treatment, cardiac rehabilitation, cardiac surgery, geriatric evaluation, respite

care, and home-based primary care. Currently, VA Connecticut is a leader nationally in the application of home telemonitoring of patients in the home-based primary care program. VA Connecticut operates an Ambulatory Care Center at the West Haven campus and the Ambulatory Care Center of Excellence at the Newington campus. There are six community-based outpatient clinics located in Danbury, New London, Waterbury, Stamford, Windham, and Winsted. *Acting Director, Bruce A. Gordon; Nurse Executive, Margaret Veazey, M.S.N.*

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

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

- Alameda County Medical Center, Oakland, California.
- Albany Medical Center, Albany, New York.
- All for Women, Westerly, Rhode Island.
- American Cancer Society, New England Division, Meriden, Connecticut.
- Ishrat J. Ansari, M.D., Murfreesboro, Tennessee.
- Anthem Blue Cross and Blue Shield of Connecticut, North Haven, Connecticut.
- Arden House, Hamden, Connecticut.
- Area Cooperative Educational Services (ACES), Hamden, Connecticut.

Associates in Women's Health Care, Bridgeport, Connecticut.
Asylum Hill Family Medicine, Hartford, Connecticut.
Atlantic Health Services, Hamden, Connecticut.
Avon Health, Avon, Connecticut.
The Barton Center for Diabetes Education, North Oxford, Massachusetts.
Benedictine Hospital, Kingston, New York.
Paul E. Berard, M.D., Fairfield, Connecticut.
Birth and Beyond, Indianapolis, Indiana.
Blueridge Health Services, St. Francis Care Behavioral Health, Portland, Connecticut.
Boggy Creek Gang Camp, Eustis, Florida.
Branford/North Branford Pediatrics, Branford, Connecticut.
Bridgeport Health Care Center, Bridgeport, Connecticut.
Bridgeport Health Department, Bridgeport, Connecticut.
Bridgeport Hospital, Bridgeport, Connecticut.
Bridgeport, Newtown, and Monroe Pediatric Group, Connecticut.
Bristol Hospital Women's Health Clinic, Bristol, Connecticut.
Brookfield Pediatrics, Brookfield, Connecticut.
Brookside Pediatrics, Bridgeport, Connecticut.
Burgdorf Health Center, Hartford, Connecticut.
The Cancer Institute of New Jersey, New Brunswick, New Jersey.
Capital Region Mental Health Center, Hartford, Connecticut.
Caritas Norwood Hospital, Norwood, Massachusetts.
Carlos G. Otis Healthcare Center, Townshend, Vermont.
The Carriage House, Wallingford, Connecticut.
Catawba Nurse-Midwifery and Associates, Hickory, North Carolina.
Center for Women's Health in Connecticut, Waterbury, Connecticut.
Central Connecticut Obstetrics/Gynecology Association, Bristol, Connecticut.
Central Maine Clinical Associates, Lewiston, Maine.
Cereal City Pediatrics, Battle Creek, Michigan.
Charter Oak Terrace/Rice Heights Health Center, Hartford, Connecticut.
Child and Family Agency of Southeastern Connecticut, New London, Connecticut.
Childbirth Center, Englewood, New Jersey.
Children's Hospital of Boston, Boston, Massachusetts.
Children's Medical Group, Hamden, Connecticut.
Choate Rosemary Hall, Pratt Health Center, Wallingford, Connecticut.
Yong Chyun, M.D., Bristol, Connecticut.
City of Hartford Health Department, Hartford, Connecticut.
Community Health Centers, Meriden, Middletown, New Britain, New London, and Stratford, Connecticut.
Community Health Network of San Francisco, Department of Health, Jail Health Services, San Francisco, California.
Community Health Services of Hartford, Hartford, Connecticut.
Connecticut Association for Human Services, Hartford, Connecticut.

