

School of Nursing

2009–2010



BULLETIN OF YALE UNIVERSITY

Series 105 Number 15 September 5, 2009

BULLETIN OF YALE UNIVERSITY *Series 105 Number 15 September 5, 2009* (USPS 078-500) is published seventeen times a year (one time in May, June, and November; three times in September; four times in July; seven times in August) by Yale University, 175 Whitney Avenue, New Haven CT 06511. Periodicals postage paid at New Haven, Connecticut.

Postmaster: Send address changes to Bulletin of Yale University,
PO Box 208227, New Haven CT 06520-8227

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

The closing date for material in this bulletin was August 12, 2009.
The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

©2009 by Yale University. All rights reserved. The material in this bulletin may not be reproduced, in whole or in part, in any form, whether in print or electronic media, without written permission from Yale University.

Inquiries

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

School of Nursing

2009–2010

BULLETIN OF YALE UNIVERSITY

Series 105 Number 15 September 5, 2009

Contents

A Message from the Dean	5
Calendar	6
The President and Fellows of Yale University	8
The Officers of Yale University	9
School of Nursing Administration and Faculty	10
Yale School of Nursing	44
History	44
Mission	45
Philosophy	46
Organizational Framework	46
Master's-Level Outcomes	49
Scholarly Affairs	50
Centers	51
Clinical and Community Affairs	53
Academic Programs	54
Master's Program	55
Aims and Assumptions	55
Requirements for the Degree	55
General Enrollment Information	55
Admission Requirements and Application Procedures for the Master's Program	56
Equal Opportunity Statement	58
Campus Crime Reporting	59
Core Performance Standards for Admission and Progression	59
Personal Conduct Policy	60
Student Grievances	61
Withdrawal and Leave of Absence	61
Grading System	61
Curriculum	62
Graduate Entry Prespecialty in Nursing	62
Clinical Specialties	63
Adult Advanced Practice Nursing Specialty	
Family, Adult/Gerontological, and Women's Health Primary Care Specialty	
Nurse-Midwifery Specialty	
Nursing Management, Policy, and Leadership Specialty	
Pediatric Nurse Practitioner Specialty	
Psychiatric–Mental Health Nursing Specialty	
Concentrations	74
Diabetes Care Concentration	
Post Master's Certificates	74
Admission Requirements and Application Procedures	
Acute Care Nurse Practitioner	
Adult Nurse Practitioner	
Gerontological Nurse Practitioner	

Oncology Nurse Practitioner	
Pediatric Nurse Practitioner	
Psychiatric–Mental Health	
Joint Degrees	77
Joint Degree in Nursing and Divinity	
Joint Degree in Nursing and Public Health	
Doctor of Philosophy Program	79
Aims and Assumptions	79
Fields of Study	79
Admission Requirements	79
Special Requirements for the Ph.D. Degree	79
Master’s Degree	80
Courses	81
Predoctoral and Postdoctoral Research Training Program in Self- and Family Management	82
Additional Postdoctoral Training Opportunities	83
School of Nursing Electives for Matriculated and Nonmatriculated Students	84
Course Listings	87
General Information	117
Tuition, Special Fees, and Costs	117
Student Accounts and Bills	117
Financial Aid for the Master’s Program	119
Financial Support and Visa Process for International Students	120
Refund and Rebate	121
Housing	122
Dining Services	123
Health Services	123
Resource Office on Disabilities	127
The Student Government Organization	128
Awards	128
Office of International Students and Scholars	129
International Center for Yale Students and Scholars	130
Clinical Resources	131
University Resources	142
Distribution of Graduates	148
School of Nursing Alumnae/i Association	149
The Work of Yale University	150
Index of Courses	152
Central Campus Map	156
Medical Center Map	158

A Message from the Dean

We live in challenging times – economic crisis, rampant chronic disease, emerging infections – but there is one constant. 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, and leaders in management and policy. The Ph.D. program prepares nurse scientists to conduct clinical research to add to the evidence base for nursing practice and to serve as the next generation of faculty. The postdoctoral training program builds on doctoral study to help nurse scientists move toward independent academic and research careers.

