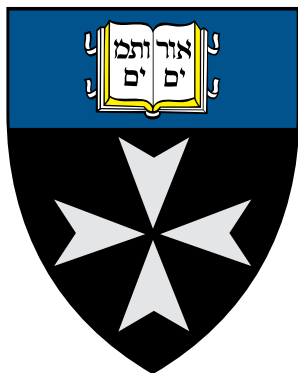


School of Nursing

2006–2007



BULLETIN OF YALE UNIVERSITY

Series 102 Number 14 September 5, 2006

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School of Nursing

2006–2007

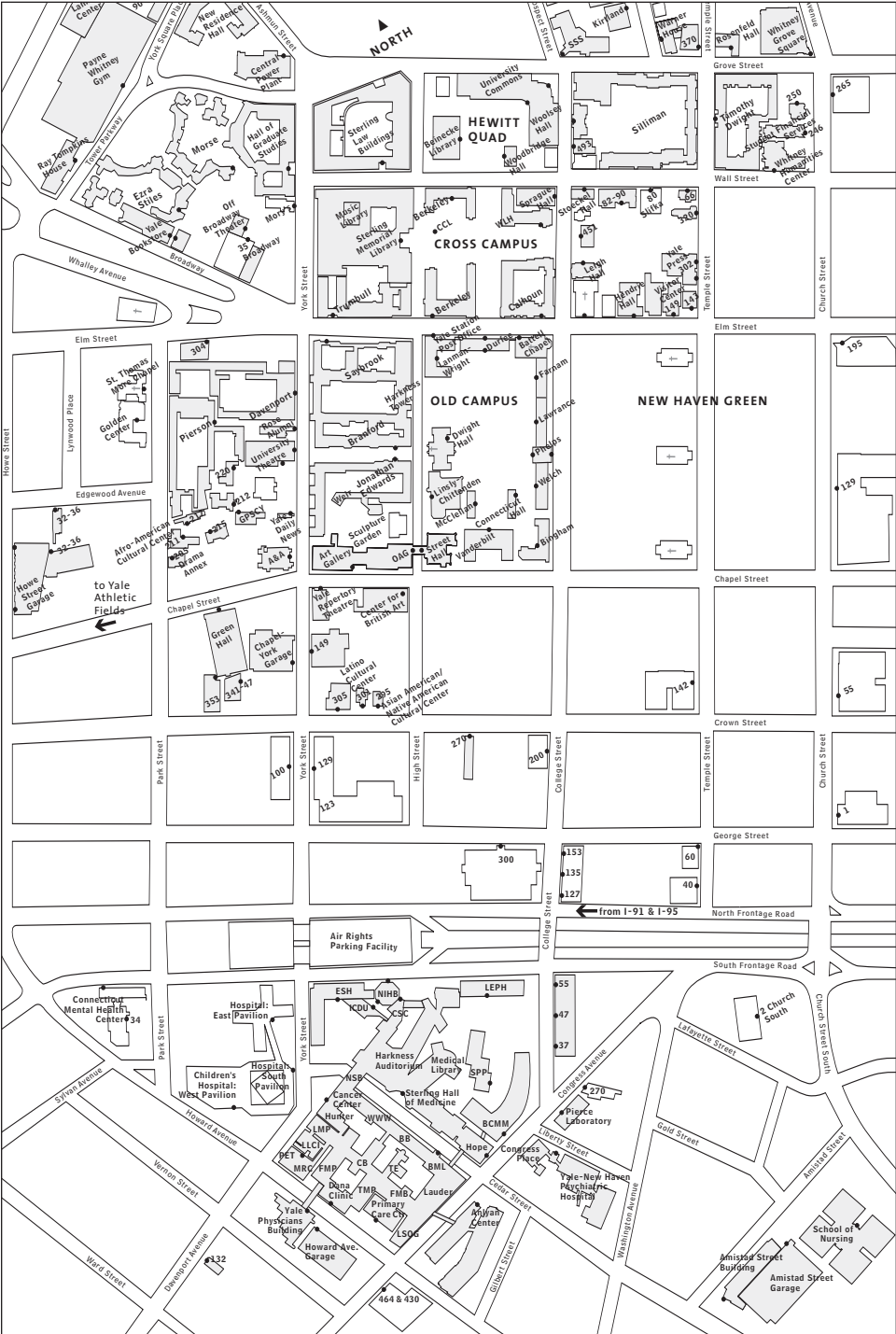
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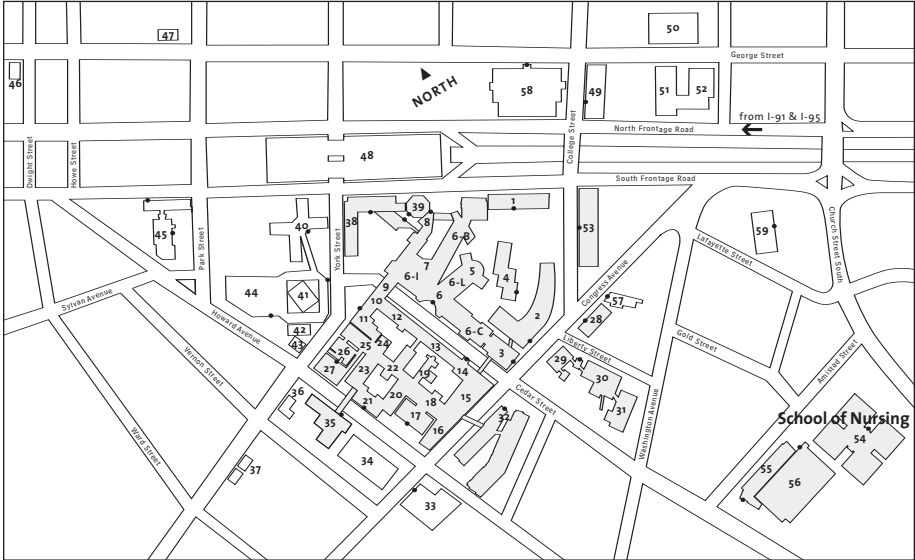
This is a detailed street map of the University of Massachusetts Lowell campus. The map shows various buildings, streets, and landmarks. Key buildings labeled include the Institute of Sacred Music, Divinity School, Marston Chapel, Bitts House, Lebert Observatory, Sustainable Food Project Farm, Science Hill Garage, Ingalls Rink, Mould Library, Whitson Commons, Diamond Hall, Project Place, and many others. Streets shown include Canner Street, Hillside Place, Woodland Street, Conant Street, Webster Street, Winchell Avenue, Winchell Street, Bristol Street, Lock Street, Canal Street, Trumbull Street, and Grove Street. The map also shows the location of the University of Massachusetts Lowell and the University of Lowell.

Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER (see also p. 4)



YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant
5. Harvey Cushing/John Hay Whitney Medical Library
6. Sterling Hall of Medicine, 333 Cedar St. Wings: B, C, I & L
7. Mary S. Harkness Memorial Auditorium
8. Child Study Center
9. Nathan Smith Building (Bridge)
10. Yale Cancer Center
11. Hunter Building, 15 York St.
12. William Wirt Winchester Building
13. Yale Eye Center (Boardman Building), 330 Cedar St.
14. Brady Memorial Laboratory, 310 Cedar St.
15. Lauder Hall
16. Laboratory for Surgery, Obstetrics and Gynecology
17. Primary Care Center
18. Farnam Memorial Building
19. Tompkins East
20. Tompkins Memorial Pavilion
21. Charles A. Dana Building, 789 Howard Ave.
22. Clinic Building
23. Fitkin Memorial Pavilion
24. Fitkin Amphitheater
25. Laboratory for Medicine and Pediatrics
26. Lippard Laboratory of Clinical Investigation
27. Magnetic Resonance Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Yale Psychiatric Institute-Congress Place, 301 Cedar St. The Yale Medical Bookstore, 320 Congress Ave.
30. Yale-New Haven Psychiatric Hospital 2, 184 Liberty St.
31. Yale-New Haven Psychiatric Hospital 3, 184 Liberty St.
32. Anlyan Center for Medical Research and Education, 300 Cedar St.
33. 430 and 464 Congress Ave. and 726 Howard Ave.
34. **Howard Ave. Garage**
35. Yale Physicians Building, 800 Howard Ave.
36. 110 Davenport Ave. (YNHH Day Care Center)
37. 132-138 Davenport Ave. (Lead Program)
38. Edward S. Harkness Memorial Hall, 367 Cedar St.
39. Neison and Irving Harris Building, Child Study Center, 230 S. Frontage Rd.
40. East Pavilion, 20 York St. (Yale-New Haven Hospital Main Entrance)
41. South Pavilion, 20 York St.
42. **Emergency Services Parking**
43. **Children's Hospital Parking Garage**
44. Children's Hospital (West Pavilion)
45. Connecticut Mental Health Center
46. Ronald McDonald House, 501 George St.
47. 425 George St.
48. **Air Rights Parking Garage**
49. 127, 135, and 153 College St.
50. New Haven Hotel, 229 George St.
51. **Temple Garage**
52. Temple Medical Center, 40-60 Temple St.
53. College Place, 47 College St.
54. Medical Center South, 100 Church St. South (Yale School of Nursing)
55. Amistad Building, 10 Amistad St.
56. **Amistad Garage**
57. 270 Congress Ave.
58. 300 George St.
59. 2 Church St. South19. Tompkins East

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Gerontological Nurse Practitioner Track	
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A Message from the Dean



Margaret Grey,
Dean

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

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

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

Margaret Grey
Dr.Ph., R.N., F.A.A.N.
Dean, School of Nursing
Annie W. Goodrich Professor of Nursing

Calendar

FALL 2006

Aug. 28–30	Mon.–Wed.	Orientation for new students.
Aug. 30	Wed.	Registration for first-year specialty students.
Sept. 4	Mon.	Labor Day. No classes.
Sept. 5	Tues.	Fall term begins, 8 A.M.
Sept. 19	Tues.	Course registration deadline.
Oct. 23	Mon.	Deadline for graduating master's students to have their prospectus approved by their praxis adviser.
Nov. 22	Wed.	Thanksgiving recess begins, 5 P.M.
Nov. 27	Mon.	Thanksgiving recess ends, 8 A.M.
Dec. 15	Fri.	Holiday recess for students begins, 5 P.M.

SPRING 2007

Jan. 8	Mon.	Spring term begins, 8 A.M.
Jan. 15	Mon.	Martin Luther King, Jr. Day. No classes.
Jan. 23	Tues.	Course registration deadline.
Mar. 2	Fri.	Spring recess for students begins, 5 P.M.
Mar. 19	Mon.	Spring recess ends, 8 A.M.
Mar. 30	Fri.	Deadline for graduating master's students to submit a complete, first draft of their praxis to their praxis adviser.
		Deadline for graduating doctoral students to <i>schedule</i> their dissertation defense.
Apr. 6	Fri.	Good Friday. No classes.
Apr. 27	Fri.	Deadline for graduating doctoral students to <i>defend</i> their dissertation.
May 4	Fri.	Spring term ends, 5 P.M.
May 23	Wed.	Three bound copies of doctoral dissertation or one copy of praxis due to Office of Student Affairs, 12 noon.
May 28	Mon.	University Commencement.

SUMMER 2007

May 7	Mon.	Summer term begins for continuing first-year GEPN students, 8 A.M.
May 28	Mon.	Memorial Day. No classes.
July 4	Wed.	Independence Day. No classes.
July 27	Fri.	Summer term ends, 5 P.M.

The President and Fellows of Yale University

President

Richard Charles Levin, B.A., B.LITT., PH.D.

Fellows

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

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

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

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

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

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

Gerhard Casper, LL.M., PH.D., LL.D., *Atherton, California*.

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

Charles Daniel Ellis, B.A., M.B.A., PH.D., *New Haven, Connecticut*.

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

Maya Ying Lin, B.A., M.ARCH., D.F.A., *New York, New York (June 2008)*.

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

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

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

Barrington Daniel Parker, Jr., B.A., LL.B., *Stamford, Connecticut*.

Theodore Ping Shen, B.A., M.B.A., *Brooklyn Heights, New York (June 2007)*.

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

Fareed Zakaria, B.A., PH.D., *New York, New York*.

The Officers of Yale University

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Richard Charles Levin, B.A., B.LITT., PH.D.

Provost

Andrew David Hamilton, B.SC., PH.D., F.R.S.

Vice President and Secretary

Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel

Dorothy Kathryn Robinson, B.A., J.D.

Vice President for New Haven and State Affairs and Campus Development

Bruce Donald Alexander, B.A., J.D.

Vice President for Development

Ingeborg Theresia Reichenbach, STAATSEXAMEN

Vice President for Finance and Administration

Shauna Ryan King, B.S., M.B.A.

School of Nursing Administration and Faculty

OFFICERS OF ADMINISTRATION

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Andrew David Hamilton, PH.D., F.R.S., *Provost of the University.*

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† Frank A. Grosso, B.A., M.A., *Assistant Dean for Student Affairs and Registrar.*

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Lawrence David Scahill, PH.D., M.S.N., F.A.A.N., *Acting Associate Dean for Scholarly Affairs; Professor of Nursing; and Professor, Yale Child Study Center.*

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

BOARD OF PERMANENT OFFICERS

Sally Solomon Cohen, PH.D., R.N., F.A.A.N., *Associate Professor of Nursing; Director, Center for Health Policy and Ethics, and Director, Nursing Management, Policy, and Leadership Specialty.*

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† Mary Kathryn Knopf, PH.D., R.N., F.A.A.N., *Associate Professor of Nursing; Lecturer, Yale School of Medicine; Program Director for Nursing, Yale Cancer Center; and Clinical Nurse Specialist, Yale-New Haven Hospital.*

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Lawrence David Scahill, PH.D., M.S.N., F.A.A.N., *Acting Associate Dean for Scholarly Affairs; Professor of Nursing; and Professor, Yale Child Study Center.*

Ann Bartley Williams, ED.D., R.N., F.A.A.N., *Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing; and Director for International Nursing Scholarship.*

* Senior Faculty Fellowship leave of absence, January 1, 2006 to December 31, 2006.

† Senior Faculty Fellowship leave of absence, July 1, 2006 to June 30, 2007.

‡ Doctoral candidate.

FACULTY EMERITUS

Ann Tomaino Ameling, M.S.N., R.N., *Professor Emeritus of Nursing.*

Helen Varney Burst, M.S.N., R.N., C.N.M., F.A.C.N.M., *Professor Emeritus of Nursing.*

Donna Kaye Diers, M.S.N., PH.D., R.N., F.A.A.N., *Annie W. Goodrich Professor Emeritus of Nursing.*

Dorothy Louise Sexton, M.S., ED.D., R.N., *Professor Emeritus of Nursing.*

FACULTY

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

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

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

Cynthia Connolly, PH.D., R.N., *Assistant Professor of Nursing; and Assistant Professor, History of Medicine and Science, Yale School of Medicine.*

Mary Cooley, PH.D., M.S.N., C.R.N.P., *Lecturer in Nursing.*

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

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

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Coretta Jenerette, PH.D., *Lecturer and Project Director, Yale-Howard Partnership Center.*



Virginia Henderson, 1897–1996

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

Dena Schulman-Green, PH.D., *Research Scientist.*

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

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

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

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Robin Whittemore, PH.D., R.N., *Associate Professor of Nursing.*

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

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

Susan Silliman Addiss, M.P.H., *Assistant Clinical Professor; Retired.*

Blanche Camille Agostinelli, M.S.N., *Clinical Instructor; Dorothy Adler Geriatric Center, Yale-New Haven Hospital.*

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

Philip Alcabes, PH.D., *Associate Professor; Visiting Associate Professor, Hunter College School of Health Sciences.*

Sandra Lynn Alfano, PHARM.D., F.A.S.H.P., *Assistant Clinical Professor; Vice Chairperson, Human Investigation Committee I, Yale School of Medicine.*

Margaret J. Allende, D.N.SC., *Clinical Instructor; Team–Clinician, Outpatient Department Personality Disorders, Connecticut Mental Health Center.*

Susan Marie Alward, M.S.N., C.N.M., *Clinical Instructor; Nurse-Midwife, StayWell Health Center.*

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

Esla Brenda Aminlewis, M.S., C.N.M., *Clinical Instructor; Senior Midwife, Norwalk Hospital.*

Cheryl Wainwright Anderson, M.S.N., ED.D., *Assistant Clinical Professor; Director, Cardiac Rehabilitation Program, Priority Care, Inc.*

-
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- Cynthia Battle Aten, M.D., *Assistant Clinical Professor.*
- Nabil A. Atweh, M.D., *Associate Clinical Professor; Physician, Section of Trauma & Surgical Critical Care, Bridgeport Hospital.*
- John M. Aversa, M.D., *Assistant Clinical Professor; Physician, Connecticut Ortho Specialists.*
- Sandra McKelvie Bacon, A.P.R.N., *Clinical Instructor; Performance Improvement Coordinator, Patient Services, Yale-New Haven Hospital.*
- Nancy Leggo Bafundo, M.S.N., R.N., *Assistant Clinical Professor; Nurse Educator & Chairperson of Connecticut State Board.*
- Gale M. Banks, M.S.N., *Clinical Instructor; Nurse Clinician, Assertive Treatment Team, Connecticut Mental Health Center.*
- Nancy Baranowski, M.S.N., A.P.R.N., *Clinical Instructor; Women's Health Care Nurse Practitioner, St. Mary's Hospital/Franklin Medical Group.*
- Judith S. Barillaro, M.S., *Clinical Instructor; Speech Pathologist, Meriden Easter Seals Rehabilitation Center.*
- Sandra Ann Barnosky, M.S.N., A.P.R.N., F.N.P.-C., *Clinical Instructor; A.P.R.N., University of Connecticut Health Center/UMG Contract.*
- Mary Ella Bartlett, M.S.N., C.-F.N.P., *Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Clinic.*
- Carol Meredith Battin, M.S.N., *Assistant Clinical Professor; Nurse Practitioner, Bridgeport Health Department.*
- Mary Margaret Bauer, M.S.N., *Clinical Instructor; Acute Care Nurse Practitioner, Cardiology, Veterans Affairs Medical Center.*
- Cheryl T. Beck, D.N.Sc., *Clinical Professor; Professor, University of Connecticut School of Nursing.*
- Clarice H. Begemann, M.S.N., A.P.R.N., *Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Center.*