Connecticut Childbirth and Women's Center, Danbury, Connecticut.
Connecticut Children's Medical Center, Hartford, Connecticut.
Connecticut Children's Museum, Creating Kids Child Care Center, New Haven, Connecticut.
Connecticut College, New London, Connecticut.
Connecticut Department of Mental Health and Addiction Services, Hartford, Connecticut.
Connecticut Gastroenterology, Wethersfield, Connecticut.
Connecticut Heart Group, New Haven, Connecticut.
Connecticut Hospital Association, Wallingford, Connecticut.
Connecticut Medicaid Manager Care Council, Connecticut
Connecticut Medical Group, New Haven, Connecticut.
Connecticut Multi-Specialty Group, Hartford, Connecticut.
Connecticut Nurses' Association, Meriden, Connecticut.
Connecticut Visiting Nurses Association, Wallingford, Connecticut.
Consolidated Tribal Health Project, Calpella, California.
County OB/GYN Group, Branford, Connecticut.
Creative Stress Management, Middlebury, Connecticut.
Karen Dahlgard, M.S.N., New Haven, Connecticut.
Dana Farber Cancer Institute, Boston, Massachusetts.
Danbury Geriatric Health Center, Danbury, Connecticut.
Danbury Health and Housing, Danbury, Connecticut.
Danbury Hospital, Danbury, Connecticut.
Dartmouth Hitchcock Clinic, Lebanon, New Hampshire.
Dartmouth Hitchcock Nurse-Midwifery Service, Lebanon, New Hampshire.
Deerfield Medical Associates, South Deerfield, Massachusetts.
Diabetes Treatment and Training Center, New Haven, Connecticut.
Dimensions Health Care Systems, Prince George's Hospital Center, Cheverly, Maryland.
Michael Doyle, M.D., Norwalk, Connecticut.
East Granby Family Practice, East Granby, Connecticut.
East Hartford Family Practice, East Hartford, Connecticut.
East Haven Pediatrics, East Haven, Connecticut.
Easter Seals of Rhode Island, East Providence, Rhode Island.
Eastern Connecticut Health Network, Manchester Memorial Hospital and Rockville Hospital, Manchester, Connecticut.
Einstein College of Medicine, Diabetes Research and Training Center, Bronx, New York.
El Paso County Department of Health and Environment, Colorado Springs, Colorado.
Elim Park Baptist Home, Cheshire, Connecticut.
Elmwood Medical Group, West Hartford, Connecticut.
Endocrinology and Internal Medicine, North Providence, Rhode Island.

ENT and Facial Plastic Surgery, Trumbull, Connecticut.
Serle Epstein, M.D., Madison, Connecticut.
Fairfield County Allergy, Asthma, and Immunology Associates, Norwalk, Connecticut.
Fairfield County Medical Group, Bridgeport, Connecticut.
Fairfield University, Fairfield, Connecticut.
Fallon Clinic, Leominster, Massachusetts.
Family Associates of Stamford, Stamford, Connecticut.
Family Care, Waterbury, Connecticut.
Family Medicine Associates of Stamford, Stamford, Connecticut.
Family Practice Associates, Meriden, Connecticut.
Family Practice Internal Medicine of Spring Glen, Hamden, Connecticut.
Juan Fica, M.D., Waterbury, Connecticut.
Emily Fine, M.D. and Mary Elizabeth Gillette, M.D., Hamden, Connecticut.
Gardner Heights, Shelton, Connecticut.
General Electric Company, Corporate Medical Services, Fairfield, Connecticut.
General Practitioners, Branford, Connecticut.
Geriatric and Adult Psychiatry, Hamden, Connecticut.
Greater Bridgeport Mental Health Center, Bridgeport, Connecticut.
Greater New Haven OB/GYN Group, New Haven, Connecticut.
Greenwich Pediatric Associates, Old Greenwich, Connecticut.
Griffin Hospital, Derby, Connecticut.
Grove Hill Medical Center, New Britain, Connecticut.
Guilford Internal Medicine, Guilford, Connecticut.
Guilford Pediatrics, Guilford, Connecticut.
Hamden Medical Services, Hamden, Connecticut.
Hartford Board of Education, Hartford, Connecticut.
Hartford Hospital, Hartford, Connecticut.
Hartford OB/GYN Group, Hartford, Connecticut.
Health Care for the Homeless, Houston, Texas.
Health Partners, St. Paul, Minnesota.
Heart Care, Hamden, Connecticut.
Hewitt Memorial, Shelton, Connecticut.
Marshall Holley, M.D., New Haven, Connecticut.
Holy Family Birth Center, Weslaco, Texas.
Holy Rosary Medical Center, Ontario, Oregon.
Hospice of Martha's Vineyard, Oak Bluffs, Massachusetts.
Hospital for Special Care, New Britain, Connecticut.
Hudson Valley River Healthcare, Peekskill, New York.
Human Services Council of Mid-Fairfield, Norwalk, Connecticut.
Dennis Huskins, M.D., Norwalk, Connecticut.
Robert Hyde, M.D., Derby, Connecticut.
Inscription House Health Center, Tonalea, Arizona.
Institute for Long Term Care Policy, Meriden, Connecticut.

Internal Medicine Associates, Wallingford, Connecticut.
ITA Ford Health Team, New York, New York.
Ixmucañe Women's Health Birth Center, Antigua, Guatemala.
Jewish Home for the Elderly, Fairfield, Connecticut.
The John D. Thompson Hospice Institute for Education and Research, Branford, Connecticut.
Joseph Smith Community Health Center, Allston, Massachusetts.
Joslin Center for Diabetes, New Britain General Hospital, New Britain, Connecticut.
Kaiser Foundation Health Plan of Connecticut, Farmington, Connecticut.
Kids Station Pediatrics, Manchester, Connecticut.
Lakeland Medical Center, New Orleans, Louisiana.
Lakeview Clinic, Chicago, Illinois.
Landmark Medical Center, Woonsocket, Rhode Island.
Lawrence and Memorial Hospital, New London, Connecticut.
Maimonides Medical Center, Brooklyn, New York.
Main Street Pediatrics, Monroe, and Bridgeport, Connecticut.
Mansfield OB/GYN Associates, Mansfield, Connecticut.
Martha Eliot Health Center, Jamaica Plain, Massachusetts.
Mary Hitchcock Memorial Hospital, Lebanon, New Hampshire.
Masonic Geriatric Healthcare Center, Wallingford, Connecticut.
Maternal Fetal Care, Stamford, Connecticut.
Edward J. McDermott, M.D., New London, Connecticut.
Medical Oncology and Hematology, New Haven, Connecticut.
Medical Oncology-Hematology, Stamford, Connecticut.
Memorial Sloan Kettering Hospital for Cancer and Allied Diseases, New York, New York.
Meriden Nursing and Rehabilitation Center, Meriden, Connecticut.
Michael Callan/Audre Lord Community Health Center, New York, New York.
Michigan University Health Systems, Ann Arbor, Michigan.
Middlesex Hospital, Mental Health Center, Middletown, Connecticut.
Middlesex Pediatric Associates, Middletown, Connecticut.
MidState Medical Center, Meriden, Connecticut.
Milford Hospital, Milford, Connecticut.
Milford Pediatric Group, Milford, Connecticut.
Montefiore Family Health Center, Bronx, New York.
Montefiore Medical Center, Bronx, New York.
Mount Auburn Hospital, Cambridge, Massachusetts.
Mount Carmel Internal Medicine, Cheshire, Connecticut.
Mount Carmel Medical Associates, Hamden, Connecticut.
Mount Sinai Hospital, New York, New York.
Nanticoke Maternity Center, Seaford, Delaware.
Natchaug Hospital, Mansfield, Connecticut.
Naugatuck Valley OB/GYN, Waterbury, Connecticut.