-
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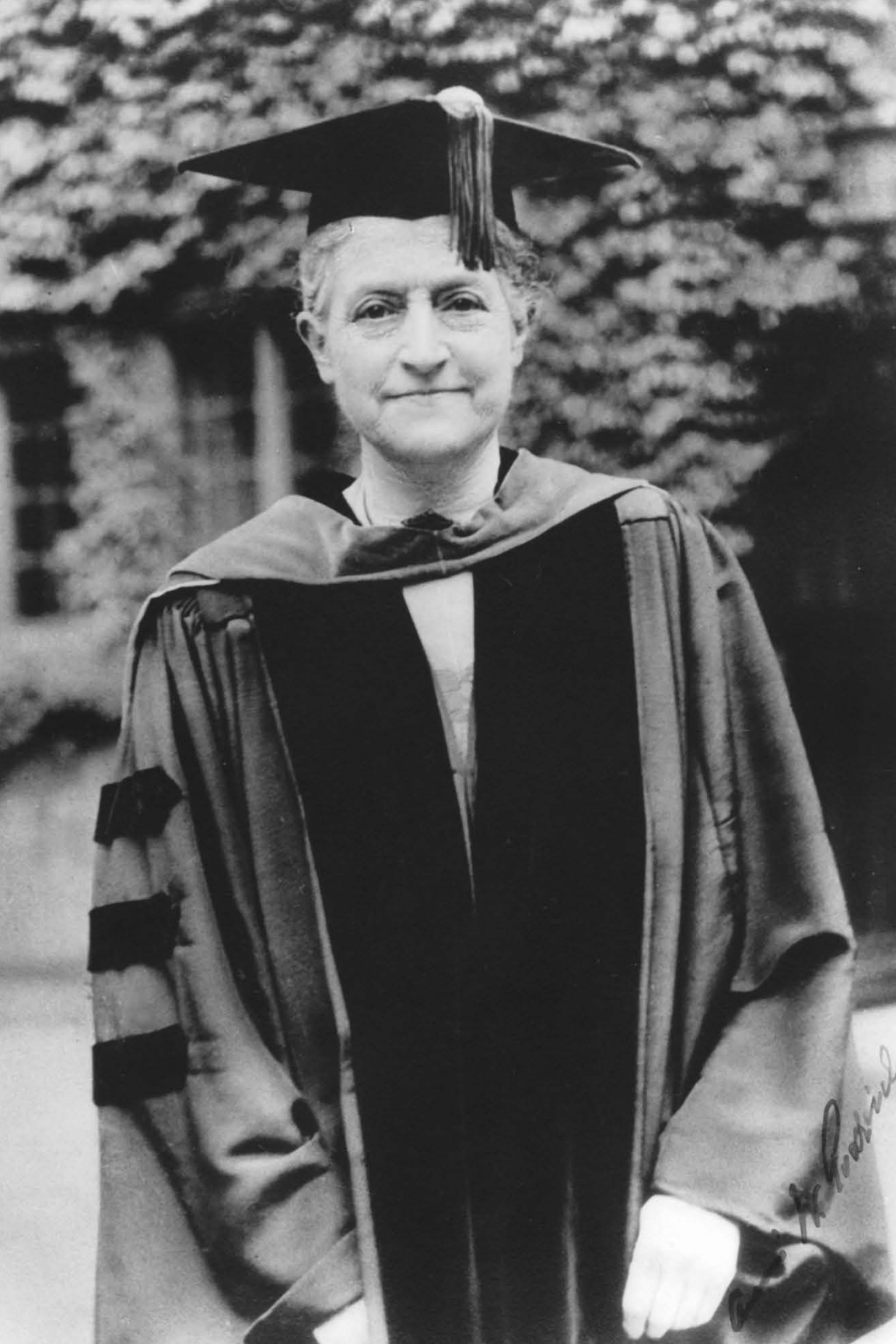
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History

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

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

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

In 1959–60 a revised curriculum of two years of study leading to the master's degree was inaugurated. The curriculum was further expanded in 1969 to include pediatric nursing and in 1974 to include medical-surgical nursing. In September 1992, a specialty was added in nursing systems and policy, then renamed nursing management and policy. That specialty was discontinued in 2003. In 2006, Nursing Management, Policy, and Leadership was added to prepare leaders in the management of delivery systems that promote patient safety and quality of care. In April 1997, the Yale Corporation approved the Post Master's Certificate for advanced practice nurses seeking additional specialty preparation. The first Post Master's Certificates were awarded at the May 1997 commencement exercises.

In April 1970 the Corporation approved development of a three-year curriculum for college graduates from other fields, a program of study now known as the Graduate

Entry Prespecialty in Nursing. The first class of twelve enrolled in the fall of 1974; in 2005, the entering class numbered seventy.

In November 1992 the Corporation approved the development of a Doctor of Nursing Science program. The first class was admitted and enrolled in September 1994; and the first graduates were awarded the D.N.Sc. in June 1998. In 2006 the Corporation approved the program's switch from the Doctor of Nursing Science to a Doctor of Philosophy. The first Ph.D. class was admitted and enrolled in September 2006.

The School is accredited by the National League for Nursing Accreditation Commission, 61 Broadway, New York NY 10006; telephone, 212.363.5555; Web site, www.nlnac.org; and the Commission on Collegiate Nursing Education, One Dupont Circle, N.W., Suite 530, Washington DC 20036; telephone, 202.887.6791; Web site, www.aacn.nche.edu. The Graduate Entry Prespecialty in Nursing is approved by the State of Connecticut Board of Examiners for Nursing. The Nurse-Midwifery specialty is accredited by the American College of Nurse-Midwives. The Pediatric Nurse Practitioner Specialty is accredited by the Pediatric Nursing Certification Board.

Research Affairs



Lawrence D. Scahill,
*Acting Associate Dean for
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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 our mission statement. The faculty recognize and accept nursing's responsibility to shape health care delivery systems to improve the health of all people. In training nursing leaders, the School relies on its tradition of excellence in research as well as its expanding portfolio of innovative research.

A fundamental principle that guides research at the Yale School of Nursing is the integration of theory and practice. Indeed, clinical practice is the source of research questions.

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 role of Yale School of Nursing in the development of nursing science is commended in the history of the discipline and continues to be recognized in maternal child health, chronic disease, and mental health.

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, patients with cancer, cardiovascular disease, and diabetes; reduction of health disparities; and family nursing. Researchers view the process of systematic inquiry as collaborative and multidisciplinary, with research teams often including experts across professions and specializations.

Centers

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

Center for Self- and Family Management of Vulnerable Populations

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

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

The Yale-Howard Partnership Center on Reducing Health Disparities builds on an existing partnership between Yale School of Nursing and the Howard University Division of Nursing. The center serves to expand the cadre of nurse researchers involved in health disparities research, increase the number of research projects aimed at eliminating health disparities, and enhance the career development of minority nurse investigators. The center is funded by the National Institutes of Health/National Institutes of Nursing Research. The mission of the center is to promote the development of scientific capacity that will lead to the elimination of health disparities by understanding self- and family management and developing and testing interventions to support self- and family management among diverse populations. The goals of the center are to facilitate the growth of the research infrastructures at the partnering institutions; enhance collaboration within and across the partnering institutions in key areas of research on health disparities; provide faculty development through training and mentorship to broaden the base of scholarship in the study of health disparities; and begin to expand the scientific base of nursing practice by drawing conclusions about the impact of self-management interventions across population groups likely to experience health disparities and disseminating these results.

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 enhance the experience of chronic illness as it affects patients, families, and survivors. The center's ultimate aim is to examine not just specific diseases, but the paradigm of chronic illness, the impact that it has on individuals, and the ways that the health care system can better help patients and families manage that impact to achieve a better quality of life. The School's longstanding tradition of clinical scholarship ensures that the research agenda of this center is formulated by scholars actively engaged in care and, more important, scholars who look at problems from a patient-centered perspective. Chronic illness by its very nature usually involves a multidisciplinary team of providers. Drawing on the intellectual resources of this premier research institution, the Center for Excellence

in Chronic Illness Care includes Yale scholars from related disciplines, such as medicine, public health, psychology, and divinity.

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 long-standing commitment to shape institutions that improve health for all, the center offers innovative strategies for how the health care delivery system can best meet people's needs and improve health policy outcomes. The center features the unique integration of faculty expertise in health policy, ethics, clinical practice, and research. Its core faculty teach health policy and ethics courses in the master's and doctoral programs.



Academic Programs



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

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

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

The School offers a master's program with nurse practitioner, clinical nurse specialist, nurse-midwifery, and nursing management, policy, and leadership specialties. Students may enter the master's program with or without previous education in nursing. The Graduate Entry Prespecialty in Nursing (GEPN) is designed to provide graduate-level nursing education for those who hold baccalaureate degrees, but who have no previous nursing education. The GEPN is three years in length. Students who currently hold a license as a registered nurse can complete their master's education in two years. For further information see Clinical Specialties.

Post master's certification is available in six areas: acute care nurse practitioner, adult nurse practitioner, gerontological nurse practitioner, pediatric nurse practitioner, oncology nurse practitioner, and psychiatric–mental health. Application and curricular specifics for each offering are found on pages 73–76.

Doctoral study at the Yale School of Nursing with the Doctor of Nursing Science program was launched in 1994. In 2006 the switch from the D.N.Sc. program to the Ph.D. program in nursing received final approval by the Yale Graduate School of Arts and Sciences. The program's major goal is to prepare expert nurse scholars in understanding health care issues and delivery while advancing the development of nursing knowledge. At the completion of the program, students are expected to be able to design and conduct research relevant to nursing practice; extend the theoretical base of nursing through empirical investigation of nursing phenomena; test conceptual models and theories that are derived from the knowledge of nursing and related disciplines; assume leadership roles in the profession and in the larger health care system; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research efforts. The doctoral program should be completed in four to five years of full-time study. A full description of the program can be found on pages 79–83.



Master's Program

AIMS AND ASSUMPTIONS

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

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

REQUIREMENTS FOR THE DEGREE

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

*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. Conversion from part-time to full-time study or the reverse is not normally permitted. Non-matriculated part-time study is available with the course instructor's permission.

A nonmatriculated student is limited to three courses per term. Students are permitted to apply up to six courses toward a degree program or a post master's certificate at the discretion of the specialty director and assistant dean of academic affairs.

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

A nonrefundable fee of \$65 is charged for processing an application. A check or money order for this amount made payable to the Yale School of Nursing should accompany the application.

Admission decisions are based upon a number of variables, which include evidence of motivation, academic ability, personal understanding of and propensity for advanced practice nursing, letters of recommendation, and potential for continued constructive use of the professional education. For clinical placement purposes, all accepted applicants will be required to complete a background check before enrolling in the fall.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES FOR THE MASTER'S PROGRAM

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

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. A course in statistics and research methods is recommended, but not required.

The following materials are required:

1. Submission of the application form and the \$65 application fee.
2. An admission essay. An outline for this is included with the application form.
3. Official transcripts from *all* previous colleges, universities, and professional schools.
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. The Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination is also required for graduates of foreign nursing schools.
5. Three references, on forms included with the application.

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

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

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

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

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

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

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

For information on application to the Post Master's Certificate option, see page 73. Admission requirements and application procedures for the doctoral program are found on page 79.

Reapplication Policy

Applicants to the Yale School of Nursing who have applied three times to the same program without an offer of admission will not be allowed to apply to that program again.

Graduate Record Examinations

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

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

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

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

Test of English as a Foreign Language

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

Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination

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

AFFIRMATIVE ACTION POLICY

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

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION IN THE YALE SCHOOL OF NURSING

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

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

Intellectual. Critical thinking ability sufficient for clinical and academic judgment.

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

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

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

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

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

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

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

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

WITHDRAWAL AND LEAVE OF ABSENCE

A leave of absence must be requested in writing and is subject to approval by the assistant dean for student affairs. A request for withdrawal must also be in writing and presented first to the appropriate specialty director and then to the assistant dean for student affairs. In the event of withdrawal or leave of absence, the general rules of the University and policies of the School apply. They can be found in the School's *Student Handbook*. Tuition charges will be adjusted according to the Refund and Rebate section on pages 123–24.

GRADING SYSTEM

The grading system is Honors, High Pass, Pass, and Fail. The School employs a standard set of definitions for each grade. Criteria for each grade are the prerogative of individual faculty; however, the School uses a standard numerical system for converting scored tests and assignments to the grading system: Honors, 92–100; High Pass, 83–91; Pass, 74–82; Fail, 73 and below. Satisfactory progress is defined as a grade of Pass or higher in all required courses. Satisfactory completion of all required courses in a given term is prerequisite for progression in the program of study. More information on satisfactory progress can be found in the School's *Student Handbook* under Policy No. 23, Students in Academic Difficulty. Students who withdraw or are withdrawn for unsatisfactory grades or progress may be considered eligible to return only upon recommendation of the faculty, the specialty director, and the associate dean for academic affairs. At the discretion of the faculty, a challenge or waiver may be available for students who wish to demonstrate competence or mastery of the particular subject matter offered in required courses, or modules of required courses. It is understood that students who challenge or waive a particular module or course are expected to replace it with another learning opportunity. Tuition will not be reduced. In the final term, course work must be completed and grades reported one week prior to Commencement for students to qualify for the degree. The scholarly inquiry praxis must be submitted by noon of a set day prior to Commencement for a student to receive the degree.

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

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

CURRICULUM

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

All course descriptions are listed in numerical order in the section entitled Course Listings. Required courses for each specialty are listed in the description of each specialty. The

charts describe schedules for full-time study. The course plan for scheduled part-time study may be obtained from the Student Affairs Office. The School reserves the right to offer course substitutions and to amend the overall curriculum.

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

Elective courses: Students may elect School of Nursing courses offered by specialties other than the one in which they are enrolled or by other schools or departments within Yale University, with the permission of the course instructor and of their specialty director. See pages 87–89 for nonspecialty affiliated School of Nursing electives.



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

Graduate Entry Prespecialty in Nursing

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

Upon completion of the prespecialty year, the student moves into a clinical specialty and continues with the study of relevant nursing theory, practice, and research. Students are admitted into a designated specialty when accepted into the program. Any change in the choice of specialty is made only with the approval of the specialty directors and the associate dean for academic affairs.

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

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

THE FIRST YEAR OF THE GRADUATE ENTRY PRESPECIALTY IN NURSING*Fall 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, Policy, and Leadership; (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 three additional concentrations once a clinical specialty has been selected. Concentrations offered are Diabetes Care and Health Care Ethics. See the individual concentration descriptions on pages 72–73 for further information. Each student is assigned a faculty adviser who is a clinical expert in the student's chosen field of specialization. Within the specialty area, emphasis is placed upon the development of clinical judgment. In addition to clinical experience, conferences with individual faculty advisers, group conferences with specialty faculty members, and courses presenting scientific data and content relevant to the specialty area provide opportunity for in-depth study.

The required research courses in the years of specialization build upon experiences and learning in the clinical area. The courses in nursing research and statistics aid students in formulating nursing questions, selecting and developing appropriate techniques of measurement, and applying appropriate statistical techniques including computer analysis. Through a critical review of the literature, the second-term praxis 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 profes-

sional 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. Several options are available for students to meet academic requirements for the scholarly inquiry praxis. They include the state of the science paper (such as a clinical paper or integrated literature review), the master's thesis, an aesthetic production, or a historical praxis. Students choose one praxis adviser who has primary responsibility for the direction of the scholarly inquiry praxis.

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

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

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

Acute Care Nurse Practitioner Track

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

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

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

Year One

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

Required Seminars: 533, 607b, 609a, 611b, 895b.

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

Electives.

Year Two

Required Clinical Course: 802a/b.

Required Seminars: 717, 807a, 817b, 819b, 897b.

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

*An eight-week course.

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

The course plan for scheduled part-time study can be obtained from the Student Affairs Office. A Post Master's Acute Care Nurse Practitioner Certificate option is also available and described on page 74.

Clinical Nurse Specialist Track

The Clinical Nurse Specialist (CNS) track prepares 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, pathophysiology, and assessment of the elected specialty population. Students study research and theory as a basis for developing conceptual models for advanced nursing practice. During the final year the focus is on clinical nursing management and role development as an advanced practice nurse. Leadership, change, case management, and consultation are emphasized. On completion of the Clinical Nurse Specialist track, students are eligible for Clinical Nurse Specialist Certification through the American Nurses' Credentialing Center.

Year One

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

Required Seminars: 533, 607b and 609a (cardiovascular only), 611b, 615a/b (oncology only).

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

Electives.

*An eight-week course.

Year Two

Required Clinical Courses: 810a, 812b.

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

Required Research Course: 721a/b.

Electives.

Scholarly Inquiry Praxis.

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

Oncology Nurse Practitioner Track

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

In the first year of study, the clinical emphasis is on history taking, physical assessment, diagnostic reasoning, differential diagnosis, pathophysiology, pharmacology, and

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

Year One

Required Clinical Courses: 554a, 556b, 610a*.

Required Seminars: 533, 557a, 557b, 611b, 615a/b, 895b.

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

Year Two

Required Clinical Courses: 804a/b.

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

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

*An eight-week course.

The course plan for part-time study can be obtained from the Student Affairs Office. A Post Master's Oncology Nurse Practitioner Certificate option is available and described on page 75.

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



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

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

Adult Nurse Practitioner Track

The Adult Nurse Practitioner (ANP) track offers the opportunity to integrate physical and psychosocial assessment, health promotion, and disease management skills into family-centered nursing practice in the care of adults and

adolescents. On completion of the Adult Nurse Practitioner track, students are eligible for ANP Certification through the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners.

Year One

Required Clinical Courses: 550a, 554a, 556b.

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

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

Year Two

Required Clinical Courses: 756a, 756b.

Required Seminars: 641b, 717, 757a, 757b, 849b, 895b, 897b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

A Post Master's Adult Nurse Practitioner Certificate option is also available and described on page 74.

Adult and Gerontological Nurse Practitioner Track

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

Year One

Required Clinical Courses: 550a, 554a, 556b.

Required Seminars: 533, 555b, 557a, 557b, 559b, 723a, 853b, 895b.

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

Year Two

Required Clinical Courses: 756a, 756b.

Required Seminars: 641b, 717, 757a, 757b, 849b, 897b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

Family Nurse Practitioner Track

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

Year One

Required Clinical Courses: 550a, 554a, 556b.

Required Seminars: 533, 557a, 557b, 559b, 633a, 635b, 637a, 895b.

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

Year Two

Required Clinical Courses: 756a, 756b.

Required Seminars: 641b, 717, 757a, 757b, 833a/b, 849b, 897b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

Gerontological Nurse Practitioner Track

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

Year One

Required Clinical Courses: 550a, 554a, 556b.

Required Seminars: 533, 555b, 557a, 557b, 723a, 853b, 895b.

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

Electives.

Year Two

Required Clinical Courses: 756a, 756b.

Required Seminars: 717, 757a, 757b, 897b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

A Post Master's Gerontological Nurse Practitioner option is also available and described on pages 74–75.

Women's Health Nurse Practitioner Track

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

Practitioner Certification through the National Certification Corporation for the Obstetric, Gynecologic, and Neonatal Nursing Specialties.

Year One

Required Clinical Courses: 550a, 554a, 556b, 562b.

Required Seminars: 533, 551b, 553a, 557a, 557b, 559b, 895b.

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

Year Two

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

Required Seminars: 641b, 717, 751a, 753b, 757a, 757b, 849b, 897b.

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

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

NURSE-MIDWIFERY SPECIALTY



Mary Ellen S. Rousseau,
*Director, Nurse-Midwifery
Specialty*

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

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

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

Year One

Required Combined Clinical/Seminar Courses: 554a, 580a, 580b, 582b.

Required Seminars: 533, 581a, 583b, 895b.

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

Year Two

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

Required Seminars: 717, 897a.

Required Research Course: 721a/b.

Electives (optional).

Scholarly Inquiry Praxis.