Neighborhood Health Center for Greater Nashua, Nashua, New Hampshire.
New Haven Department of Health, New Haven, Connecticut.
New Haven Public Schools, Polly T. McCabe Center, New Haven, Connecticut.
New Life Plus, Cheshire, Connecticut.
New York City Health and Hospitals Corporation, New York, New York.
North Central Bronx Hospital, Bronx, New York.
North Western Hematology and Oncology Associates, Torrington, Connecticut.
Northern Navajo Medical Center, Shiprock, New Mexico.
Norwalk Hospital, Norwalk, Connecticut.
Norwalk Hospital Nurse-Midwifery Service, Norwalk, Connecticut.
Norwich Obstetrics and Gynecology, Norwich, Connecticut.
Nurse-Midwife Services, Montrose, Colorado.
OB/GYN and Infertility Group, New Haven, Connecticut.
Obstetrics, Midwifery, and Gynecology, Cheshire, Connecticut.
On-Lok Senior Health Services, San Francisco, California.
Open Door McKinleyville Community Health Center, McKinleyville, California.
Oregon Health Sciences University, School of Nursing, Portland, Oregon.
Park City Primary Care Center, Bridgeport, Connecticut.
Bruce Patterson, M.D., Oakdale, Connecticut.
Pediatric and Adolescent Medicine, Cheshire, Meriden, Orange, and Woodbridge, Connecticut.
Pediatric and Medical Associates, New Haven, Connecticut.
Pediatric Associates of Connecticut, Waterbury, Connecticut.
Pediatric Hematology and Oncology Associates, Guilford, Connecticut.
Pediatrics Plus, North Haven, Connecticut.
Permanent Commission on the Status of Women, Hartford, Connecticut.
Pine Ridge Hospital Women's Health, Pine Ridge, South Dakota.
Pioneer Valley Pediatrics, Longmeadow, Massachusetts.
Pitney Bowes, Stamford, Connecticut.
Planned Parenthood, Albany, New York.
Planned Parenthood of Columbia/Willamette, Oregon.
Planned Parenthood of Connecticut, New Haven, Connecticut.
Planned Parenthood of the Rocky Mountains, Denver, Colorado.
Pleasant Lake Medical Offices, Harwich, Massachusetts.
Practitioners of Primary Care, Norwich, Connecticut.
Presbyterian Hospital, New York, New York.
Primary Health Care, Glastonbury, Connecticut.
Priority Care, Stratford, Connecticut.
Pro Health Physicians, Enfield, Connecticut.
Pyramid Primary Care Physicians, Wallingford, Connecticut.
Quinnipiack Valley Health District, North Haven, Connecticut.
Ramathibodi Hospital, Bangkok, Thailand.
Redwood City Youth Health Center, Redwood City, California.

Rehabilitation Hospital of Connecticut, Hartford, Connecticut.
Rhode Island Hospital, Providence, Rhode Island.
Riverside Health and Rehabilitation, East Hartford, Connecticut.
Michael Ryskin, M.D., Ansonia, Connecticut.
Sacred Heart University Health Center, Fairfield, Connecticut.
St. Francis Hospital, Hartford, Connecticut.
St. Francis Hospital, Poughkeepsie, New York.
St. Francis Nurse-Midwifery Practice, Hartford, Connecticut.
St. Joseph's Family Life Center, Stamford, Connecticut.
St. Joseph's Hospital, Providence, Rhode Island.
St. Mary's Hospital, Waterbury, Connecticut.
Sharon Obstetrics and Gynecology Associates, Sharon, Connecticut.
Shelton Lakes Residence and Health Care Center, Shelton, Connecticut.
Shoreline OB/GYN, New London, Connecticut.
Shriners Hospital for Children, Springfield, Massachusetts.
Sound Medical Associates, Groton, Connecticut.
South Shore Hospital, South Weymouth, Massachusetts.
Southshire Obstetrics and Gynecology, Bennington, Vermont.
Southwest Community Health Center, Bridgeport, Connecticut.
Stamford Community Health Center, Stamford, Connecticut.
Stamford Corporate Health Services, Stamford, Connecticut.
Stamford Hospital, Stamford, Connecticut.
Stay Well Health Center, Waterbury, Connecticut.
Staywell Pediatrics, West Haven, Connecticut.
Stonington Institute, North Stonington, Connecticut.
Stratford Health Department, Stratford, Connecticut.
Student Health Services of Stamford, Stamford, Connecticut.
Takoma Women's Health Center, Takoma Park, Maryland.
Tollgate OB/GYN Associates, Warwick, Rhode Island.
Torrington-Winsted Pediatric Associates, Torrington, Connecticut.
Tri-County Health Services of Western Maine Community Action, Farmington, Maine.
Trinity College, Hartford, Connecticut.
Tucson Medical Center, Tucson, Arizona.
United Community Services, Norwich, Connecticut.
United States Navy, Naval Ambulatory Care Center, Groton, Connecticut.
United Visiting Nurse Association, Trumbull, Connecticut.
University of Connecticut, Farmington, Connecticut.
University of Massachusetts, Memorial Medical Center, Worcester, Massachusetts.
University of Michigan Health System, Ann Arbor, Michigan.
University of New Haven, West Haven, Connecticut.
University of New Mexico Hospital, Albuquerque, New Mexico.
University of Wisconsin Health Services, Madison, Wisconsin.

The Urology Center, New Haven, Connecticut.
Veterans Affairs Home and Hospital, Rocky Hill, Connecticut.
Vineyard Nursing Association, Oak Bluffs, Massachusetts.
Visiting Nurse and Home Care N.W., Litchfield, Connecticut.
Visiting Nurse Association, Boston, Massachusetts.
Visiting Nurse Association Health Care and Affiliates, Waterbury, Connecticut.
Visiting Nurse Association of Central Connecticut, New Britain, Connecticut.
Visiting Nurse Association of East Hartford, Guilford, Hamden, and Southeastern Connecticut.
Visiting Nurse Services of Connecticut, Bridgeport, Connecticut.
Washington County Health System, Hagerstown, Maryland.
Waterbury Hospital, Waterbury, Connecticut.
Waveny Health Care Center, New Canaan, Connecticut.
Wesleyan University Student Health Center, Middletown, Connecticut.
West Haven Child Development Center, West Haven, Connecticut.
Westchester Medical Center, Hawthorne, New York.
Westerly Hospital, Westerly, Rhode Island.
Westfield Care and Rehabilitation Center, Meriden, Connecticut.
Westside Medical Group, Waterbury, Connecticut.
Whitney Pediatrics and Adolescent Medicine, Hamden, Connecticut.
Wildwood Pediatrics, Essex, Connecticut.
The William and Sally Tandet Center for Continuing Care, Stamford, Connecticut.
William Backus Hospital, Norwich, Connecticut.
William F. Ryan Community Health Center, New York, New York.
Windham Community Memorial Hospital, Willimantic, Connecticut.
Windham Medical Group, Willimantic, Connecticut.
Winslow Indian Health Center, Winslow, Arizona.
Women Care, Arlington, Massachusetts.
Women's Health, Adrian, Michigan.
Women's Health and Wellness Center, Cheshire, Connecticut.
Women's Health Care of New England, Norwalk, Connecticut.
Yale Internal Medicine Associates, New Haven, Connecticut.
Yale University Cardiology, New Haven, Connecticut.
Yale University Health Services Center, New Haven, Connecticut.



University Resources

libraries

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

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

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

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

general resources

A calendar of events in the University is issued each week during the academic year in the *Yale Bulletin & Calendar*. The hours when special as well as permanent collections of the University may be seen are also recorded in this publication.

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

The Yale University Art Gallery contains representative collections of ancient, medieval, and Renaissance art, Near and Far Eastern art, archaeological material from the University's excavations, Pre-Columbian and African art, works of European and American masters from virtually every period, and a rich collection of modern art.

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

The School of Nursing sponsors the annual Sybil Palmer Bellos Lecture on Nursing. In addition, there are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

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

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

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

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This amazing complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool, an architectural marvel; 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 envy of the Ivy League; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and undergraduate students

may use the gym at no charge during the academic year and for a nominal fee during the summer term. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Outdoor Education Center (OEC), the tennis courts, and the golf course are open to faculty, students, and employees of the University at established fees.

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

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

courses in yale college

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

courses in yale university graduate and professional schools

Students in the School of Nursing may elect courses offered by the various departments of the Graduate School and other professional schools of the University. In the past, students have elected courses from the Medical School and its department of Epidemiology and Public Health; Sociology, Psychology, and Anthropology at the Graduate School;

and courses offered by the Schools of Art, Divinity, Law, Music, and Management. Students are encouraged to consult the bulletins of these schools, where course offerings are listed and described, to seek content that may be relevant to their individual educational goals. Subject to the approval of the student's adviser, the instructor of the course, and the departmental director of graduate studies, the elected course must be listed on the student's School of Nursing course schedule within the prescribed period for course registration. Students should also check with the registrar of the individual school in which the course is elected for registration procedures specific to that school.