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

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY



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

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

Full-time plan of study (not available for the 2006–2007 academic year):

<i>Term One</i>	<i>Credit hours</i>
561a, Health Politics and Policy	3
563a, Quality Improvement and Patient Safety	3
567a, Uses of Data in Decision Making	2
569a, Principles and Analysis in Health Care Ethics	3

Term Two

Financial Management and Budgeting	3
Leadership in Health Care Organizations	4
Evidence-Based Management	4

Term Three

Statistics	3
Human Resource Management	3
Implementation and Evaluation	3
575a, Cultural Competency	1

Term Four

Capstone	3
Internship	4
Key Concepts in Role Development	1

Part-time plan of study:

<i>Term One</i>	<i>Credit hours</i>
561a, Health Politics and Policy	3
563a, Quality Improvement and Patient Safety	3
<i>Term Two</i>	
Financial Management and Budgeting	3
Evidence-Based Management	4
<i>Term Three</i>	
567a, Uses of Data in Decision Making	2
569a, Principles and Analysis in Health Care Ethics	3
Statistics	3
<i>Term Four</i>	
Leadership in Health Care Organizations	4
Key Concepts in Role Development	1
<i>Term Five</i>	
Human Resource Management	3
Implementation and Evaluation	3
575a, Cultural Competency	1
<i>Term Six</i>	
Capstone	3
Internship	4

PEDIATRIC NURSE PRACTITIONER SPECIALTY



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

The Pediatric Nurse Practitioner (PNP) specialty prepares graduates for expanded roles in the provision of primary care to children and adolescents. The first-year experience includes theory and clinical practice in primary health care. Courses focus on health and developmental assessment, child development, interviewing, parent counseling, pathophysiology, pharmacology, and management of common child and adolescent problems. There is an emphasis, as well, on the development of requisite research skills fundamental to advanced practice. Each student, throughout the two years, provides primary health care for children in several clinical settings. During the second year, students complete an advanced management course, a pediatric pharmacology course, and courses in family systems, health policy, and advanced practice ethical and legal issues. In addition,

students may elect a concentration in chronic illness care or a one-term pediatric specialty rotation. On completion of the specialty, students are eligible for PNP Certification through the Pediatric Nursing Certification Board and the American Nurses' Credentialing Center.

Year One

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

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

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

Year Two

Required Clinical Courses: 640a†, 826a/b‡, 830a/b, 834a or b.

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

Required Research Course: 721a/b.

Scholarly Inquiry Praxis.

* A seven-week course.

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

‡ Except for students in CIC.

Chronic Illness Care Concentration

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

praxis for CIC students is designed to focus on an issue or topic relevant to care of children with chronic conditions. By consent of CIC coordinator.

Year Two

Required Clinical Courses: 828a/b.

The course plans for scheduled part-time study can be obtained from the Student Affairs Office or the specialty director. A Post Master's Pediatric Nurse Practitioner Certificate option is also available and described on page 75.

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY



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

The aim of the Psychiatric—Mental Health Nursing (PMH) curriculum is to prepare psychiatric nurse practitioners/clinical nurse specialists to provide a wide range of services to adults, children, adolescents, and their families. It includes the study and application of theories of practice. Students are taught to examine and formulate behavior using a model of multiple explanations: cultural/ethnic, intrapsychic, developmental, neurobiologic, familial, and social. Extensive supervised clinical study focuses on various types of assessment and psychotherapeutic interventions. The curriculum is designed to meet the needs of the changing health care environment. It focuses on developing skills that allow for flexibility in assessment, diagnosis, and treatment of populations defined as high-risk consumers of psychiatric care. Students may specialize in one of three concentrations: Adult, Child/Adolescent, Primary Care. On

completion of the required course work students are eligible for certification as clinical nurse specialists or nurse practitioners in psychiatric—mental health nursing through the American Nurses' Credentialing Center. Those taking the primary care concentration are also eligible for certification as adult primary care nurse practitioners.

In the first year of study, all students take course work and have clinical practica in human development and psychiatric phenomena in settings designed to treat multiple mental health problems. In the second year of study, students select a setting where advanced practice interventions can be utilized within the concentration of study. The settings include children and families; the medically ill client; adults with psychiatric 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: 533, 637a (child only), 657a, 659a, 659b, 661b, 663a (child only), 855b, 859b, 871b, 895b.

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

Year Two

Required Clinical Course: 850a/b.

Required Seminars: 717, 851b, 853b,* 865a.

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: 533, 557a, 557b, 657a, 659a, 659b, 661b, 855b, 859b, 869c, 871b, 895b.

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

Year Two

Required Clinical Course: 852a/b.

Required Seminars: 717, 757a, 757b, 851b, 853b,* 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 76.

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

* Required for geriatric specialization.

Women's Health; Nurse-Midwifery; and Pediatric Nurse Practitioner specialties. The concentration is designed to prepare specialists in these fields for practice in diabetes care and management.

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

HEALTH CARE ETHICS CONCENTRATION

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

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

Post Master's Certificates

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES

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

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

1. Submission of the application form and the \$65 application fee.
2. An admission 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 55.

Tuition is figured at a rate of \$1,015 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post master's students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact the financial aid officer at the School.

ACUTE CARE NURSE PRACTITIONER

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

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

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

ADULT NURSE PRACTITIONER

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

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

Clinical courses are supervised by the 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: 533, 550a, 554a, 556b, 557a, 557b, 559b, 641b, 756a, 756b, 757a, 757b, 895b, and 897b.

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 encompasses selected courses in the existing curriculum of the Gerontological Nurse Practitioner track.

The plan of study includes all the clinically related courses currently taken by GNP master's students. For purposes of student eligibility for certification, all GNP required

courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. Research courses are not included in this plan of study. Plans of study are available and may be obtained from the Student Affairs Office.

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

Required courses for all post master's gerontological nurse practitioner students are: 533, 550a, 554a, 555b, 557a, 557b, 723a, 757a, 757b, 853b, 895b, and 897b.

ONCOLOGY NURSE PRACTITIONER

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

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

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

PEDIATRIC NURSE PRACTITIONER

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

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

Required courses for all post master's pediatric nurse practitioner students are: 533, 625b, 630a, 632a/b, 633a, 635b, 637a, 640a or b, 641b, 717, 825a, 826a/b, 827a, 830a/b, 833a/b, 834a or b, and 849b.

PSYCHIATRIC—MENTAL HEALTH

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

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

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

Required courses for all post master's psychiatric—mental health certificate students are: 533, 554a or 630a, 656a, 657a, 659a, 659b, 661b, 850a/b or b/c, 851b, 855b, 859b, 865a, and 871b.

JOINT DEGREES

Joint Degree in Nursing and Divinity

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

Joint Degree in Nursing and Public Health

Recognizing the relation between nursing and public health, the Yale School of Nursing and the Department of Epidemiology and Public Health offer a joint-degree opportunity in nursing and public health. This option is especially oriented to individuals who wish to combine careers in advanced nursing practice and public health that might involve direct practice, planning, and policy making in a variety of health care systems in the public health sector. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Public Health (M.P.H.). For GEPN students, application is made after enrollment in the School of Nursing during the GEPN year. For RN students applying directly to a specialty, applicants apply simultaneously to both schools. 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 Philosophy Program

AIMS AND ASSUMPTIONS

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

The doctoral program is administered by the Yale Graduate School of Arts and Sciences. For more information about the program, or to receive admissions information, please contact the Office of Admissions at the Graduate School of Arts and Sciences at 203.432.2771.

FIELDS OF STUDY

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

ADMISSION REQUIREMENTS

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

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Completion of ten required core courses and six cognates is required. The grading system includes Honors, High Pass, Pass, and Fail. Students must maintain a High Pass average and achieve a grade of Honors in at least two core courses to remain in good standing. If a student does not achieve these grade standards, the student will receive additional academic advisement and will be placed on academic probation for one term before being withdrawn from the program.

Research Assistant and Teaching Fellow Experience

During the first two years of the program, students are Research Assistants with faculty mentors and participate in the mentor's ongoing research. The research mentor is usually, but not always, the student's academic adviser. Students meet with their research mentor/adviser every one to two weeks for research mentoring, supervision of Research Assistant work, and advising about possible dissertation topics and cognates. Students are expected to devote approximately 16 hours per week to their Research Assistant activities. This experience is synthesized and evaluated within the seminar 911a/b, Doctoral Research Practicum, which students take for four terms.

In year three, participation in the Teaching Fellowship Program will begin. Two terms are required. Typically, Teaching Fellows assist with the teaching of larger master's-level courses during their third and/or fourth year of doctoral study after they have completed their required courses. The faculty member responsible for courses with Teaching Fellows closely monitors their teaching experiences, meeting with the student weekly to discuss the teaching activities and ensure that the student participates in all relevant aspects of the teaching experience and has the help required to engage in new teaching activities. If the student gives a lecture in the course, the faculty member will attend and evaluate the student's performance.

Dissertation

The dissertation entails an original research project that demonstrates the student's mastery of relevant knowledge and methods. Given the diverse nature of nursing research, dissertations may address a wide range of topics and draw on a variety of research designs and methods. The value of the dissertation depends on the significance of the problem, quality of the design, rigor of execution, and clarity of exposition.

During their core courses, students are encouraged to start to think about their dissertation research and focus course papers on topics relevant to their proposed dissertation. Second-year students are required to take 907, Dissertation Seminar. This two-term course provides students with advanced study and direction in research leading to the dissertation proposal and completion of the dissertation. Students are guided in the application of fundamentals of scientific writing and criticism. Students are required to produce a written proposal and give a formal oral presentation addressing their current thinking about their dissertation twice during this course. They are also required to write a formal critique of fellow students' beginning dissertation proposals. Although the

course is required only in the second year of study, first-year students are encouraged to attend to observe the process of developing a dissertation. Advanced students also attend and present their dissertation work in progress.

The student should give serious thought to the scale of the proposed study. It is expected that the project can be completed in approximately two years. The dissertation is meant to set the stage for a lifetime program of research. Publication of findings in refereed scholarly journals is expected.

Examinations

Successful completion of three examinations is required.

- (1) The Preliminary Examination is taken in June after the first year of course work has been completed. A grade of High Pass or better in each core course is required. The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral course work in nursing science, research methods, statistics, and the focus area. This written examination is open-book, open-note, and taken over two consecutive days. Two members of the faculty read and grade responses in each content area, and any differences in grades will be decided by the director of the doctoral program. Grading is blind; students are given ID numbers and are instructed not to put their names anywhere on the examination. The student will receive a grade of Pass or Fail in each content area. If a student fails one content area, he or she may retake the examination in that area by August 1. If a student fails more than one content area, he or she will not be allowed to continue in the program. Passing the Preliminary Examination is a prerequisite for continuing in the second year of doctoral study.
2. The Qualifying Examination typically takes place during the third year of study, and preferably by the end of the fifth term, when required course work is completed. The student prepares a comprehensive dissertation proposal containing a statement of the problem to be studied, conceptual framework, critical review of relevant literature, design, methods, and plan for analysis. The oral Qualifying Examination involves a defense of the proposal, as well as addressing questions pertaining to content in courses that justify choices made in preparing the dissertation proposal. A hard copy of the written proposal is distributed to the student's dissertation chair and the two members of the Dissertation Committee, who determine whether the proposal is ready to be defended. After any required revisions are completed, the Qualifying Examination is scheduled. The revised proposal is then distributed to the chair, members of the Dissertation Committee, and the three readers at least two weeks prior to the scheduled Qualifying Examination. The chair of the Dissertation Committee chairs the Qualifying Examination, which typically lasts 1–1.5 hours. This examination is not open to the public. The student gives a fifteen- to twenty-minute formal presentation of the proposed study and answers questions regarding the research and related topics. Immediately following the student's presentation and discussion, the committee and readers meet to determine the outcome of the Qualifying Examination (Pass,

Conditional Pass, Fail) and communicate the outcome to the student. Successful completion of the Qualifying Examination is required for candidacy for the doctoral degree. If the student fails the Qualifying Examination, he or she will have an opportunity to retake it once (i.e., submit a revised written proposal and have a second oral examination) two to six months after the initial examination. If the student fails the second Qualifying Examination, he or she will not be allowed to continue in the program.

3. The Final Oral Examination is based on the dissertation and related material. The dissertation is intended to demonstrate that the student is competent in the chosen area of study and has conducted independent research. When the dissertation chair and the student agree that there is a well-developed draft of the dissertation, a “working meeting” of the Dissertation Committee (chair and two members) is scheduled. The intent of this meeting is to obtain the collective input of the committee members regarding all aspects of the dissertation. The “working meeting” assures that all committee members are in agreement about additional work that needs to be done on the dissertation (e.g., additional analyses, greater synthesis on the literature, expansion of the discussion). By having a “working meeting” prior to the formal final defense, the student and the committee have an opportunity to clarify assumptions and expectations. The “working meeting” serves to avoid unexpected surprises at the final defense.

After the student addresses the concerns of the dissertation chair and committee, a hard copy of the written dissertation is distributed to the student’s dissertation chair and committee, who determine whether the dissertation is ready to be defended. After any required revisions are completed, the Final Oral Examination is scheduled. The revised dissertation is then distributed to the chair, members of the Dissertation Committee, and the three readers at least two weeks prior to the scheduled Final Oral Examination. The chair of the Dissertation Committee chairs the Final Oral Examination, and committee members and readers must be in attendance. The student gives a fifteen- to twenty-minute formal presentation of the dissertation and answers questions asked by all those in attendance (this examination is open to the public). Immediately following the student’s presentation and ensuing discussion, the committee and readers meet to determine the outcome of the Final Oral Examination (Pass, Pass with Minor Revisions, Pass with Major Revisions, Fail) and communicate the outcome to the student. The student is responsible for making any needed revisions to the dissertation, and submitting it to the committee and readers within one month, if he or she has received a Pass with Minor Revisions. If the student received a Pass with Major Revisions, he or she will submit the revised dissertation two to six months after the original Final Oral Examination. Passing requires unanimous agreement of the chair, committee, and readers. If the student fails the Final Oral Examination, he or she will not be awarded the Ph.D. There will not be an opportunity to revise the dissertation or retake the Final Oral Examination. We believe that there are sufficient opportunities to allow the student to be successful (e.g., “working meeting”

of the committee, passing with minor or major revisions), so that he or she would not be permitted to get to the point of the Final Oral Examination if the work was not potentially acceptable.

MASTER'S DEGREE

M.Phil. (en route to the Ph.D.). This degree will be granted to Ph.D. students who successfully complete two years of course work, but do not progress to the dissertation stage. To be awarded the M.Phil. degree, students need to complete all core courses, six cognates (may include independent study with faculty), and two years of Research Assistant experience, and pass the Preliminary Examination. This degree is normally granted only to students who are withdrawing from the Ph.D. program.

COURSES

901a, Methods for Nursing Research
903a, Measurement of Clinical Variables
904a/b/c, Doctoral Independent Study
905b, Creating Method: Issues in Nursing Research
907, Dissertation Seminar
911a/b, Doctoral Research Practicum
913a, Conceptual Basis for Nursing Science
917b, Advanced Statistics for Clinical Nursing Research
919b, Proseminar in Survey Research Methods
921b, Seminar on Research in Care of Patients with Diabetes
923a, Current Issues in Cardiovascular Nursing Research
925b, Qualitative Research in Nursing
927a, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families
929b, Ethical Conduct of Clinical Research
941b, Methods for Health Services Research and Policy
943a, Conceptual Basis for the Study of Self- and Family Illness Management
943b, Methodological Issues in the Study of Management of Health and Illness
961a, Contemporary Issues in Health Policy and Politics

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

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

PREDOCTORAL

The program builds on the current YSN doctoral program by adding substantive and methodological content in the conceptual basis of self- and family management of illness and course work on research in either cancer, cardiovascular disease, or diabetes, provides research experience in self- and family management, and allows trainees the opportunity for in-depth study in a cognate area related to self- and family management.

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

POSTDOCTORAL

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

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

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

current research affiliation; an official transcript from the doctoral program; and a current curriculum vitae and prior GRE scores.

Postdoctoral application materials are due March 15.

For further information, contact the program director, Margaret Grey, at 203.785.2393.

ADDITIONAL POSTDOCTORAL TRAINING OPPORTUNITIES

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

The program director, Margaret Grey (203.785.2393), can be contacted for more information. All postdoctoral appointees at Yale University follow the policies of the Provost's Office. International appointees must register with the Office of International Students and Scholars upon arrival at Yale. If postdoctoral appointees are fully funded by their governments, they are not permitted to earn a supplemental salary from Yale sources.



School of Nursing Electives

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

704a/b/c	Master's Independent Study
713b (EMD 557b)	Public Health Issues in HIV/AIDS
715a	Mindfulness-Based Stress Reduction Program
723a (HPA 592a)	Concepts and Principles of Aging
725b	Health Care Ethics
726a/b	Practicum in Clinical Ethics
727a	Analysis of Issues in Health Care Ethics
[733b (RLST 977b)]	Living with Dying. Not offered spring term 2007.
[735b]	Environment and Health. Not offered spring term 2007.
737a	Nursing, Health, and Social Welfare in American History

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

ADULT ADVANCED PRACTICE NURSING SPECIALTY

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

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

553a	Concepts in Women's Health Care
559b	Adult Development: A Life Span Perspective
723a (HPA 592a)	Concepts and Principles of Aging
895b	Clinical Pharmacology

DOCTOR OF NURSING SCIENCE PROGRAM

911a/b	Doctoral Research Practicum
919b	Proseminar in Survey Research Methods
[921b]	Seminar on Research in Care of Patients with Diabetes. Not offered spring term 2007.
[923a]	Current Issues in Cardiovascular Nursing Research. Not offered fall term 2006.
925b	Qualitative Research in Nursing
[927a]	Seminar in Research in Care of People with Cancer or at Risk for Cancer and Their Families. Not offered fall term 2006.
929b	Ethical Conduct of Clinical Research
961a	Contemporary Issues in Health Policy and Politics

GRADUATE ENTRY PRESPECIALTY IN NURSING

501b	Issues in Nursing
503	Biomedical Science
505b	Seminar in Pathophysiology
507b	Nutrition in Clinical Practice
509	Introduction to Drug Therapy

NURSING MANAGEMENT, POLICY, AND LEADERSHIP SPECIALTY

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

PEDIATRIC NURSE PRACTITIONER SPECIALTY

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

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY

657a	Mental Health Assessment Across the Life Span
[659a]	Personality Theory and Adult Development. Not offered fall term 2006.
659b	Psychopathology and Human Behavior
661b	Models of Treatment
851b	Seminar in Psychiatric—Mental Health Nursing: Theoretical and Evidence-Based Perspectives
853b	Specialty Didactic: The Gerontological Client/Mental Health and Aging
855b	Group Psychotherapy Seminar
859b	Clinical Psychopharmacology
865a	Family Psychotherapy Seminar
[871b]	Neurobiology and Mental Illness. Not offered spring term 2007.

Course Listings

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

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

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

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

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

511a, Fundamentals of Human Anatomy. 2 credit hours. The effective assessment, diagnosis, and management of disease depend on knowledge of the structures of human beings. This introductory course reviews and discusses the structure and function of the major body systems. The aim of this course is to provide clinically relevant anatomical information that will form the basis of clinical reasoning in the coming months. Attempts are made to correlate anatomical knowledge with clinical presentation both in the classroom and in the laboratory. Required for all students in the prespecialty year. Elective for all other students. One hour of lecture and three hours of lab per week. L. Pellico, coordinator; S. Kapadia, W. Stewart.