Candidates for Degree of Master of Science in Nursing, 2003

- Denise C. Abdoo, b.a., University of Dayton. Pediatric Nurse Practitioner.
- Alicia D. Beebe, b.s., University of Connecticut, b.a., Wheaton College. Gerontological Nurse Practitioner.
- Alexandra Kipp Bovey, b.s., University of Vermont. Nurse-Midwifery.
- Rebecca L. Brook, b.a., University of California (Berkeley). Family Nurse Practitioner.
- Jennifer M. Casavant, b.s.n., University of Connecticut. Acute Care Nurse Practitioner.
- Claire F. Cassidy, b.s., Providence College. Oncology Nurse Practitioner.
- Veronica Martinez Cauilan, b.a., University of California (Berkeley). Oncology Nurse Practitioner.
- Soyoung Chung, b.s., Seoul National University. Gerontological Nurse Practitioner.
- Allison Carey Cooper, b.a., Colgate University. Pediatric Nurse Practitioner.
- Meridith Johnson Cowperthwait, b.a., Gettysburg College. Pediatric Nurse Practitioner.
- Cynthia Darling, b.a., University of Washington. Family Nurse Practitioner.
- Jeffrey R. Darna, b.s., University of Connecticut. Acute Care Nurse Practitioner.
- Donna M. Delpo, b.s.n., University of Connecticut. Gerontological Nurse Practitioner.
- Carolyn J. Demsky, b.s.n., University of Rhode Island. Pediatric Nurse Practitioner.
- Amy C. Dennean, b.a., University of Connecticut. Oncology Nurse Practitioner.
- Jennifer A. Dorward, b.s., University of California (Davis). Acute Care Nurse Practitioner.
- Donna Doxsey-McGrew, b.s., Charter Oak College. Family Nurse Practitioner.
- Rebecka M. Evans, b.a., University of Pennsylvania. Pediatric Nurse Practitioner.
- Mary Christine Fey, b.a., Bowdoin College. Family Nurse Practitioner.
- Debra A. Fournier, b.a., Colby-Sawyer College. Psychiatric–Mental Health Nurse Practitioner.
- Jeanette S. Galvez, b.s.n., University of Santo Tomas. Adult Nurse Practitioner.
- Catherine Girard, b.s., Fairfield University. Gerontological Nurse Practitioner.
- Paula M. Gjerstad, b.s., Pace University. Cardiovascular Clinical Nurse Specialist.
- Ann Marie Gorham, b.a., Barnard College. Women's Health Nurse Practitioner.
- Jennifer B. Hain, b.s., Angelo State University. Acute Care Nurse Practitioner.
- Emily A. Haozous, b.a., University of California (Santa Cruz). Oncology Nurse Practitioner.
- Kimberly W. Hart, b.s.n., West Georgia College. Pediatric Nurse Practitioner.
- Rhonda Turnell Heschel, b.s., University of Illinois, m.s., Tufts University. Pediatric Nurse Practitioner.
- Lakisha E. Hyatt, b.s.n., University of Connecticut. Psychiatric–Mental Health Nurse Practitioner.
- Georgann M. Johnson, b.s., University of Southern Maine. Nurse-Midwifery.

- Robin Lynn Johnston, b.s., University of Connecticut. Oncology Nurse Practitioner.
- Margaret A. Julian, b.s.n., St. Joseph College. Nursing Management and Policy.
- Janina J. Kean, b.s., Trinity College (Connecticut). Psychiatric–Mental Health Nurse Practitioner.
- Gilah F. Klein, b.a., John Jay College of Criminal Justice. Psychiatric–Mental Health Nurse Practitioner.
- Darlene Kupinski, b.s.n., Central Connecticut State University. Cardiovascular Clinical Nurse Specialist.
- Elise A. Kusselow, b.s.n., University of New Hampshire. Pediatric Nurse Practitioner.
- Marguerite Kyle, b.s., Southern Connecticut State University. Pediatric Nurse Practitioner.
- Sonia Lander, b.a., Barnard College. Nurse-Midwifery.
- Samuel H. Levy, b.s. American International College. Nursing Management and Policy.
- Michele N. Litwin, b.s.n., University of Connecticut. Psychiatric–Mental Health Nurse Practitioner.
- Diana T. Lombardo, b.s., Long Island University (Southampton). Oncology Nurse Practitioner.
- Kim D. Lopes, b.a., Western Connecticut State University, b.s.n., m.s., Southern Connecticut State University. Nurse-Midwifery.
- Alice Ann Love, b.a., American University. Family Nurse Practitioner.
- Carmelita Rose Maalouf, b.s.n., State University of New York (Buffalo). Adult Nurse Practitioner.
- Keith C. Mages, b.s., State University of New York (Buffalo). Psychiatric–Mental Health Nurse Practitioner.
- Courtney A. Marshall, b.s., Bates College. Nurse-Midwifery.
- Natalie A. Martina, b.a., b.s.n., University of Texas (Austin), b.a., University of California (Davis), m.s., University of California (San Diego). Nurse-Midwifery.
- Shelley L. Mayers, b.s.n., Central Connecticut State University. Pediatric Nurse Practitioner.
- Tara A. McCormick, b.s.n., St. Anselm College. Acute Care Nurse Practitioner.
- Diane Merkle, b.s.n., Pennsylvania State University, m.s., Iona College. Gerontological Nurse Practitioner.
- Kristin L. Meyer, b.a., b.s., University of Michigan. Women’s Health Nurse Practitioner.
- Sarah Kathleen Meyer, b.a., Barnard College. Nurse-Midwifery.
- Susan Louise Miller, b.a., Pennsylvania State University, m.b.a., Cornell University. Psychiatric–Mental Health Nurse Practitioner.
- Shauna Miner, b.s.n., Brigham Young University. Family Nurse Practitioner.
- Melanie Alves Mollica, b.a. Wheaton College. Women’s Health Nurse Practitioner.
- Mica Muskat, b.s., University of California (Davis). Pediatric Nurse Practitioner.
- Gina Natalizia, b.s., Stonehill College. Family Nurse Practitioner.
- Genice T. Nelson, b.s.n., University of North Florida. Adult Nurse Practitioner.
- Sharon Jean Nickey, b.s. Rutgers State University. Acute Care Nurse Practitioner.
- Maryellen C. Pachler, b.s., Boston University. Pediatric Nurse Practitioner.



- Sarah E. Parmelee, b.s., Bates College, M.S., Quinnipiac University. Family Nurse Practitioner.
- Johanna Elizabeth Pohlman, b.a., Washington University. Family Nurse Practitioner.
- Adrienne Rains, b.s., Salem State College. Psychiatric–Mental Health Nurse Practitioner.
- Kelley Nicole Robinson, b.a., Hampton University. Nurse–Midwifery.
- Amy Lynn Rochette, b.s., University of Vermont. Pediatric Nurse Practitioner.
- Angela Denise Rogers, b.a., Brigham Young University, m.p.h., Yale University. Family Nurse Practitioner.
- Nancy L. Rollinson, b.s.n., University of Connecticut. Pediatric Nurse Practitioner.
- Shannon E. Sanford, b.s., Southern Connecticut State University. Oncology Clinical Nurse Specialist.
- Nirupa Sekaran, b.a., Middlebury College. Pediatric Nurse Practitioner.
- Erin Rachel Shawn, b.a., Evergreen State College. Family Nurse Practitioner.
- Rebecca Sheehan, b.a., Boston College. Pediatric Nurse Practitioner.
- Anna Maria Rufina Speciale, b.a., George Washington University. Nurse–Midwifery.
- Molly M. Steele, b.a., Wesleyan University (Connecticut). Nurse–Midwifery.
- Rachel D. Steury, b.s., m.a., University of Wisconsin. Family Nurse Practitioner.
- Meghan Ann Sullivan, b.s.n., University of Miami. Pediatric Nurse Practitioner.
- Sarah E. Sutton, b.a., University of Michigan. Nurse–Midwifery.
- Virginia A. Syombathy, b.s.n., Villanova University. Oncology Nurse Practitioner.
- Carrie A. Szejka, b.a., University of Maryland. Nurse–Midwifery.