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. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. Forty hours per week, last half of summer term. J. Shellman.

513c, Seminar in Community Health Nursing and Public Health. 2 credit hours. Sessions explore the multidisciplinary theoretical foundations that are the basis for community health nursing practice. Topics include history of community health nursing and public health science; structure and function of federal, state, and local health organizations; funding mechanisms for community health care; epidemiological and biostatistical indicators of community health; methods of family and community analyses. Required for all students in the prespecialty year. Last half of summer term. J. Shellman.

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

515b, Seminar in Maternal-Newborn Nursing. 2 credit hours. This course presents theory essential to the provision of nursing care of childbearing families. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Three hours per week, second half of spring term or first half of summer term. M. Beal.

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

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

518b, 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. This course is graded on a Pass/Fail basis only. Required for all students in the pre-specialty year. Sixteen hours per week clinical practice and conferences, second half of spring term or first half of summer term. C. Connolly.

519b, Seminar in Pediatric Nursing. 2 credit hours. This course focuses on children's responses to health and illness. Emphasis is placed on growth and development, health and wellness promotion, and the adaptations of children and their families to illness. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. Three hours per week, second half of spring term or first half of summer term. C. Connolly.

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

521b, Seminar in Psychiatric–Mental Health Nursing. 2 credit hours. In combination with 520b, this seminar provides students with the foundations of psychopathology within the framework of mental health and mental illness. Biopsychosocial theories of human behavior are presented as they relate to function, alteration, and/or disruption of mental processes. Content includes the assessment, theoretical explanation, and treatment of symptoms directly related to patient behavior. Current knowledge related to nursing care, psychiatric treatment, and psychosocial rehabilitation of identified mentally ill adults and various cultural and social aspects of mental illness is emphasized. Required for all students in the prespecialty year. Three hours per week, first half of spring term. D. Olsen.

525a/b, Research Methods for Clinical Nursing Research. 2 credit hours in the fall term and 1 credit hour 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 in the spring term provide the student with exposure to the process of identifying clinical research problems, critically reviewing pertinent literature, and formulating a scholarly praxis prospectus. Required in the first year of specialization. Two hours per week in the fall term and one hour per week in the spring term. Students who elect to do a master's thesis for their praxis may elect to receive 2 credits in the spring term. M. Swartz, A. Williams.

529a, Statistics for Clinical Nursing Research. 2 credit hours. This course presents the descriptive and inferential techniques most commonly used in nursing studies. The emphasis is on the conceptualization of the technique and the ability to select the appropriate technique to answer a research question or test a hypothesis. Computational skills are presented where appropriate in order to have a basic understanding of a given technique. The course also offers an introduction to computer analysis of data. Lectures, data analysis assignments, and examinations. Required in the first year of specialization. Three hours per week. M. Funk.

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

550a, Clinical Applications for Advanced Health Assessment. 0.4 credit hours. This course provides the adult, family, gerontological, and women's health nurse practitioner student the opportunity to explore and apply skills obtained in 554a. Through direct patient interaction, the student hones health history and physical exam skills and develops critical thinking utilizing clinical decision-making skills necessary to provide competent and safe patient care. S. Molony.

551b, Gynecologic Care. 3 credit hours. This course focuses on family planning and gynecologic care and management. Evidence-based best practices are stressed in the individualized care of a woman throughout the context of her life. Required for all women's health nurse practitioner students in the first year of specialization. This course is to be taken concurrently with 562b, and requires successful completion of the prerequisites 550a, 553a, 554a, 557a. Successful completion of this course is a prerequisite for enrollment in 721a and 752a. Three hours per week. C. Kaplan.

553a, Concepts in Women's Health Care. 1 credit hour. This course focuses on topics that examine women's health care in the context of their lives from theoretical and pragmatic perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint. Required for all women's health nurse practitioner track students during the first year of specialization. Open to others with permission of the instructor. One hour per week. I. Alexander.

554a, Advanced Health Assessment. 2.9–3.3 credit hours. This course is designed to cover the comprehensive history taking and advanced physical examination requisite of advanced nursing practice. Through lecture and laboratory sessions, students practice comprehensive health history taking and advanced physical assessment skills on each other. A lab fee is assessed for this course. Required for students during the first year of specialization in the adult, family, gerontological, and women's health primary care, psychiatric–mental health nurse practitioner, nurse-midwifery, and the adult advanced practice nursing specialties. K. Stemler and Faculty.

[555b, Common Health Problems of the Older Adult. 1.5 credit hours. This didactic course focuses on health promotion, disease and disability prevention, and the differential diagnosis and management of common health problems in the gerontological client across acute care, long-term care, and primary care settings. Additionally, the role of the gerontological nurse practitioner in the comprehensive management of chronic illness is explored. Required for all gerontological nurse practitioner, adult/gerontological practitioner, and post master's gerontological nurse practitioner students. One and one-half hours per week. S. Molony. Not offered spring term 2007.]

556b, Clinical Practice for Adult, Family, Women's Health, Gerontological, and Oncology Nurse Practitioners. 3.2–5.8 credit hours. Course content includes clinical practice in health assessment and the provision of primary and focused health care. Students meet weekly for a one-and-one-half-hour clinical conference that is held concurrently with clinical practice. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. This course is required for students in the first year of specialization as adult, family, gerontological, adult/gerontological, women's health, and oncology nurse practitioners. This course requires that the student successfully completes all required courses in the fall term of the first specialty year. I. Alexander, S. Molony, D. Viens.

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

557b, Primary Care Problems of Adults I. 2 credit hours. This course is a continuation of 557a and the second of four didactic courses structured to enable students to gain

the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners. Classes focus on health promotion, disease prevention, differential diagnosis, and management of common health problems in adults and adolescents. Required for students in the first year of specialization as adult, family, gerontological, women's health, oncology, and psychiatric–mental health nurse practitioners (Primary Care concentration). Prerequisite: successful completion of 554a and 557a. Two hours per week. K. Koenig.

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

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

562b, Clinical Practice in Women's Health Care. 4 credit hours. The focus of this practicum is management of gynecologic health care needs for women within the context of their lives, approached from the clinical perspective. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to clinical decision making, focusing on family planning and gynecologic health issues for women. Required for all women's health nurse practitioner students in the first year of specialization. Eight hours per week of practice required. Didactic and clinical conference two hours weekly. This course is to be taken concurrently with 551b, and requires successful completion of the prerequisites 550a, 553a, and 554a. Successful completion of this course is a prerequisite for enrollment in 721a and 752a. I. Alexander, C. Kaplan.

563a, Quality Improvement and Patient Safety. 3 credit hours. This course provides the student with a comprehensive understanding of the field of patient safety and its relationship to overall improvement in the quality of health care. The course explores principles of creating and leading a high-reliability health care system focused on patient safety. A particular emphasis is placed on leadership characteristics essential to creating

and sustaining a culture of safety within the health care organization. Web-based format with monthly on-campus sessions. Required for all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. Nursing Management, Policy, and Leadership faculty.

567a, Uses of Data in Decision Making. 2 credit hours. This course provides content needed to understand, access, mine, and create data for clinical, operational, and financial decision making. Lectures, workshops, remote access assignments, and work in a supplied administrative database form the basis for learning data elements and structures of administrative databases, data analytic strategies, and the relationship between data and decision making. Combination of three to four on-site sessions with online teaching; total equivalent to thirty class hours. Required of all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. D. Diers, J. Bozzo, J. Rimar, B. McCloskey, and guests.

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

575a, Cultural Competency. 1 credit hour. Course description pending Curriculum Committee approval. Nursing Management, Policy, and Leadership faculty.

580a, Introduction to Antepartum and Intrapartum Care. 5 credit hours. Students are introduced to nurse-midwifery practice. The first term is devoted to the theory and practice of antepartum care and fetal assessment. Students apply learning in supervised clinical practice. Students learn basic intrapartum skills and basic knowledge of the care of the intrapartum woman. Required for all nurse-midwifery students in the first year of specialization. H. Reynolds.

580b, Gynecology and Well Woman Care. 5 credit hours. Ambulatory care is extended to the care of nonpregnant women. Through regularly scheduled lectures, seminars, and supervised clinical practice students learn and apply principles of primary care, family planning, and office gynecology. Required for all nurse-midwifery students in the first year of specialization. M.E. Rousseau, B. Hackley.

581a, Professional Issues and Leadership. 2 credit hours. This course is an introduction to the profession of nurse-midwifery and midwifery; to the national professional organization, the American College of Nurse-Midwives (ACNM); and to public policy and programs affecting the health care of women, mothers, and infants. Students review

the history of the profession and gain a working knowledge of practice development, coding, insurance issues, risk management, quality assurance, and peer review; clinical ethics; midwifery research, and nurse-midwifery evaluation and effectiveness literature; the structure and function of the ACNM, ACNM documents, and credentialing; the nurse-midwifery role, its functions, leadership, policy development, and interdisciplinary team relationships; Title V and other programs that affect the health care of women and infants, their current legislative base, and implementation as public policy; and international midwifery and the Safe Motherhood Initiative. Discussion focuses on current issues, trends, and possible future directions for women and maternal-infant health care policy and programs, and for the profession. The course prepares students to participate knowledgeably in local, regional, national, and international midwifery meetings and activities of the ACNM, in legislative and policy initiatives for health care of women and others and infants, and to accept responsibility inherent in the profession. Required for all students in the nurse-midwifery specialty. M. Goff.

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

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

607b, Pathophysiology and Management of Common Adult Clinical Problems I. 4 credit hours. This course provides a basis for predicting vulnerability for common clinical problems (cardiovascular, respiratory, hematologic, and immunologic) that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in the first year of specialization. Prerequisite: successful completion of 609a. Four hours per week. Adult Advanced Practice Nursing faculty.

609a, Assessment of the Acutely and Critically Ill Client. 1 credit hour. This course provides comprehensive content necessary in the assessment of the acutely or critically ill patient. Emphasis is on examination of the cardiovascular and respiratory systems, based on complex interpretations from laboratory and technical findings. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in the first term of specialization. One hour per week. D. Chyun.

610a, Advanced Assessment. 0.6 credit hours. Practicum concentrates on development of a systematic methodology of identifying patients' needs for health care. History taking, physical examination, diagnostic studies and interpretation, analysis of medical and nursing diagnoses, and documentation form the basis of this first clinical course. Selected clinical problems of hospitalized patients in the acute care setting are studied in the context of case conferences. Physical diagnosis rounds with physician preceptorship are included. Required for all clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. Prerequisite: successful completion of 554a skills tests. Seven hours per week for eight weeks. D. Chyun, J. Coviello, R. Sipples.

611b, Conceptual Basis of Nursing Practice. 1.5 credit hours. Through the discussion of concepts and theories in nursing and other disciplines, this course facilitates formation of a conceptual basis for advancing knowledge and practice. Required for all adult advanced practice nursing clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. One and one-half hours per week. D. Chyun.

612b, Advanced Specialty Practicum I. 4.3 credit hours. This practicum provides students with direct care experience with their special population (acute care, cardiovascular, oncology). The focus of the practicum is on assessment and subsequent management of selected problems for a caseload of patients in acute, ambulatory, and/or long-term settings. During clinical conferences students present cases, formulate clinical diagnoses, and discuss management strategies for patients within their elected special population. Required for all students in the first year of specialization. Prerequisite: successful completion of 554a, 609a, and 610a. Thirteen hours of clinical per week. J. Coviello.

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

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 skills and knowledge in physical and developmental assessment of children. Interviewing, collecting a health data base, problem-oriented records, and physical examination are taught in lecture, skills laboratory, clinical conference, and self-study modes. A lab fee is assessed for this course. Lectures, clinical conference, and skills laboratory run for ten hours per week for seven weeks. Required for all pediatric and child psychiatric–mental health nurse practitioner students. M. Meadows-Oliver, coordinator; P. Ryan-Krause.

632a/b, Primary Care of Children I. 2 credit hours per term. This course provides clinical experience in well-child care and management of common pediatric problems with infants and children in primary care settings. Precepted experience begins second half of first term and continues through second term of the first year of specialization. Required for all pediatric nurse practitioner students. Students have 4.5 hours of clinical practice, six additional four-hour observation sessions with practitioners in the community, and five sessions in the newborn nursery. Fall term is graded on a Pass/Fail basis. A one-hour clinical seminar runs for eight weeks in the fall and fifteen weeks in the spring. Prerequisite: successful completion of 630a. M. Meadows-Oliver.

633a, Health Promotion in Infants and Children. 2 credit hours. This lecture course is designed to introduce the student to the primary care of children from infancy through preadolescence. Concepts and theories related to well-child care are explored. Clinical applications of the theories and principles of preventive and optimal health care are emphasized. Required for all pediatric nurse practitioner and family nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. P. Jackson Allen.

635b, Management of Common Pediatric Problems. 2 credit hours. 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. Open to others with permission of the instructor. Lectures, case conferences. Two hours per week. N. Banasiak.

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

640a or b, Clinical Practice in the Primary Care of Adolescents. 0.5 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 care of adolescents, including health promotion and education. Required for all pediatric nurse practitioner students, second term first year or first term second year of specialization. Five hours per week for six weeks. A. Moriarty Daley.

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

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

657a, Mental Health Assessment Across the Life Span. 2 credit hours. This course provides students with the concepts and skills necessary to conduct the mental health evaluation of individuals at all points of the life span. Students learn to collect data guided by the principles of general health screening, *DSM IV*, therapeutic interviewing, and comprehensive history taking. A multi-explanation framework is used to conceptualize case formulation and the examination of differential diagnoses. Health screening emphasizes risks to the psychiatric population, and physical conditions and genetic background in relation to mental health. Major components of mental health assessment are interviewing techniques, mental status examinations, psychosocial developmental history, family history, and sociocultural influences. Specific evaluation techniques for substance use and abuse, sexual dysfunction, developmental stage, and risk for dangerousness are included. Laboratory and clinical assignments will be used to complement lecture material. Required for all psychiatric–mental health nursing students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week; laboratory work is one and one-half hours per week (equivalent to .5 credits). S. Talley.

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

with direct care experience of individuals with serious and persistent mental illness (SPMI) and the opportunity to develop psychiatric expertise, primary care skills, and clinical judgement. The focus of the practicum is on comprehensive assessment and management of adults with SPMI in acute and ambulatory psychiatric settings. Emphasis is on co-morbid conditions that are prevalent among individuals with SPMI and behaviors that may exacerbate those conditions. Preceptors provide individual supervision in the clinical setting. Clinical conferences focus on the process of clinical reasoning through the case presentation method, including formulation of clinical diagnoses, and discussion of management strategies. Professional role development of the advanced practice psychiatric nurse focuses on the nurse-patient relationship and the interaction of nurse, patient, and environmental factors. Required for all psychiatric nurse practitioner/clinical nurse specialist students in the primary care concentration in the first year of specialization. Six hours per week in the fall term, twelve hours per week in spring term, and a minimum of 90 total clinical hours in summer term. S. Talley, coordinator.

[659a, Personality Theory and Adult Development. 1.5 credit hours. Biological, social, cultural, and psychological influences on personality and adult development are identified. Theoretical perspectives for understanding personality and development in adulthood are surveyed in relation to clinical mental health practice. Biologic, social, psychodynamic, relational, existential, and cognitive perspectives are reviewed. Perspectives are examined critically combining current and classic literature with an emphasis on integration. This material is then used to explore the concept and phenomena of personality disorder and provides the background for the examination of psychiatric disorders, as identified in *DSM IV* and examined in 659b. Required for all psychiatric-mental health nursing students in the first year of specialization. Open to others with permission of the instructor. One and one-half hours per week. D. Olsen. Not offered fall term 2006.]

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. D. Fasula.

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

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

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

715a, Mindfulness-Based Stress Reduction Program. 1.5 credit hours. This elective eight-week course offers intensive training in mindfulness meditation: tuning into the breath, and learning to experience life more fully, one moment at a time. There is instruction in the body scan, hatha yoga, awareness of breathing meditation, walking meditation, and eating meditation, as well as mindfulness of interpersonal communication and other activities of daily life. The primary goal of the course is to develop a daily meditation practice in order to handle personal, academic, and professional stress more effectively. The secondary goal of the course is to explore the use of mindfulness meditation in the health care system. 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.

717, The Contexts of Care. 3 credit hours. Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying organizational, operational, financial, ethical, and policy concepts to care. The course utilizes actual cases for analysis of the contextual basis of practice in combination with assigned reading, experiential learning, lectures, and Web-based instruction. The cases highlight various concepts that provide the infrastructure of the

health care environment, including organizational leadership and culture; ethics; health care relationships; risk and liability; data management and utilization; access, quality, and coverage; credentialing; and inter- and intraprofessional issues. Required in the final year of specialization for all students. J. Krauss, coordinator; S. Cohen, D. Olsen.

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

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

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, or permission of the instructor. Required for students in the Health Care Ethics concentration. Four hours per week. D. Olsen.

727a, Analysis of Issues in Health Care Ethics. 1.5 credit hours. In this course students learn to develop and critique positions and arguments in health care ethics by developing a topic of interest into a formal paper. Papers are written through a process of mutual critique in order to develop arguments while simultaneously analyzing the work of others. Prerequisite: successful completion of 725b, or permission of the instructor. One and one-half hours per week. D. Olsen.

733b (REL 977b), Living with Dying. 1.5 credit hours. This course develops students' cultural and gender awareness, understanding, and competencies in creating environments to relieve suffering for individuals and their families who have experienced a death or are caring for someone who is dying. Emphasis is on nonpharmacologic interventions to relieve suffering, including spiritual, interpersonal, and sociocultural. The course is structured with the premise that relief from suffering, meaning, and transcendence at the end of life are best achieved and understood through the interpersonal use of narrative techniques, like storytelling, to facilitate communication. One and one-half hours per week. R. McCorkle.

[735b, Environment and Health. 1.5 credit hours. The environment is a major determinant of health. To promote environmental health, we must understand environmental health problems in a comprehensive way, reaching from physiological research on health effects of toxic agents to actions which people may take, individually and collectively, to reduce their risks of adverse health effects. This course utilizes an integrative model for environmental health research incorporating four domains: physiology, vulnerability, epistemology, and health protection. Discussions include issues of environmental justice and implications for public health policy. 1.5 hours per week. J. Dixon. Not offered spring term 2007.]

737a, Nursing, Health, and Social Welfare in American History. 1.5 credit hours. This course uses history as a prism through which to examine the relationship between nursing and social reform in the United States between 1860 and 1992. Though chronology, names, dates, and facts are important and are stressed when appropriate, the purpose of the course is not to review a comprehensive narrative of what happened when. Rather, its goal is to explore themes related to change and reform throughout nursing's history, both chronologically as well as thematically. Specifically, the course focuses on the ways in which nurses have challenged and/or collaborated with prevailing social structures and ideologies across time and the results of those efforts. The course also considers the many variables (including race, ethnicity, class, and gender) that influenced particular events in which nursing played a role. One and one-half hours per week. Offered every other year. C. Connolly.

751a, Antepartum Care for WHNPs. 3 credit hours. This course focuses on antepartum care and management. The focus is on appropriate assessment for evaluation of pregnant women, safe, complete, and client-focused prenatal care, and management of common obstetrical problems. Required for all women's health nurse practitioner track final-year students. Prerequisite: completion of all first-year specialty courses required under the full-time plan of study. Three hours per week. C. Kaplan.

752a, Advanced Clinical Practice in Women's Health Care. 4 credit hours. The focus of this practicum is comprehensive management of health care needs specific to women within the context of their lives from the clinical perspective. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision making focusing on reproductive and developmental health issues for women. Required in the final year for all students enrolled in the women's health nurse practitioner track. Eight hours per week of practice required. Didactic and clinical conference two hours per week. C. Kaplan.

752b, Advanced Clinical Practice in Women's Health Care. 3.2 credit hours. The focus of this practicum is comprehensive management of health care needs specific to women within the context of their lives from the clinical perspective. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision making. In this term the focus is on diseases specific to or more commonly seen in women within a multidisciplinary viewpoint 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 practice required. Clinical conference one and one-half hours weekly. C. Kaplan.

753b, Advanced Concepts in Women's Health Care. 1.5 credit hours. This course focuses on topics that examine women's health care in the context of their lives from theoretical and clinical perspectives. Issues that confront women and their health care providers are discussed from a multidisciplinary viewpoint incorporating both allopathic and complementary approaches for management. This is an advanced course focusing on management of medical conditions that disproportionately affect women or have unique presentation or manifestations in women from menarche across the life cycle within the context of socio-cultural environments — interpersonal, family, and community. Required for all women's health nurse practitioner track final-year students. Prerequisite: successful completion of 551b, 751a, 752a, 756a, and 757a. I. Alexander.

756a, Advanced Clinical Practice for Adult, Family, Gerontological, and Women's Health Nurse Practitioners. 3.2–5.8 credit hours. Course content builds on the clinical skills developed in 556b by giving students the opportunity to develop the nursing skills, clinical judgment, and patient management strategies necessary to manage common acute and chronic health care problems. Students meet weekly for a one-and-one-half hour clinical conference that is held concurrently with clinical practice. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. This course is required for students in the second year of specialization as adult, family, gerontological, adult/gerontological, and women's health nurse practitioners. This course requires that the student successfully complete all required courses in the first specialty year. I. Alexander, S. Langerman, S. Molony, D. Viens.

756b, Advanced Clinical Practice for Adult, Family, Gerontological, and Women's Health Nurse Practitioners. 3.2–5.8 credit hours. Course content builds on the experiences gained in 756a, and provides students further opportunity to develop advanced nursing skills, clinical judgment, and patient management strategies necessary to manage common acute and chronic health care problems. Students meet weekly for a one-and-one-half hour clinical conference that is held concurrently with clinical practice. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. This course is required for students in the final term of specialization as adult, family, gerontological, adult/gerontological, and women's health nurse practitioners. This course requires that the student successfully completes all required courses in the fall term of the second specialty year. I. Alexander, S. Langerman, S. Molony, D. Viens.

757a, Primary Care Problems of Adults II. 2 credit hours. This course is a continuation of 557a/b focusing on the differential diagnosis and management of more complex adult and adolescent health problems. The ongoing primary care management of chronic illness is emphasized. Required for adult, family, gerontological, women's health, and psychiatric–mental health nurse practitioner students in the final year. Prerequisite: successful completion of 556b (adult and family nurse practitioner students only) and 557a/b. Two hours per week. D. Viens.

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

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

769a, Advanced Concepts and Principles of Diabetes Care. 2 credit hours. This seminar focuses on the concepts and principles of diabetes managed care based on the American Diabetes Association Standards of Care (2006). It includes principles of primary care (screening, early detection, intervention, patient education), secondary care principles related to diabetes management, tertiary care related to complications, various treatment modalities, patient education, and self-care. These concepts and principles of care are presented relative to type of diabetes (Type 1, Type 2, gestational and pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other

disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as the psychological, social, occupational, and economic are also emphasized. Required in the final year of study for all students in the Diabetes Care concentration. Open to others with permission of the instructor. Two hours per week. G. Melkus.

780a, Advanced Midwifery Care. 6 credit hours. Students continue clinical experience in antepartum, intrapartum, postpartum gynecology, and primary care areas, extending their abilities through lectures, seminars, and study to provide care in more complicated clinical situations. All students are required to become certified in neonatal resuscitation through the American Academy of Pediatrics course. Required for all nurse-midwifery students in the final year of specialization. M. Stone-Godena.

780b, Integration. 9 credit hours. 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. This course is graded on a Pass/Fail basis only. Required for all nurse-midwifery students in the final year of specialization. S. Gottlieb.

802a/b, Advanced Clinical Practicum for Acute Care Nurse Practitioners. 8.3 credit hours per term. This yearlong practicum provides students with clinical experience in data gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation and collaboration, and health promotion and risk factor modification. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill, hospitalized adults is stressed. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A one-hour weekly clinical conference addresses acute care clinical issues through the case presentation method. Required for all acute care nurse practitioner students in the final year of specialization. Precepted by nurse practitioners and physicians. Prerequisite: successful completion of 607b, 612b, and 807a (for 802b). Twenty-four hours per week in an acute care setting in the fall and spring terms. D. Buonocore.

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

804a/b, Clinical Practicum for Oncology Nurse Practitioners. 5.3 credit hours per term. The goal of this practicum is to prepare students to comprehensively manage a caseload of adults with cancer. Emphasis is on prediction of high incidence clinical problems, refinement of clinical reasoning in assessment, differential diagnosis, and formulation of management strategies. The practice sites provide opportunities to understand cancer care along the continuum, develop clinical leadership skills, provide continuity of care across settings, and deliver high quality supportive care to patients and families. Prerequisites: successful completion of 554a and 556b, and 804a to continue with 804b. Required for oncology nurse practitioner students in the final year of specialization. Fifteen hours per week of clinical practice, plus one hour per week of clinical conference. M. Knobf.

805a, Cancer Pharmacology. 1.5 credit hours. This course provides essential knowledge for the pharmacologic management of the adult with cancer. Content includes pharmacologic management of the disease, supportive therapies, and medication safety in cancer patients. Treatment indications, side effects, polypharmacy issues, and acute and long term toxicities are emphasized. Required for oncology clinical nurse specialist and oncology nurse practitioner students in the final year of specialization. One and one-half hour per week. M. Knobf, N. Beaulieu.

807a, Pathophysiology and Management of Common Adult Clinical Problems II. 4 credit hours. This course provides a basis for predicting vulnerability for common clinical problems (endocrine, neurological, gastrointestinal, and renal) that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required for all acute care nurse practitioner students in the final year of specialization. Prerequisite: successful completion of 609a. Four hours per week. Adult Advanced Practice Nursing faculty.

810a/c, Advanced Specialty Practicum II. 4.3 credit hours. The focus of this practicum is comprehensive management of a caseload of patients with students' elected special populations (cardiovascular, oncology). Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions. The practice sites in acute, ambulatory, and/or long-term settings provide an opportunity to observe system problems and develop clinical leadership strategies. Required for all clinical nurse specialist students in the final year of specialization. Acute care nurse practitioner students must take 810c during the summer following 612b, unless they can demonstrate experience in caring for critically ill patients managed with complex technological interventions. Prerequisite: successful completion of 612b. Twelve hours of clinical practice plus one hour of clinical conference per week. D. Chyun.

812b, Advanced Specialty Practicum III. 4.3 credit hours. This practicum focuses on the implementation of the advanced practice role. Emphasis is on management of care for specialty patient populations in acute, ambulatory, and/or long-term settings through collaboration, consultation, and strategies for change in health care systems.

Required for all clinical nurse specialist students in the final year of specialization. Pre-requisite: successful completion of 810a. Twelve hours of clinical practice plus one hour of clinical conference per week. D. Chyun.

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

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

825a, Advanced Practice in Early Care and School Health. 1.0 credit hours. This seminar provides a forum for discussion and analysis of the advanced practice nursing (APN) role in early care and school settings from infancy through high school. Building on concepts and skills in primary care practice, the seminar explores the role of the APN in health promotion and disease management within early care and educational settings in coordination with other systems of care, such as primary and specialty care, and families. Topics specific to these settings include role development; models of health care delivery and consultation; care of children/adolescents with chronic illnesses and special health care needs; legal issues; and early care and educational system structure. Federal, state, and local legislation as well as policies governing health care in these settings are included. Required in the final year of study for all pediatric nurse practitioner students. One hour per week for ten weeks, fall term. A. Crowley.

826a/b, Clinical Practice in School Health. 1.5 credit hours per term. This clinical course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based or early care clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required for all pediatric nurse practitioner students (one term only for students in the chronic illness concentration). Four and one-half hours of clinical practice per week. TBA.

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

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

830a/b, Primary Care of Children II. 2 credit hours per term. This course provides clinical experience in advanced pediatric primary care and management, including work with complex families. The student provides health care for children over the course of the year in the Primary Care Center, Yale-New Haven Hospital, and at selected pediatric primary care sites in the community. Required for all pediatric nurse practitioner students in the final year of specialization. Four and one-half hours clinical practice per week and one and one-half hours of clinical conference per week. Prerequisite: successful completion of 632a/b. N. Banasiak.

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

834a or b, Specialty Pediatric Clinical Practice. 1.5 credit hours. This clinical practicum provides students with the opportunity to gain additional knowledge and experience in specialty practice areas with relevance to pediatric primary care. Required for all pediatric nurse practitioner students in either fall or spring of the final year of specialization. Minimum of four hours of clinical practice and one-half hour of clinical conference per week. P. Jackson Allen.

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, 640a or b, and 641b. Course hours vary. L. Sadler.

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

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

850a/b/c, Advanced Psychiatric–Mental Health Nursing Practice. Minimum 4 credit hours fall term and 3 credit hours spring term. The aim of the final practicum is to promote development of leadership skills required for professional practice at the clinical nurse specialist 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–Mental Health Nursing: Theoretical and Evidence-Based Perspectives. 1.5 credit hours. This seminar is designed for all final-year psychiatric–mental health specialty students. The provision of mental health services is determined by many factors including policy, public demand, ideas among general practitioners and mental health professionals, and the financial pressures of purchasers and providers of services. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. The assumption underlying this seminar is that mental health services should be fundamentally theoretical and evidence-based. Discussion addresses what constitutes the best available evidence to clarify decision making with regard to a variety of psychiatric disorders. Required for all students in the final year of specialization. One and one-half hours per week. Psychiatric–Mental Health faculty.

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

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

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

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

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

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

[871b, Neurobiology and Mental Illness. 1.5 credit hours. This course reviews the anatomy and function of the human brain. To illustrate the organizational plan of the human brain, several lectures focus on neurotransmitter pathways. The students' understanding of brain anatomy and function is augmented by a review of neuroimaging techniques, brain development, and genetics. These findings are applied to neuropsychiatric disorders such as Parkinson's disease, schizophrenia, anxiety disorders, depression, bipolar disorder, Tourette syndrome, and attention-deficit hyperactivity disorder. The course aims to build a basic understanding of the neurobiological underpinnings of mental disorders and to apply these principles to the assessment and clinical care of patients with mental disorders. The course is required for all students in the psychiatric–mental health nursing specialty. Strongly recommended to be taken before or with 859b, Clinical Psychopharmacology. Open to others with permission of the instructor. L. Scahill. Not offered spring term 2007.]

895b, Clinical Pharmacology. 2 credit hours. This course is designed to prepare students in pharmacological action of drugs while applying the principles of pharmacokinetics and pharmacodynamics. This is done within the context of understanding physiologic and psychosocial variables and the need to adapt pharmacotherapeutic nursing interventions to the individual client. Following initial content on general principles, some of the most common clinical indications and considerations for prescribing are addressed. Teaching strategies include lectures, readings, and online material. Required

for all students in their second year of specialization, except Clinical Nurse Specialist students. Prerequisites: successful completion of all required first-year course work in the full-time plan of study. Two hours per week. S. Molony.

897a or b, Specialty Care Clinical Pharmacology. 1 credit hour. This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice nursing approach in their specialty practice. Through a series of selected case studies, students learn how to identify the correct pharmaceutical agent(s) for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. This course is taken concurrently with or in terms following 895b, Clinical Pharmacology. Required for all students in 895b except pediatric nurse practitioner, psychiatric–mental health nurse practitioner, and oncology nurse practitioner students. One hour per week. YSN faculty.

901a, Methods for Nursing Research. 3 credit hours. This advanced course in research methods provides an opportunity to evaluate various research designs used to investigate problems of importance to nursing and nursing care. Emphasis is placed on the interrelationships of the clinical problem, state of knowledge, and study design. The goal is to facilitate appropriate methodological decision making. The primary focus is on quantitative approaches. Required of all students in the doctoral program. Open to master's students with permission of the instructor. Three hours per week. J. Dixon.

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

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

[905b, Creating Method: Issues in Nursing Research. 3 credit hours. This doctoral seminar explores the cutting edge of methodological development in nursing research, through illustration of how methodological perspectives are conceptualized and systematically analyzed. The focus is on areas in which research leaders have not achieved consensus, areas in which existing consensus may be challenged, and areas of newly recognized needs for which appropriate methodology has not been developed. Special issues related to validity and threats to validity in clinical research and the experiences of participants in these studies are addressed. Three hours per week. J. Dixon. Not offered spring term 2007.]

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

911a/b, Doctoral Research Practicum. 0.5 credit hour per term. This course focuses on the development of the doctoral student's research skills under the direction of a mentor. The theory component focuses on the overview of the research process, while the mentored research practicum emphasizes collaboration between mentor and student in the development of specific research skills. One hour every other week. M. Funk.

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. R. Whittemore.

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

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. Doctoral program faculty.

[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. R. Whittemore, G. Melkus. Not offered spring term 2007.]

[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 2006.]

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. L. Sadler.

[927a, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families. 2 credit hours. This seminar focuses on current state of the science research in the care of people with cancer or at risk for cancer and their families. Specific attention is paid to variables associated with quality of life outcomes, such as symptoms, functional status, and affect; and high risk groups, such as family history, ethnicity, and socioeconomic class. Research from nursing, medicine, and the social sciences is discussed. Two hours per week. One additional credit may be earned by the submission of a publishable paper. R. McCorkle. Not offered fall term 2006.]

929b, Ethical Conduct of Clinical Research. 1 credit hour. This course introduces major concepts in the ethical conduct of clinical research from the perspective of the advanced practice nurse and the nurse-researcher. National and international ethical codes for research and regulatory requirements are reviewed. Emphasis is placed on the protection of vulnerable populations and community-based research, including international research. Required for doctoral students. One hour per week. A. Williams.

941b, Methods for Health Services Research and Policy. 3 credits. The primary focus in this course is on methods for evaluating the effectiveness, efficiency, and equity of health services delivery. Approaches to measuring the relevant structure, process, and outcome variables that can be used to address effectiveness, efficiency, and equity issues are presented. Throughout the course, linkages are made between specific health care

policies and the related health services research. Required for health policy specialty option students. Open to others with permission of the instructor. Three hours per week. M. Bourbonniere.

943a, Conceptual Basis for the Study of Self- and Family Illness Management.

3 credit hours. This course examines major conceptualizations of illness and self- and family management and the research supporting these conceptualizations. Emphasis is placed on the link between illness self-management and related concepts such as self-efficacy and coping, and the contributions of health care systems and providers to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. Three hours per week. 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. Required for all doctoral students in the self- and family management focus area. Three hours per week. M. Grey.

961a, Contemporary Issues in Health Policy and Politics.

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

991a/b/c, Dissertation Advisement.

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



General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$13,417.50 per term in the fall and spring terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of \$10,545. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. Nonmatriculated part-time study is available at \$1,015 per credit. More information is available from the Student Affairs Office.

Acceptance Fee

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

Required Fees

The University requires hospitalization insurance for all students. Students are billed \$1,450 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 \$275, and some clinical courses may also have a lab fee. Every student also pays a technology fee of \$275.

Other Fees

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

STUDENT ACCOUNTS AND BILLS

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

Bills

Beginning October 2006, Yale will no longer mail paper bills. The official means of communicating monthly financial account statements to members of the Yale University community who have active official Yale e-mail accounts will be through the University's Internet-based system for electronic bill presentation and electronic payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 P.M. on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

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

<i>If fall-term payment in full is not received</i>		<i>Late charge</i>
by August 1		\$110
by September 1	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.

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

Charge for Rejected Payments

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

1. If the payment was for a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.

3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale University eBill-ePay

Yale University eBill-ePay, the University's system for electronic bill presentment and electronic payment, is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep/. Electronic payments are easy and convenient — no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. The student's bank account information is password protected and secure. The student receives a printable confirmation receipt. Students can make payments twenty-four hours a day, seven days a week, up to 4 P.M. on their due date and avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students have control over access to their account. A student can also authorize up to three people to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. We know from experience that payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting to the student's account, as well as resulting late fees and anxiety. Students should use Yale eBill-ePay to pay online.

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 Sallie Mae Business Office Solutions. To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is \$65. The deadline for enrollment is June 22. For additional information, please contact Sallie Mae Business Office Solutions at the number above or visit their Web site at www.tuitionpay.com.

Yale Charge Account Plan

Students who sign and return a Yale Charge Card Authorization form will be able to charge designated optional items and services to their student accounts, including toll calls made through the University's telephone system. The University may withdraw this privilege from students who do not pay their monthly bills on a timely basis. The authorization form is available at <http://yale.edu/sfas/financial/ChargeAccAuthBillAgree.pdf>.

FINANCIAL AID FOR THE MASTER'S PROGRAM

Students are admitted to degree programs without regard to their ability to pay. All full-time degree candidates are eligible for financial aid in the form of loans, scholarships, and employment. U.S. citizens must complete the Free Application for Federal Student Aid

(FAFSA) online at www.fafsa.ed.gov. All students must also complete the School of Nursing Financial Aid Application, available on the School Web site. Graduate Entry Pre-specialty in Nursing applicants must complete these applications by February 2, 2007. R.N.s applying to the master's program must file for aid by March 2, 2007. Late applicants may not be eligible for maximum funding. Federal guidelines and availability of funds change each year; therefore, instructions are revised every November for the following year. All financial information and files are kept strictly confidential.

Types of Aid

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

School of Nursing scholarships are available to full-time students with demonstrated need beyond federal loans.

Stafford Loans are available up to a limit of \$20,500 per year, of which \$8,500 may be subsidized by the federal government. The subsidized portion is interest free until six months after graduation; the unsubsidized portion accrues interest from the date of disbursement. Interest rates are fixed at 6.8 percent, and borrowers have ten or more years to repay.

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

Perkins Loans are awarded to students who have demonstrated need beyond the \$20,500 Stafford Loan. Perkins loans are subsidized while the student is enrolled and for nine months after graduation, but the interest rate is fixed at 5 percent. A unique feature of the Perkins loan is that a percentage of the loan may be cancelled for each year the student works full-time as a nurse; and after five years, the entire loan is cancelled. Funds for this loan are limited, so the School policy is to disburse the funds equitably across the eligible population.

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

The *GATE Y-Loan* is a private student loan available to graduate and professional students at Yale University. Both domestic and international students are eligible. A cosigner is not required. The interest rate is variable, adjusted quarterly based on the three-month average of the one-month LIBOR rate published in *The Wall Street Journal*, plus a margin of 2.6%. There are no origination or guarantee fees, no payments while enrolled half-time or more, a six-month grace period, and twenty years to repay.