Debra Ann Tashlein, b.s. Lehigh University. Women's Health Nurse Practitioner.
Laura M. Thompson, b.a., Wesleyan University (Connecticut). Psychiatric–Mental Health Nurse Practitioner.
Mary C. Vander Straten, b.s., University of Utah. Cardiovascular Clinical Nurse Specialist.
Jill Tolman Vaughan, b.f.a., Massachusetts School of the Arts, m.a., Lesley College. Psychiatric–Mental Health Nurse Practitioner.
Tracy Renee Webber, b.s., m.p.a., Long Island University (C.W. Post). Nurse-Midwifery.
Kira Marcella Weier, b.a., Gustavus Adolphus College. Nurse-Midwifery.
Susanna J. Westbrook, b.a., Southwestern University. Nurse-Midwifery.
Ashley Elizabeth Weycer, b.a., Barnard College. Nurse-Midwifery.
Andrew J. Yim, b.a., Bowdoin College, m.p.h., Yale University. Adult Nurse Practitioner.
Patricia A. Zlotek, b.a., Middlebury College. Family Nurse Practitioner.

Candidates for Post Master's Certificate in Nursing, 2003

Erin Medoff, m.s.n., Sacred Heart University. Oncology Nurse Practitioner.
Jennifer Napoleone, m.s.n., Columbia University. Psychiatric-Mental Health Nursing.

Candidates for Degree of Doctor of Nursing Science, 2003

Chia-Hui Chen, b.s.n., Taipei Medical College, m.s.n. Yale University.
Hui-Ju Chiu, b.a., Emory University, m.a., University of South Alabama.
Elizabeth Ercolano, b.a., Columbia University, m.s.n., Yale University.
Sherri Kanner, b.s.n., Georgetown University, m.s.n., Yale University.
Kimberly Lacey, b.s.n., Eastern University, m.s.n., Yale University.
Shiu-yu Lee, b.s., Georgia Southwestern College, m.s.n., University of California (Los Angeles).
Nancy Lorenze, b.a., Rollins College, m.a., Boston University, m.s.n., Yale University.
Bothyna Murshid, b.s.n., King Saud University, m.s., University of Michigan.
Jeffrey O'Donnell, b.s., Sacred Heart University, b.s.n., m.s.n., Pace University.
Pamela Potter, b.s.n., Northern Illinois University, m.a., m.s.n., University of New Mexico.
Barbara Stahl, b.s.n., University of Bridgeport, m.s., Georgia State University.
Heather Wilcox, b.s.n., Fairfield University, m.s.n., University of Connecticut.

Distribution of Graduates

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

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

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

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

Others have assumed responsibility for management of nursing services in both public and private institutions and agencies.

School of Nursing Alumni Association

officers for year ending june 30, 2003

President

Carol Ann Wetmore, '94

Vice President

Elaine Gustafson, '86

Secretary

Donna Boehm, '95

Treasurer

Per Erik Johansson, '99

Board of Directors

Anne Aquila, '89

Janice Davey, '76

Deirdre Murty Marcus, '94

Jean O'Brien-Butler, '50

Sally Richards, '97

Student Representative

To be appointed

Nominating Committee

Beth Ann Collins, '93

Michael Corjulo, '98

Susan Langerman, '99, Chairperson

Representatives to Association of Yale Alumni

Alyson Cohen, '92

Linda Pellico, '89

Kate Stephenson, '94

Ex Officio Members

Catherine Lynch Gilliss, Dean

Barbara F. Reif, Executive Secretary; Co-Editor, *Yale Nurse*

Kate Stephenson, '94; Co-Editor, *Yale Nurse*

Alumni Fund

Nina Relin Adams, '77, Chairperson, Class Agents

The Work of Yale University

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

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

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

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

For additional information, please write to the Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2770; e-mail, graduate.admissions@yale.edu; Web site, www.yale.edu/graduateschool/

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

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

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

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

For additional information, please write to the Admissions Office, Yale University Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; e-mail, ydsadmsn@yale.edu; Web site, www.yale.edu/divinity/

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

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/

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

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

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

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

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

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

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

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

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For all other matters related to admission to the School of Nursing, please telephone the Admissions Office, 203.785.2389.

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