Work-Study is a federal student aid program available to U.S. students with demonstrated need beyond loans. Awards are usually \$1,000 per year for a limited number of students working on faculty research, administrative support, or in the School's Reading Room. Additional employment is available throughout the University campus.

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

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

FINANCIAL SUPPORT AND VISA PROCESS FOR INTERNATIONAL STUDENTS

International students are also offered admission without regard to their ability to pay. International students seeking aid must complete two applications, the International Student Financial Aid Application and the School of Nursing Financial Aid Application. Both are available at the school's Web site, http://nursing.yale.edu/admissions/financial_aid.html. Students demonstrating financial need will be awarded scholarships to cover a portion of their tuition.

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

REFUND AND REBATE

Withdrawal and Leave of Absence, Including Tuition Rebate and Refund. A Leave of Absence must be requested in writing and is subject to approval by the assistant dean for student affairs. A Request for Withdrawal must also be in writing and presented first to the specialty director and then to the assistant dean for student affairs. For both leave and withdrawal, the general rules of the University and other policies of the School are applicable.

Students who withdraw from the School *for any reason* during the first 60 percent of the term will receive a pro rata rebate of tuition. No adjustment is made after 60 percent

of the term has expired. In 2006–2007, no portion of tuition will be rebated in the fall term after November 4, 2006. In the spring term, that date is March 25, 2007. For summer term, the 60 percent date is June 24, 2007.

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

A student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to the pro rata portion of Title IV funds earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In order to comply with federal regulations, the School must return to the lender any unearned funds. In 2006–2007, the last days for refunding federal student aid are the same as noted above for tuition. Financial aid will be refunded in the order prescribed by federal regulations, namely, Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loans; Federal Graduate Plus 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 2006–2007, the last days for refunding institutional student aid funds are the same as noted above for tuition.

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

HOUSING

Edward S. Harkness Memorial Hall

Harkness Hall, located only steps away from the School of Medicine and Yale-New Haven Hospital, houses students from the School of Medicine, the School of Nursing, and the Epidemiology and Public Health and Physician Associate programs. Residents of Harkness Hall live in a secure building with recently renovated single rooms, and they have access to many amenities including computer network access in all units. Yale administrative offices occupy the first through third floors of the building. The great advantages of living in Harkness Hall are its close proximity to classes, and the opportunity it provides in bringing together students from the various medical-related fields in a relaxed social setting.

Accommodations include single rooms with sinks, a limited number of two-room suites, a popular dining hall, television lounges, kitchenettes, and other recreational rooms. All dormitory rooms are furnished, and all rooms must be single occupancy. Dormitory room rental rates are \$4,524 to \$6,292 during the 2006–2007 academic year

(August 2006 to May 2007). All rents include Ethernet hook-up, cable television, and all utilities except telephone. A meal plan is mandatory for all residents of Harkness Hall.

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

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

Graduate Housing Department

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartments Office provides unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 A.M. to 4:30 P.M., Monday through Friday.

Applications for 2006–2007 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.0177.

Off-Campus Housing

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 at www.yale.edu/offcampushousing.



DINING SERVICES

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

Those living in Harkness dormitory are required to participate in a meal plan. The rate for the 2006–2007 academic year is \$2,964 per year for dormitory residents. The meal plan is a debit-balance system allowing students to spend their board points anytime that the dining room is open. Pricing is à la carte.

HEALTH SERVICES FOR SCHOOL OF NURSING STUDENTS

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above,

as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at www.yale.edu/uhs.

Eligibility for Services

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

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

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

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

Health Coverage Enrollment

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

YHP HOSPITALIZATION/SPECIALTY COVERAGE

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

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no

break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

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

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

YHP STUDENT TWO-PERSON AND FAMILY PLANS

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

YHP PRESCRIPTION PLUS COVERAGE

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

Eligibility Changes

Withdrawal: A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student's YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated or refunded. 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. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Premiums will not be prorated or refunded.

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

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

Required Immunizations

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

Meningococcus (Meningitis): All students living in on-campus housing must be vaccinated against Meningococcal disease. The vaccine must have been received after January 1, 2001. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2006. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

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

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

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

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have

appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 30. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

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

THE STUDENT GOVERNMENT ORGANIZATION

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

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

AWARDS

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

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

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

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

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

The *Anthony DiGuida Delta Mu Research Prize* is awarded to a graduating doctoral student who loved doctoral study at YSN and whose love of clinical scholarship has resulted in a dissertation that best exemplifies the goals of Sigma Theta Tau and YSN to advance nursing knowledge through superior clinical scholarship and leadership. Selection is made by a committee of the faculty.

The *Connecticut Holistic Health Association Prize* for academic excellence at YSN is given to a deserving student demonstrating academic excellence in a holistically oriented research or clinical project of significant social relevance. This annual award was conceived to recognize scholarly endeavors in holistic methods for students in the health professions.

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

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

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

programs, like the monthly international coffee hours, daily English conversation groups, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven.

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

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

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 A.M. to 5 P.M., except Tuesday, when the office is open from 10 A.M. to 5 P.M.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

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



Clinical Resources

YALE-NEW HAVEN MEDICAL CENTER

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

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

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

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

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

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

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

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

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

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

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

Hospital provides primary and specialized care for 944 beds in three inpatient pavilions. In 2004, 46,949 inpatients were discharged and there were 462,056 ambulatory visits, including 96,557 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, Marna P. Borgstrom; Senior Vice President for Patient Services, Patricia Sue Fitzsimons, R.N., Ph.D.*

OTHER CLINICAL RESOURCES

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

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

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

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

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

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

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

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

Saint Raphael's provides clinical laboratory experience facilities for Yale University School of Nursing students as well as many other nursing and resident programs in the area. Master's prepared clinical nurse specialists support the staff in clinical decision making and provide direct care in inpatient and outpatient settings. Nursing research and projects are encouraged and are reviewed by an active Nursing Research Committee. The students' other clinical rotations include physical therapy, occupational therapy, speech therapy, respiratory therapy, laboratory and radiological technology, and pastoral care. *President and Chief Executive Officer, David W. Benfer; Vice President of Patient Services, Mary Kuncas, R.N., M.S.*

VNA Services, Inc. is a state-licensed, Medicare/Medicaid-certified agency dedicated to providing a full range of health care services in the home and community. An interdisciplinary team of professionals provides in-home management and coordination of health care, including skilled nursing; physical, speech, and occupational therapy; home health aide service; homemakers; medical social work and medical nutrition therapy provided by a registered dietitian. Specialty programs include cardiac rehabilitation with home telemonitoring, behavioral health, home infusion therapy, maternal/child health, and early maternity discharge. Health promotion programs include adult health guidance clinics, well-child clinics, and flu and pneumonia clinics.

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

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

The Visiting Nurse Association of South Central Connecticut is a licensed, nonprofit agency dedicated to providing home health and community services. The agency meets all state and federal requirements and is accredited by Community Health Accreditation Program (CHAP), a subsidiary of the National League for Nursing. The agency developed and sponsors the Nightingale Awards for Excellence in Nursing, a community-wide nursing recognition program. It is qualified to provide care for patients covered by

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

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

Accomac County & Northampton County Health Department, Accomac, Virginia.
 Alameda County Medical Center, Oakland, California.
 Albert Einstein College of Medicine, Bronx, New York.
 Alegent Health, Omaha, Nebraska.
 All for Women, Westerly, Rhode Island.
 Alliance Medical Group, Middlebury, Connecticut.
 American Cancer Society, New England Division, Meriden, Connecticut.
 Ishrat J. Ansari, M.D., Murfreesboro, Tennessee.
 Anthem Blue Cross and Blue Shield of Connecticut, North Haven, Connecticut.
 Aomori University, Aomori, Japan.
 APT Foundation, Inc., New Haven, Connecticut.
 Arden Courts Manor Care Health Services, Hamden, Connecticut.
 Area Cooperative Educational Services (ACES), Hamden, Connecticut.
 Arrhythmia Center, New Haven, Connecticut.
 Arthritis & Internal Medicine, LLC, Bridgeport, Connecticut.
 Asniya, Brookline, Massachusetts.
 Associates in Women's Health, Tucson, Arizona.
 Atlantic Health Services, Hamden, Connecticut.
 Avon Health, Avon, Connecticut.
 The Baby Cottage, Stamford, Connecticut.
 Bangalore Baptist Hospital, Karnataka, Bangalore, India.

The Barton Center for Diabetes Education, North Oxford, Massachusetts.
Baylor College of Medicine/Department of OB/GYN Midwives, Houston, Texas.
Baystate Health System, Springfield, Massachusetts.
Bellevue/Gouverneur Midwifery Service, New York, Connecticut.
Bellevue Hospital, New York, New York.
Dr. Paul E. Berard Internal Medicine, Fairfield, Connecticut.
Best Start Birth Center, San Diego, California.
Bharati Vidyapeeth Deemed University College of Nursing, Pune, India.
Birth & Beyond, Madison, Connecticut.
The Birth Center, Wilmington, Delaware.
Blueridge Health Services, Inc., Portland, Connecticut.
Boggy Creek Gang Camp, Eustis, Florida.
Boston Health Care for the Homeless, Boston, Massachusetts.
Boston Medical Center, Boston, Massachusetts.
Boston VNA, Hyde Park, Massachusetts.
Branford/North Branford Pediatrics, Branford, Connecticut.
Branford Pediatric & Allergy, P.C., Branford, Connecticut.
Brattleboro Retreat, Brattleboro, Vermont.
Stephen Brenner, M.D., New Haven, Connecticut.
Bridgeport Health Care Center, Bridgeport, Connecticut.
Bridgeport Health Department, Bridgeport, Connecticut.
Bridgeport Hospital, Bridgeport, Connecticut.
Bridgeport, Newtown & Monroe Pediatric Group, Bridgeport, Connecticut.
Brigham and Women's Hospital, Brookline, Massachusetts.
Brightwood Health Center, Springfield, Massachusetts.
Bristol Hospital, Bristol, Connecticut.
Bristol-Myers Squibb Company, Wallingford, Connecticut.
Brittany Farms Health Center, New Britain, Connecticut.
Broadway OB/GYN Midwifery Services, Providence, Rhode Island.
Bronx-Lebanon Hospital Center and Columbia University, Bronx, New York.
Brookfield Pediatrics, Brookfield, Connecticut.
Brookside Pediatrics, P.C., Bridgeport, Connecticut.
Cambridge Birth Center/Cambridge Health Alliance, Cambridge, Massachusetts.
Cambridge Health Alliance, Everett, Massachusetts.
The Cancer Institute of New Jersey, New Brunswick, New Jersey.
Candlewood OB/GYN, Danbury, Connecticut.
Canyon Ranch in the Berkshires, Lenox, Massachusetts.
Capitol Region Mental Health Center, Hartford, Connecticut.
Cardiac Specialists of Fairfield, P.C., Fairfield, Connecticut.
The Cardiology Group, Branford, Connecticut.
Caritas Norwood Hospital, Norwood, Massachusetts.
Carlos G. Otis Health Care Center, Inc., Townshend, Vermont.
The Carriage House, Wallingford, Connecticut.

Catawba Nurse Midwives & Associates, Hickory, North Carolina.
Catawba Valley Medical Center, Hickory, North Carolina.
Catholic Charities, Bridgeport, Connecticut.
Catholic Healthcare West, California Hospital Medical Center, Los Angeles, California.
CCOG Women's Health Group, Bristol, Connecticut.
Center for Advanced Reproductive Medicine, Norwalk, Connecticut.
Center for Pediatric Medicine, Danbury, Connecticut.
The Center for Women's Health, Darien, Connecticut.
Center for Women's Health in Connecticut, Waterbury, Connecticut.
Centers for Disease Control – Global AIDS Program, Port of Spain, Trinidad and Tobago.
Central Maine Medical Center, Lewiston, Maine.
Central Maine OB/GYN Group, Lewiston, Maine.
Cereal City Pediatrics, Battle Creek, Michigan.
Charlotte Hungerford Hospital, Torrington, Connecticut.
Charter Oak Terrace/Rice Heights Health Center, Hartford, Connecticut.
Cheshire Medical Center, Keene, New Hampshire.
Child and Family Agency of Southeastern Connecticut, Inc., New London, Connecticut.
Childbirth Center, Englewood, New Jersey.
Child Guidance Center of Mid-Fairfield County, Norwalk, Connecticut.
Child Guidance Center of Southern Connecticut, Stamford, Connecticut.
Children's Aid Society, New York, New York.
Children's Health Care of Atlanta, Inc., Atlanta, Georgia.
Children's Hospital of Alabama, Children's Hospital, Birmingham, Alabama.
Children's Hospital of Boston, Boston, Massachusetts.
Children's Hospital of Philadelphia, Philadelphia, Pennsylvania.
Children's Medical Group, Hamden, Connecticut.
Children's Medical Group, Rocky Hill, Connecticut.
Choate Rosemary Hall – Pratt Health Center, Wallingford, Connecticut.
Church of Scotland Hospital, Tugela Ferry, Kwazulu/Natal, South Africa.
Young Chyun, M.D., Bristol, Connecticut.
Clara Barton Camp for Girls with Diabetes, North Oxford, Massachusetts.
Coastal Digestive Diseases, New London, Connecticut.
Coastal Women's Care, New London, Connecticut.
Columbia Eastside Presbyterian Radiation Therapy, New York, New York.
Columbia Healthcare System of Louisiana, Inc., New Orleans, Louisiana.
Columbus House, Inc., New Haven, Connecticut.
Comfort for Kids, Concord, California.
Community Health Center, Bridgeport, Connecticut.
Community Health Center, Inc., Middletown, Connecticut.

Community Health Network of San Francisco, Department of Health, San Francisco, California.

Community Health Services, Inc. (Hartford), Hartford, Connecticut.

Community House, Inc. Tutorial Program, Brattleboro, Vermont.

Connecticut Association for Human Services, Hartford, Connecticut.

Connecticut Childbirth & Women's Center, Danbury, Connecticut.

Connecticut Children's Medical Center, Hartford, Connecticut.

Connecticut Children's Museum, New Haven, Connecticut.

Connecticut Clinical Nursing Associates, LLC, Bristol, Connecticut.

Connecticut College, New London, Connecticut.

Connecticut Community Care, Inc., Bristol, Connecticut.

Connecticut Counseling Center, Norwalk, Connecticut.

Connecticut Fertility Associates, Norwalk, Connecticut.

Connecticut Gastroenterology, Wethersfield, Connecticut.

Connecticut Gastroenterology Consultants, P.C., New Haven, Connecticut.

Connecticut Heart Group, New Haven, Connecticut.

Connecticut Hospice, Branford, Connecticut.

The Connecticut Hospital Association, Wallingford, Connecticut.

Connecticut Image-Guided Surgery, Milford, Connecticut.

Connecticut Medicaid Managed Care Council, Hartford, Connecticut.

Connecticut Medical Group, New Haven, Connecticut.

Connecticut Medical Group, Woodbridge, Connecticut.

Connecticut Multi-Specialty Group, Hartford, Connecticut.

Connecticut Neuro Care, Wallingford, Connecticut.

Connecticut Nurses' Association/Meriden, Meriden, Connecticut.

Connecticut Visiting Nurse Association, Wallingford, Wallingford, Connecticut.

Consolidated Tribal Health Project, Capella, California.

Correctional Managed Health Care, Farmington, Connecticut.

County OB/GYN Group, Branford, Connecticut.

Creative Stress Management, Middlebury, Connecticut.

Crescent Street OB/GYN, Middletown, Connecticut.

Cyril Ross Nursery, Society of St. Vincent de Paul, Tunapina, Trinidad and Tobago.

Karen Dahlgard, New Haven, Connecticut.

Dana Farber Cancer Institute, Boston, Massachusetts.

Danbury Geriatric Health Center, Danbury, Connecticut.

Danbury Health and Housing Department, Danbury, Connecticut.

Danbury Hospital, Danbury, Connecticut.

Danbury Visiting Nurses Association, Danbury, Connecticut.

Dartmouth-Hitchcock Clinic—Keene, Keene, New Hampshire.

Dartmouth-Hitchcock Clinic—Lebanon, Lebanon, New Hampshire.

Dartmouth-Hitchcock Clinic—Nashua, Nashua, New Hampshire.

Dartmouth-Hitchcock Nurse-Midwifery Service, Lebanon, New Hampshire.

Davita (was Gambro Healthcare), New Haven, Connecticut.

Dennis Huskins, M.D./Norwalk Medical Group, P.C., Norwalk, Connecticut.
Department of Veterans Affairs – Rocky Hill, Rocky Hill, Connecticut.
Department of Veterans Affairs, West Haven, Connecticut.
Department of Veterans Affairs/Veterans Home & Hospital – Rocky Hill, Rocky Hill, Connecticut.
Diabetes Treatment & Training Center, Dr. Etkind, New Haven, Connecticut.
Dimensions Health Care Systems, Cheverly, Maryland.
Downtown Women’s OB-GYN Association, New York, New York.
Michael Doyle, M.D., Norwalk, Connecticut.
Drop-In Center, New Orleans, Louisiana.
Drs. May-Grant Associates, Lancaster, Pennsylvania.
Duncaster, Bloomfield, Connecticut.
Duval County Health Department, Jacksonville, Florida.
Eastern Connecticut Health Network, Manchester, Connecticut.
Eastern Connecticut Hematology & Oncology Associates, Norwich, Connecticut.
East Granby Family Practice, East Granby, Connecticut.
East Hartford Community Health Care, East Hartford, Connecticut.
East Haven Pediatrics, P.C., East Haven, Connecticut.
Eleanor Widernner Dixon Clinic, Ellsworth, Maine.
Elim Park Baptist Home, Cheshire, Connecticut.
Elmwood Medical Group, West Hartford, Connecticut.
El Paso County Department of Health & Environment – Women’s Clinic, Colorado Springs, Colorado.
Endocrine Associates of Connecticut, New Haven, Connecticut.
Endocrinology & Internal Medicine, Inc., North Providence, Rhode Island.
Enfield Gynecology and Obstetrics, Enfield, Connecticut.
Enfield Women’s Health, Enfield, Connecticut.
ENT Associates, Waterbury, Connecticut.
Serle Epstein, M.D., Madison, Connecticut.
Thomas Etkins, M.D. & Jeffrey Hoogstra, M.D., Office, West Haven, Connecticut.
Evercare Connecticut, Hartford, Connecticut.
Fairfield County Allergy, Asthma & Immunology Associates, Norwalk, Connecticut.
Fairfield County Medical Group, Trumbull, Connecticut.
Fairfield County Senior Care, Stratford, Connecticut.
Fairfield Family Physicians, Stratford, Connecticut.
Fairfield University, Fairfield, Connecticut.
Fair Haven Community Health Clinic – School Based Health Clinic, New Haven, Connecticut.
Fallon Clinic – Worcester Medical Center Fallon OB/GYN Department, Worcester, Massachusetts.
Family Care, P.C., Waterbury, Connecticut.
Family Medicine Associates of Stamford, Stamford, Connecticut.
Family Practice & Internal Medicine of Spring Glen, LLC, Hamden, Connecticut.

Family Practice Associates, Meriden, Connecticut.
Federal Corrections Institute, Danbury, Connecticut.
Fenway Community Health, Boston, Massachusetts.
Juan Fica, M.D., Waterbury, Connecticut.
Emily Fine, M.D. & Mary Elizabeth Gillette, M.D., Hamden, Connecticut.
Fletcher Allen Health Care, Burlington, Vermont.
Fletcher Allen Health Center/Midwifery Department, Burlington, Vermont.
Gardner Heights, Shelton, Connecticut.
Gaylord Hospital, Inc., Wallingford, Connecticut.
General Electric Company, Fairfield, Connecticut.
General Practitioners/Branford, Branford, Connecticut.
Generations Family Health Center, Williamantic, Connecticut.
Genesee Region Home Care, Rochester, New York.
George Mark Children's House, San Leandro, California.
Geriatric and Adult Psychiatry, LLC, Hamden, Connecticut.
Glendale Nursing and Rehabilitation Center, Naugatuck, Connecticut.
Greater New Haven OB/GYN Group, P.C., New Haven, Connecticut.
Greater Waterbury Primary Care Center, Prospect, Connecticut.
Greenwich Hospital, Greenwich, Connecticut.
Griffin Hospital, Derby, Connecticut.
Grove Hill Medical Center/OB-GYN, New Britain, Connecticut.
Guilford Internal Medicine, Guilford, Connecticut.
Guilford Pediatrics, Guilford, Connecticut.
Hackensack University Medical Center, Hackensack, New Jersey.
Hall-Brooke Behavioral Health Services, Westport, Connecticut.
Hamden Health Care Center, Hamden, Connecticut.
Hamden Medical Services, P.C., Hamden, Connecticut.
Hancock HomeCare, Blue Hill, Maine.
Harborside Healthcare Arden House, Hamden, Connecticut.
Hartford Board of Education/School Based Health Clinics, Hartford, Connecticut.
Hartford Health Department (City of), Hartford, Connecticut.
Hartford Hospital, Hartford, Connecticut.
Hartford Medical Group, Avon, Connecticut.
Hartford Medical Group, Wethersfield, Connecticut.
Hartford OB/GYN Group, P.C., Hartford, Connecticut.
Haven Health Center of Soundview, West Haven, Connecticut.
Health Care for the Homeless—Houston, Houston, Texas.
Health Center, Sacred Heart University, Fairfield, Connecticut.
HealthWise Medical Associates, LLC, Vernon, Connecticut.
Heart Care, Hamden, Connecticut.
Hebron Family Physician, Hebron, Connecticut.
Helm and Helm, Wallingford, Connecticut.
Charles Hemenway, Jr., M.D., P.C., Fairfield, Connecticut.

Hewitt Memorial, Shelton, Connecticut.
Hill Health Center, New Haven, Connecticut.
Hole in the Wall Gang Camp, Ashford, Connecticut.
Holy Family Birth Center, Westlaco, Texas.
Holyoke Hospital, Holyoke, Massachusetts.
Holyoke Pediatric Associates, Holyoke, Massachusetts.
Holy Rosary Medical Center, Ontario, Canada.
Home Health – Visiting Nurse Services of Southern Maine, Saco, Maine.
Hospice & Palliative Care of Connecticut VNA by Masonicare, Wallingford, Connecticut.
Hospice by the Bay/San Francisco, San Francisco, California.
Hospice of Martha's Vineyard, Oak Bluffs, Massachusetts.
Hospice Partners of the Central Coast, San Luis Obispo, California.
Hospital for Special Care, New Britain, Connecticut.
Hospital Internists of New London, New London, Connecticut.
Hospital Municipal De Jarabacoa Octavia Gautier De Vidal & Centro Medico, Dominican Republic.
HSC Community Services, Inc., Brittany Farms Health Center, New Britain, Connecticut.
Hudson River Health Center, Peekskill, New York.
Hudson Valley River Healthcare, Peekskill, New York.
Human Services Council of Mid-Fairfield/School Based Health Clinic/Norwalk, Norwalk, Connecticut.
Robert N. Hyde, M.D., Derby, Connecticut.
Indian Health Services, Fort Defiance, Arizona.
Inscription House Health Center, Tonalea, Arizona.
Institute for Long Term Care Policy, Meriden, Connecticut.
Instituto Cultural Oaxaca, Centro, Oaxaca, Mexico.
Internal Medicine Associates, P.C., Wallingford, Connecticut.
Internal Medicine of West Haven, LLC, West Haven, Connecticut.
Irvine Medical Group, Inc., Nashville, Tennessee.
ITA Ford Health Team, New York, New York.
Ixmucañe Women's Health Birth Center, Antigua, Guatemala.
Jeffrey Goodman Special Care Clinic/Lambda Medical Group, Los Angeles, California.
Jewish Home for the Elderly, Inc., Fairfield, Connecticut.
John Dempsey Hospital/University of Connecticut Health Center, Farmington, Connecticut.
The John D. Thompson Hospice Institute, Inc., Branford, Connecticut.
Peter Jones, M.D., Willimantic, Connecticut.
Joseph Smith Community Health Center, Allston, Massachusetts.
Joslin Diabetes Center (Harvard Medical School), Boston, Massachusetts.
Kaiser Foundation Health Plan of Connecticut, Inc., Farmington, Connecticut.

Kaiser Permanente, Portland, Oregon.
Kalihi Palama Health Center, Honolulu, Hawaii.
Key Medical Center, Lakebay, Washington.
Kids Station Pediatrics, Manchester, Connecticut.
La Clinica Familiar “Luis Angel Garcia,” Guatemala City, Guatemala.
Lakeland Medical Center, New Orleans, Louisiana.
Lakeview Clinic, Chicago, Illinois.
Landmark Medical Center, Woonsocket, Rhode Island.
Robert Lang, M.D. & Associates, Hamden, Connecticut.
Laurel Gardens of Hamden, Hamden, Connecticut.
Laurel Gardens of Woodbridge, Woodbridge, Connecticut.
Lawrence & Memorial Hospital, New London, Connecticut.
Leeway, Inc., New Haven, Connecticut.
Lewis Levin, Meriden, Connecticut.
Litchfield Internal Medicine, Torrington, Connecticut.
Long Wharf Pediatrics and Adolescent Medicine, LLC, New Haven, Connecticut.
Loomis Chaffee School, Windsor, Connecticut.
The Louis Stokes Cleveland Veteran Administration Medical Center, Cleveland, Ohio.
Mae Tao Clinic, Mae Tak, Thailand.
Magee Women’s Hospital/Department of OB/GYN, 300 Halket Street, Pittsburgh, Pennsylvania.
Maimonides Medical Center, Brooklyn, New York.
Main Street Pediatrics, Monroe, Connecticut.
Radhika Malhotra, M.D., Seymour, Connecticut.
Manchester Hospital, Manchester, Connecticut.
Manchester OB/GYN Associates, Manchester, Connecticut.
Mansfield OB/GYN Associates, P.C., Mansfield, Connecticut.
Maricopa County, Phoenix, Arizona.
Mark Children’s House, San Leandro, California.
Martha Eliot Health Center, Jamaica Plain, Massachusetts.
Mary Hitchcock Memorial Hospital, Lebanon, New Hampshire.
Mary Wade Home, Incorporated, New Haven, Connecticut.
Mashantucket Pequot Tribal Health Department, Mashantucket, Connecticut.
Masonic Geriatric Healthcare Center, Wallingford, Connecticut.
Massachusetts General Hospital, Boston, Massachusetts.
Maternal Fetal Care, Stamford, Connecticut.
Office of Edward J. McDermott, M.D., New London, Connecticut.
Medical Associates of North Haven, North Haven, Connecticut.
Medical Oncology & Hematology, P.C., Woodbridge, Connecticut.
Medical Oncology-Hematology Inc., Stamford, Connecticut.
Medical Specialists of Fairfield, Fairfield, Connecticut.
Med Now, P.C., Stratford, Connecticut.
MedOptions, Inc., Avon, Connecticut.

Medstar-Georgetown Medical Center, Inc., Georgetown University, Washington, D.C.
Memorial Home Health, Las Cruces, New Mexico.
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.
Midcentral Health/Department of Nursing & Midwifery, Palmerston North, New
Zealand.
Middlesex Hospital, Middletown, Connecticut.
Midstate Behavioral Health System, Meriden, Connecticut.
MidState Medical Center, Meriden, Connecticut.
Midstate VNA and Hospice, Meriden, Connecticut.
The Midwife Center for Birth and Women's Health, Pittsburgh, Pennsylvania.
Midwifery Care of Holyoke, Holyoke, Massachusetts.
The Midwives, Marshfield Clinic, Eau Claire, Wisconsin.
The Midwives at Mt. Auburn (formerly Womencare and Mt. Auburn Midwifery),
Cambridge, Massachusetts.
Milford Hospital, Milford, Connecticut.
Milford Pediatric Group, P.C., Milford, Connecticut.
Ministerio de Salud–Centro de Salud, Esteli, Esteli, Nicaragua.
Miracles Child Care Program, Bridgeport, Connecticut.
Montauk GYN, New London, Connecticut.
Montefiore Family Health Center, Bronx, New York.
Montefiore Medical Center/School Health Program, Bronx, New York.
Lonnie Morris, CNM, Englewood, New Hampshire.
Mount Carmel Internal Medicine, Cheshire, Connecticut.
Mount Carmel Medical Associates, Hamden, Connecticut.
Mount Sinai Hospital/Hartford, Hartford, Connecticut.
Mount Sinai Hospital, New York, New York.
Mt. Auburn Hospital, Cambridge, Massachusetts.
Mt. Moriah Medical Center, LLC, New London, Connecticut.
Natchaug Hospital, Inc., Mansfield, Connecticut.
Naugatuck Valley OB/GYN, Waterbury, Connecticut.
Navajo Area Indian Health Services, Shiprock, New Mexico.
Navajo Medical Center, Shiprock, New Mexico.
Naval Ambulatory Care Center, Groton, Connecticut.
New Eden Care Center, Topeka, Indiana.
New Haven Health Department/New Haven Board of Education, New Haven,
Connecticut.
New Haven Public Schools, New Haven, Connecticut.
New Haven Public Schools–Polly McCabe, New Haven, Connecticut.
Newington Internal Medicine Primary Care, LLC, Newington, Connecticut.
New Life Plus, P.C., Cheshire, Connecticut.

New London Cancer Center, New London, Connecticut.
Newport Hospital, Newport, Rhode Island.
New York City Health and Hospitals Corporation, New York, New York.
New York-Presbyterian Hospital, New York, New York.
North Andover Pediatric Associates, North Andover, Massachusetts.
North Broward Hospital, Deerfield Beach, Florida.
North Central Bronx Hospital, Bronx, New York.
Northeastern Vermont Regional Hospital, St. Johnsbury, Vermont.
Northeast Hospital Corporation, Beverly, Massachusetts.
North Stonington Medical Walk-In Center, P.C., North Stonington, Connecticut.
Northwestern Hematology & Oncology Associates, Torrington, Connecticut.
Norwalk Community Health Center, Norwalk, Connecticut.
Norwalk Economic Opportunity Now, Inc., Norwalk, Connecticut.
Norwalk High School System, Norwalk, Connecticut.
Norwalk Hospital Nurse-Midwifery Service, Norwalk, Connecticut.
Norwalk Medical Group, P.C., Norwalk, Connecticut.
Norwich OB/GYN Group, Norwich, Connecticut.
Norwich Pediatric Group (Kara Willette, A.P.R.N.), Colchester, Connecticut.
NP Care, Shelton, Connecticut.
Nurse-Midwife Services/Montrose Memorial Hospital, Montrose, Colorado.
Nurse Practitioner Resources, Inc., Oxford, Connecticut.
Nursing & Home Care, Inc., Wilton, Connecticut.
NYU Hospitals Center, New York, New York.
OB/GYN and Infertility Group, P.C., New Haven, Connecticut.
OB/GYN Associates, Incorporated, Hope Valley and Newport, Rhode Island.
OB/GYN Group of Manchester, P.C., Manchester, Connecticut.
OB/GYN of Fairfield County, Fairfield, Connecticut.
OB/GYN Services, P.C./Norwich, Norwich, Connecticut.
Obstetrics and Gynecology Associates of the Eastern Shore of Virginia, Franktown, Virginia.
Obstetrics, Midwifery and Gynecology, Cheshire, Connecticut.
Odessa Brown Children's Community Center, Seattle, Washington.
On-Lok Senior Health Services, San Francisco, California.
Open Door McKinleyville Community Health Center, McKinleyville, California.
Oregon Health Science University, Portland, Oregon.
Park City Primary Care Center, Bridgeport, Connecticut.
David S. Parnas, M.D., Norwalk, Connecticut.
Partners in OB/GYN, Woonsocket, Rhode Island.
Partners in Women's Health Care/Ansonia, Ansonia, Connecticut.
Pascack Valley Hospital, Westwood, New Jersey.
Bruce Patterson, A.P.R.N., Oakdale, Connecticut.
Pediatric and Adolescent Medicine of Cheshire, Cheshire, Connecticut.
Pediatric and Adolescent Medicine of Meriden & Wallingford, Meriden, Connecticut.

Pediatric and Adolescent Medicine of Orange, Orange, Connecticut.
Pediatric and Medical Associates, P.C., New Haven, Connecticut.
Pediatric Associates, New York, New York.
Pediatric Associates of Connecticut/Waterbury, Waterbury, Connecticut.
Pediatric Health Care Associates/Trumbull, Trumbull, Connecticut.
Pediatric Hematology/Oncology Association, Guilford, Connecticut.
Pediatric Plus, North Haven, Connecticut.
Pendleton Memorial Methodist, New Orleans, Louisiana.
Permanent Commission of the Status of Women/Connecticut, Hartford, Connecticut.
Edward Pesanti, M.D., Farmington, Connecticut.
Phoenix Internal Medicine Associates, Watertown, Connecticut.
Pine Ridge, Bridgeport, Connecticut.
Pine Ridge Hospital/Women's Health, Pine Ridge, South Dakota.
Pioneer Valley Pediatrics, Longmeadow, Maryland.
Pitney Bowes, Inc., Stamford, Connecticut.
Planned Parenthood, Albany, New York.
Planned Parenthood, Providence, Rhode Island.
Planned Parenthood, Springfield, Massachusetts.
Planned Parenthood of Connecticut, Inc., New Haven, Connecticut.
Planned Parenthood of the Columbia/Willamette, Portland, Oregon.
Planned Parenthood of the Rocky Mountains, Denver, Colorado.
Pleasant Lake Medical Offices, Harwich, Massachusetts.
Post Traumatic Stress Center, New Haven, Connecticut.
Practitioners of Primary Care, Inc./Skin Medicine & Cosmetic Surgery Centers,
Norwich, Connecticut.
Preferred Care Walk In Medical Center, Middletown, Connecticut.
Pregnancy Resouce Center, Santa Cruz, California.
Primary Care for Women, LLC, Old Lyme, Connecticut.
Primary Health Care, LLC, Glastonbury, Connecticut.
Prime Health Care, East Hartford, Connecticut.
Prime Healthcare, Hartford, Connecticut.
PriMed, Bridgeport, Connecticut.
PriMed, Stratford, Connecticut.
PriMed, Trumbull, Connecticut.
Priority Care, Inc., Stratford, Connecticut.
ProHealth Physicians, Avon, Connecticut.
ProHealth Physicians, Enfield, Connecticut.
ProHealth Physicians, North Haven, Connecticut.
ProHealth Physicians, West Hartford, Connecticut.
ProHealth Physicians Sparrow Commons Family Practice, Colchester, Connecticut.
ProHealth Physicians–University of Hartford Health Services, West Hartford,
Connecticut.
Prospect Family Medicine, Prospect, Connecticut.

Providence Community Health Centers, Incorporated, Providence, Rhode Island.
Pyramid Primary Care Physicians, Wallingford, Connecticut.
Quinnipiack Valley Health District, North Haven, Connecticut.
Quinnipiac University, Hamden, Connecticut.
Ramathibodi Hospital, Bangkok, Thailand.
R.E.A.L. Health, P.C., North Branford, Connecticut.
Redwood City Youth Health Center, Redwood City, California.
The Regents of the University of California, San Diego, California.
Regions Hospital, Saint Paul, Minnesota.
The Rehabilitation Hospital of Connecticut, Hartford, Connecticut.
Rhode Island Hospital, Providence, Rhode Island.
Riverside Health & Rehabilitation, East Hartford, Connecticut.
Roaring Brook Family Practice, Avon, Connecticut.
Rockville Hospital, Rockville, Connecticut.
Rushford Center, Inc., Middletown, Connecticut.
Ryan White Program – Valley Mental Health Center, Ansonia, Connecticut.
Michael Ryskin, M.D., P.C., Ansonia, Connecticut.
Sacred Heart University, Fairfield, Connecticut.
Saint Francis Hospital, New York, Poughkeepsie, New York.
Saint Francis Hospital & Medical Center/Burgdorf/Fleet Health Center, Hartford, Connecticut.
Saint Francis Hospital & Medical Center/Hartford, Hartford, Connecticut.
Saint Francis Nurse-Midwifery Practice/Hartford, Hartford, Connecticut.
Saint Joseph's Family Life Center, Stamford, Connecticut.
Saint Joseph's Hospital, Providence, Rhode Island.
Saint Mary's Hospital, Waterbury, Connecticut.
Saint Raphael, Hospital of, New Haven, Connecticut.
Salem Women's Clinic, Salem, Oregon.
Santa Cruz Westside Clinic, Santa Cruz, California.
Sharon Hospital, Sharon, Connecticut.
Sharon OB/GYN, Sharon, Connecticut.
Shelton Lakes Residence and Health Care Center, Shelton, Connecticut.
Robert Shoen, M.D., New Haven, Connecticut.
Shoreline OB/GYN, New London, Connecticut.
Shore Memorial Hospital, Nassawadox, Virginia.
Silver Hill Hospital, New Cannan, Connecticut.
Dr. Jeffrey Simpson, New London, Connecticut.
Skin Medicine & Cosmetic Surgery Center, Inc., Warwick, Rhode Island.
Christina Smillie, M.D., Stratford, Connecticut.
Linda Sosman, Oak Park, Illinois.
Sound Medical Associates, P.C., Groton, Connecticut.
Sound Seniors Geriatrics, LLC, Salem, Connecticut.
South Bronx Health Center for Family and Children, Bronx, New York.

Southern New Hampshire Medical Center, Nashua, New Hampshire.
South Shore Hospital, South Weymouth, Massachusetts.
Southside Community Clinic, Minneapolis, Minnesota.
Southwest Community Health Center, Inc., Bridgeport, Connecticut.
Specialists in Women's Health Care, Waterbury, Connecticut.
Sydney Spiesel, M.D., Pediatrics & Adolescent Medicine, Woodbridge, Connecticut.
Spooner House, Derby, Connecticut.
St. Angela's College, Lough Gill, Sligo, Ireland.
St. Christopher's Hospice, London, England.
St. Jude Children's Research Hospital, Memphis, Tennessee.
St. Luke's Hospital, San Francisco, California.
St. Luke's Hospital Women's Health Clinic, San Francisco, California.
St. Peter's Healthcare Services, Albany, New York.
St. Vincent Medical Center, Bridgeport, Connecticut.
Stamford Community Health Center, Stamford, Connecticut.
Stamford Corporate Health Services, Stamford, Connecticut.
Stamford Hospital, Stamford, Connecticut.
State of Connecticut Mental Health & Addiction Services, Hartford, Connecticut.
State University of New York (Stony Brook Univ. Hospital), Stony Brook, New York.
Staywell Health Center/Waterbury, Waterbury, Connecticut.
Staywell Pediatrics, West Haven, Connecticut.
Jerzy Stocki, M.D. (North Stonington Medical Center), North Stonington, Connecticut.
Stonington Institute, North Stonington, Connecticut.
Stratford Health Department, Stratford, Connecticut.
Student Health Services of Stamford, Stamford, Connecticut.
Cathy Swain-Jones, M.D., New Orleans, Louisiana.
Takoma Women's Health Center, Takoma Park, Maryland.
Taylor's Tots Daycare, Bridgeport, Connecticut.
Temple Cardiac Rehab, New Haven, Connecticut.
Texas Children's Hospital/Integrated Delivery System, Houston, Texas.
Thames Gynecologic Group, P.C., New London, Connecticut.
Thameside OB/GYN, Groton, Connecticut.
Thundermist Health Associates, Woonsocket, Rhode Island.
Tokyo Women's Medical University, Tokyo, Japan.
Tollgate OB/GYN Associates, Warwick, Rhode Island.
Torrington-Winsted Pediatric Associates, P.C., Torrington, Connecticut.
Tri-County Health Services of Western Maine Community Action, Farmington, Maine.
Trinidad & Tobago Association of Midwives, La Puerta, Diego Martin.
Trinity College Health Center, Hartford, Connecticut.
Trinity Hill Health Care Center, Hartford, Connecticut.
Tuba City Regional Health Care Corporation, Tuba City, Arizona.

Tucson Medical Center, Tucson, Arizona.
Tutor Time, Norwalk & Tutor Time, Milford, Norwalk, Connecticut.
United Community & Family Services, Inc., Norwich, Connecticut.
United VNA, Trumbull, Connecticut.
Unity Health Care, Washington, D.C.
University of California, La Jolla, California.
University of California, Los Angeles (UCLA), Los Angeles, California.
University of Connecticut Health Center, Correctional Managed Health Care,
Farmington, Connecticut.
University of Connecticut Health Center/UMG Agency, Farmington, Connecticut.
University of Massachusetts, Worcester, Massachusetts.
University of Michigan Health Systems, Ann Arbor, Michigan.
University of Mississippi Medical Center, Jackson, Mississippi.
University of New Haven, West Haven, Connecticut.
University of New Mexico Hospital/Midwifery Assoc., Albuquerque, New Mexico.
University Physicians, Inc., Tucson, Arizona.
The Urology Center, New Haven, Connecticut.
Utopia Assisted Living Service, Inc., East Haven, Connecticut.
UW Health Nurse-Midwifery Service, Madison, Wisconsin.
VA Boston Healthcare System, Brockton, Massachusetts.
Elmer Valin, M.D., New Haven, Connecticut.
Valley Medical Associates, P.C., Derby, Connecticut.
Vernon J. Harris Health Center, Richmond, Virginia.
The Village for Families & Children, Inc., Hartford, Connecticut.
Vineyard Nursing Association, Oak Bluffs, Massachusetts.
Virginia Garcia Migrant Health Clinic, Cornelius, Oregon.
Visiting Nurse and Home Care NW/Litchfield, Litchfield, Connecticut.
Visiting Nurse & Hospice Care Services of Northern Carroll County, North Conway,
New Hampshire.
Visiting Nurse Association/Community Health Care, Inc./Guilford, Guilford,
Connecticut.
Visiting Nurse Association Health Care and Affiliates, Inc./Waterbury, Waterbury,
Connecticut.
Visiting Nurse Association of Central Connecticut/New Britain, New Britain,
Connecticut.
Visiting Nurse Association of South Central Connecticut/New Haven, Milford,
Derby, New Haven, Connecticut.
Visiting Nurse Service of New York, New York, New York.
Visiting Nurse Services, Saco, Maine.
Visiting Nurse Services of Connecticut/Bridgeport, Bridgeport, Colorado.
VNA Health Care, Inc., Hartford, Connecticut.
VNA of Santa Cruz County, Santa Cruz, California.
VNA Services, Inc., Hamden, Connecticut.

Washington County Health System, Inc., Hagerstown, Maryland.
Waterbury Hospital, Waterbury, Connecticut.
Kalman L. Watsky, M.D., New Haven, Connecticut.
Waveny Health Care Center, New Canaan, Connecticut.
Wesleyan University Student Health Center, Middletown, Connecticut.
Westchester County Health Care Corporation, Hawthorne, New York.
Westchester Medical Center, Hawthorne, New York.
Westerly Hospital, Westerly, Rhode Island.
West Haven Child Development Center, West Haven, Connecticut.
West Haven Veterans Hospital, West Haven, Connecticut.
Westside Medical Group, P.C., Waterbury, Connecticut.
Whitman-Walker Clinic, Inc., Washington, D.C.
Wildwood Pediatrics, Essex, Connecticut.
The William & Sally Tandet Center for Continuing Care, Stamford, Connecticut.
William Backus Hospital, Norwich, Connecticut.
William F. Ryan Community Health Center, New York, New York.
Windham Hospital, Willimantic, Connecticut.
Windham Medical Group, P.C., Willimantic, Connecticut.
Winslow Indian Health Center, Winslow, Arizona.
Womancare Midwife Center, New Orleans, Louisiana.
Women and Infants Hospital, Providence, Rhode Island.
Women Care, Arlington, Massachusetts.
Women's Care, Pawtucket, Rhode Island.
Women's Care, Incorporated, Providence, Rhode Island.
The Women's Center at Copley, Morrisville, Vermont.
Women's Health & Midwifery, Derby, Connecticut.
Women's Health and Wellness Center, Cheshire, Connecticut.
Women's Health Associates, North Branford, Connecticut.
Women's Health Associates, Westfield, Massachusetts.
Women's Health Care of New England, Norwalk, Connecticut.
Women's Health Care of Trumbull, Trumbull, Connecticut.
Women's Health Clinic – Bristol Hospital, Bristol, Connecticut.
Women's Health Group, LLC, Hartford, Connecticut.
Women's Health PLLC, Adrian, Michigan.
Wuesthoff Health Systems, Inc., Rockledge, Florida.
Yale-New Haven Hospital, New Haven, Connecticut.
Yale University, New Haven, Connecticut.

University Resources

INTERNATIONAL ACTIVITIES AND INTERNATIONAL REPRESENTATION

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

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

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

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

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

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

A Global University

In celebrating the Yale Tercentennial in 2001, President Richard C. Levin gave special weight to “Yale's intention to become a truly global institution” by building on existing relationships and international activity. Since that time, the University has made great strides to intensify and broaden its efforts in the international arena. Exchanges of students, faculty, researchers, and fellows have grown significantly. Programs of study and

research across the University increasingly incorporate international subject matter. To enhance all its initiatives in this direction, the administration has created a number of organizations and other specialized resources.

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

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

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

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

Office of International Students and Scholars (OISS); www.oiss.yale.edu. See the description on pages 132–33.

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

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

LIBRARIES

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

The Medical Library supports the Yale-New Haven Medical Center, Yale University, as well as nursing and health professions in the community. The Medical Library is staffed by forty people (ten professional librarians and thirty clerical/technical people), who provide services such as acquiring and organizing collections, guiding users, lending or photocopying materials, and obtaining from other libraries those items that the Library does not own. The Library also offers library instruction and specialized seminars, and access to online databases by the reader and through mediated searches.

The collections covering nursing, clinical medicine and its specialties, the preclinical sciences, public health, and related fields are among the country's largest in a medical center, numbering more than 380,000 volumes. About 90,000 or more are source mate-

rials or supporting works in the historical collections, including more than 315 incunabula. More than 6,800 current biomedical journals are received electronically, in addition to over 3,000 electronic biomedical books. The collections also include more than fifty manuscript volumes of the twelfth through sixteenth century, prints and drawings, painting, 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.

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 more than 11 million volumes are available to all members of the University.

GENERAL RESOURCES

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar* (YB&C), a newspaper printed weekly during the academic year, and the *Yale Calendar of Events*, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The YB&C, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opa/yb&c.

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

The Yale University Art Gallery is known worldwide for its collections of American art, the Jarves Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century European and American art, and most recently the Charles B. Benenson Collection of African art. The Gallery is celebrating the fiftieth anniversary of the opening of the Louis I. Kahn building with a complete renovation, reopening in late 2006. Gallery programming remains active, with permanent and collection exhibitions in the Egerton Swartwout building.

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

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

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music

features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

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

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 church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, and the Muslim Student Association. Additional information is available at www.yale.edu/chaplain.

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

The David S. Ingalls Rink, the Sailing Center in Branford, the Yale Outdoor Education Center (East Lyme, Connecticut), the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale are open to faculty, students, employees, students' spouses, and guests of the University at established fees. Up-to-date information on hours and fees at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (<http://yalebulldogs.collegesports.com>) for more information concerning any of these recreational facilities and programs.

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

open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at <http://yalebulldogs.collegesports.com> (click on Sports Rec, then on Outdoor Education).

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

COURSES IN YALE COLLEGE

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

COURSES IN YALE UNIVERSITY GRADUATE AND PROFESSIONAL SCHOOLS

Students in the School of Nursing may elect courses offered by the various departments of the Graduate School and other professional schools of the University. In the past, students have elected courses from the Medical School 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, in which course offerings are listed and described, to seek content that may be relevant to their individual educational goals. Subject to the approval of the student's adviser, the instructor of the course, and the departmental director of graduate studies, the elected course must be listed on the student's School of Nursing course schedule within the prescribed period for course registration. Students should also check with the registrar of the individual school in which the course is elected for registration procedures specific to that school.

Candidates for Degree of Master of Science in Nursing, 2007

Diane E. Acosta, B.A., Smith College. Women's Health Nurse Practitioner.
Mary E. Andaloro, B.A., Wellesley College. Pediatric Nurse Practitioner.
Molly A. Anderson, B.A. Dartmouth College. Psychiatric–Mental Health Nurse
Practitioner (Adult).
Lianna Ansryan, B.S.N., University of Southern California. Acute Care Nurse
Practitioner.
Maria Avellino, B.A., Barnard College. Nurse-Midwifery.
Alicia M. Baird, B.S., Cornell University. Psychiatric–Mental Health Nurse
Practitioner (Adult).
Martha Beebe, B.A., Colby College. Pediatric Nurse Practitioner.
Suzanna M. Bess, B.A., Westmont College; M.A., Mills College. Nurse-Midwifery.
Jennifer S. Birch, B.A., University of Minnesota [Twin Cities]; M.A., University of
Massachusetts [Boston]. Psychiatric–Mental Health Nurse Practitioner (Adult).
Emily S. Bisson, B.A., Bates College. Pediatric Nurse Practitioner.
Abigail L. Brown, B.A., Smith College. Nurse-Midwifery.
Tecia A. Cabanes, B.A., University of California [Los Angeles]. Pediatric Nurse
Practitioner.
Jennifer M. Clark, B.A., Middlebury College. Psychiatric–Mental Health Nurse
Practitioner (Primary Care).
Nancy J. Cocchiarella, B.A., College of the Holy Cross. Women's Health Nurse
Practitioner.
Jennifer E. Collins, B.S., Providence College. Oncology Nurse Practitioner.
Jesse L. Condon, B.S., Winona State University. Oncology Clinical Nurse Specialist.
Meghan A. Connolly, B.S., Boston College. Acute Care Nurse Practitioner.
Jennifer Darcy, B.S., Providence College. Pediatric Nurse Practitioner.
Jessica Elizabeth Densmore, B.A., Smith College. Nurse-Midwifery.
Jessica L. Dugre, B.S., Elon College. Pediatric Nurse Practitioner.
Kristel Dumas, B.S., University of California [Los Angeles]. Women's Health Nurse
Practitioner.
Sasha Lee Durso, B.A., Southern Connecticut State University. Psychiatric–Mental
Health Nurse Practitioner (Child).
Lauren A. Dutton, B.A., Smith College. Nurse-Midwifery.
Vivian E. Dzata, B.S., Northwestern University. Pediatric Nurse Practitioner.
Ann Hemenway Eddinger, B.A., Bates College. Family Nurse Practitioner.
Kelly J. Faltus, B.A., Catholic University of America. Oncology Clinical Nurse
Specialist.
Tracey J. Fender, B.S., Appalachian State University. Pediatric Nurse Practitioner.
Maura C. Fischer, B.S., University of Massachusetts [Amherst]. Psychiatric–Mental
Health Nurse Practitioner (Adult).



- Lynn K. Folan, B.S., Providence College. Acute Care Nurse Practitioner.
Melissa K. Glenn, B.A., University of Colorado [Boulder]. Nurse-Midwifery.
Amy Lauren Glick, B.A., Pennsylvania State University. Adult and Gerontological Nurse Practitioner.
Rachel Gollnick, B.A., Assumption College. Family Nurse Practitioner.
Nicole A. Hammann-Mikhak, B.S., Fashion Institute of Technology. Gerontological Nurse Practitioner.
Natasha Harris, B.A., Wesleyan University; M.F.A., Emerson College. Psychiatric–Mental Health Nurse Practitioner (Child).
Patrice Lanae Harrison, B.S.N., Boston College. Family Nurse Practitioner.
Monika Haugstetter, B.A., San Diego National University; M.A., Quinnipiac University. Acute Care Nurse Practitioner.
Cathryn J. Imperato, B.A., B.S., University of California [San Diego]. Women’s Health Nurse Practitioner.
Stacy Johnson, B.A., Point Loma Nazarene College. Acute Care Nurse Practitioner.
Julia T. Jonathan, B.S.N., Pace University. Adult Nurse Practitioner.
Laura K. Kelley, B.S.N., University of Arizona. Pediatric Nurse Practitioner.
Avery Imara Kennedy, B.S., Portland State University. Psychiatric–Mental Health Nursing (Adult).
Maraya Kennedy-Friedman, B.S., Oregon State University. Nurse-Midwifery.

Diane Hee Ji Kim, B.A., Rutgers University; M.P.H., University of Hawaii. Family Nurse Practitioner.

Amber Klein, B.A., University of Nebraska [Lincoln]. Gerontological Nurse Practitioner.

Megan L. Kuzmich, B.S., United States Air Force Academy. Women's Health Nurse Practitioner.

Joy Lynne Lackey, B.S., California State University [Chico]. Nurse-Midwifery.

Jennifer C. Lam, B.S., Columbia University. Adult and Gerontological Nurse Practitioner.

Rebecca E. Lau, B.S., University of California [Davis]. Pediatric Nurse Practitioner.

Sarah E. Long, B.S., Providence College. Family Nurse Practitioner.

Patricia G. Lopez, B.A., B.S., University of California [San Diego]. Pediatric Nurse Practitioner.

Julie Lundman, B.A., Bates College; M.A.T., Johns Hopkins University. Nurse-Midwifery.

Kathryn Teitsworth Maloney, B.S., Houghton College. Acute Care Nurse Practitioner.

Traci Marando, B.S., St. Joseph College. Psychiatric–Mental Health Nurse Practitioner (Adult).

Kimberly D. Mathews, B.A., Evergreen State College. Adult Nurse Practitioner.

Laura M. McDonald, B.A., Haverford College. Family Nurse Practitioner.

Margaret K. McGarrity, B.A., College of the Holy Cross. Adult and Gerontological Nurse Practitioner.

Roberto Mejias, B.A., M.F.A., City College of New York. Pediatric Nurse Practitioner.

Sami L. Merit, B.A., Smith College. Acute Care Nurse Practitioner.

Lisa Mongeon, B.A., San Francisco State University. Acute Care Nurse Practitioner.

Leah J. Nero, B.A., Union College. Family Nurse Practitioner.

Anastasia Okoniewski, B.S.N., University of New Hampshire. Psychiatric–Mental Health Nurse Practitioner (Child).

Esther Opoku, B.A., Kwame Nkrumah University of Science & Technology. Cardiovascular Clinical Nurse Specialist.

Irene Park, B.S., Columbia University. Adult Nurse Practitioner.

Erica F. Reeves, B.S., Florida State University. Psychiatric–Mental Health Nurse Practitioner (Child).

Kathleen Schaub Rinkes, B.S.N., Central Connecticut State University. Cardiovascular Clinical Nurse Specialist.

Devon E. Roberts, B.A., Vassar College. Psychiatric–Mental Health Nurse Practitioner (Primary Care).

Susan Louise Romano, B.A., Barnard College. Pediatric Nurse Practitioner.

Erin Nicole Ruppe, B.A., University of Pennsylvania; M.P.H., George Washington University. Women's Health Nurse Practitioner.

Resa A. Schell, B.S., Seattle University. Women's Health Nurse Practitioner.

Emily A. Schlechte, B.A., Tufts University. Pediatric Nurse Practitioner.

Jennifer Kelsch Scholl, B.S.N., Truman State University. Pediatric Nurse Practitioner.

Julie V. Schonbeck, B.S., Boston College. Pediatric Nurse Practitioner.
Benjamin S. Schultze, B.S., University of Minnesota [Duluth]; M.A., University of Vermont. Acute Care Nurse Practitioner.
Suzanne M. Sennett, B.A., University of Massachusetts [Amherst]. Nurse-Midwifery.
Margaret M. Sheahan, B.A., University of Illinois [Chicago]; M.P.H., Tulane University. Nurse-Midwifery.
Kerry R. Stephenson, B.S., Skidmore College. Pediatric Nurse Practitioner.
Sandra Sterling, B.A., Duke University. Pediatric Nurse Practitioner.
Kayao Tam, B.S., Northeastern University. Oncology Nurse Practitioner.
Melissa R. Tan, B.S., University of San Diego. Family Nurse Practitioner.
Rebecca Mane Van De Water, B.A., Mt. Holyoke College. Nurse-Midwifery.
Maia B. Weed, B.S., University of Utah. Oncology Nurse Practitioner.
Sarah R. White, B.A., B.S., University of San Diego. Family Nurse Practitioner.
Michele L. Wilkoff, B.A., University of California [Santa Cruz]; M.A., San Diego State University. Women's Health Nurse Practitioner.
Guiling Yang, B.S., Beijing Medical University. Women's Health Nurse Practitioner.
Ines M. Zemaitis, B.S., University of Connecticut. Adult Nurse Practitioner.

Candidates for Post Master's Certificate in Nursing, 2007

Alison Jennifer Wittenberg, M.S.N., Yale University. Psychiatric–Mental Health Nurse Practitioner.
A. Joseph Wright, M.S.N., Yale University. Gerontological Nurse Practitioner.
Mary Zorzanello, M.S.N., University of Pennsylvania. Adult Nurse Practitioner.

Candidates for Degree of Doctor of Nursing Science, 2007

Jane Elizabeth Clark, B.S., Trinity College; M.S.N., Yale University.
Maryanne Loetterle Davidson, B.S.N., College of Mount St. Vincent; M.S.N., Yale University.
Teresa Deshefy-Longhi, B.S.N., Boston College; M.S., University of Connecticut.
Janet Ann Parkosewich, B.S., Southern Connecticut State University; M.S.N., Yale University.

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

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

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

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

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