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

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

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

Calendar

FALL 2009

Aug. 24–26	M–W	Orientation for new students Graduate School new student orientation
Aug. 24	M	(Ph.D. students only)
Sept. 1	T	Orientation day for first-specialty-year students
Sept. 2	W	Fall term begins, 8 a.m.
Sept. 4	F	Deadline for graduating Ph.D. students to defend their dissertation for December graduation
Sept. 7	M	No classes, Labor Day
Sept. 16	W	Course registration deadline, 5 p.m.
Sept. 30	W	Deadline for Ph.D. dissertations to be considered by the Degree Committees for award of degree in December Final day to file petitions for Ph.D. degrees to be awarded in December
Oct. 19	M	Deadline for graduating master’s students to have their prospectus approved by their praxis adviser
Nov. 25	W	Thanksgiving recess begins, 5 p.m.
Nov. 30	M	Thanksgiving recess ends, 8 a.m.
Dec. 11	F	YSN and Graduate School classes end, 5 p.m.
Dec. 14	M	Final exam week begins, 8 a.m.
Dec. 18	F	Holiday recess for all students begins, 5:20 p.m.

SPRING 2010

Jan. 11	M	Spring term begins, 8 a.m. (all students)
Jan. 18	M	No classes, Martin Luther King, Jr. Day
Jan. 26	T	Course registration deadline, 5 p.m.
Feb. 12	F	Deadline for graduating Ph.D. students to defend their dissertation for May graduation
Mar. 5	F	Spring recess for all students begins, 5 p.m.
Mar. 15	M	Deadline for Ph.D. dissertations to be considered by the Degree Committees for award of degree in May Final day to file petitions for Ph.D. degrees to be awarded in May
Mar. 22	M	Spring recess ends, 8 a.m.
Mar. 26	F	Deadline for graduating master’s students to submit a complete, first draft of their praxis to their praxis adviser
Mar. 31	M	Deadline for graduating D.N.Sc. students to schedule their dissertation defense
Apr. 23	F	Deadline for graduating D.N.Sc. students to defend their dissertation
May 3	M	Graduate School classes end, 5:20 p.m. (Ph.D. students only)
May 7	F	YSN classes end, 5 p.m.

May 10	M	YSN Final exam week begins, 8 a.m.
May 11	T	Graduate School spring term ends (Ph.D. students only)
May 14	F	YSN spring term ends, 5 p.m.
May 19	W	Three bound copies of doctoral dissertation, two bound copies of master's thesis, or one copy of praxis due to Office of Student Affairs, 12 noon
May 24	M	University Commencement

SUMMER 2010

May 17	M	Summer term begins for continuing first-year GEPN students, 8 a.m.
May 31	M	No classes, Memorial Day
July 5	M	No classes, Independence Day (observed)
July 30	F	Summer term ends, 5 p.m.

The President and Fellows of Yale University

President

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

Fellows

Her Excellency the Governor of Connecticut, *ex officio*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Officers of Yale University

President

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

Provost

Peter Salovey, A.B., M.A., Ph.D.

Vice President and Secretary

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

Vice President and General Counsel

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

Vice President for 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 Business Operations

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

Vice President for West Campus Planning and Program Development

Michael John Donoghue, B.A., Ph.D.

Vice President for Human Resources and Administration

Michael Allan Peel, B.S., M.B.A.

School of Nursing Administration and Faculty

Officers of Administration

Richard Charles Levin, B.A., B.Litt., Ph.D., President of the University

Peter Salovey, A.B., M.A., Ph.D., Provost of the University

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

Nona M. D'Onofrio, M.B.A., Assistant Dean for Finance and Administration

Frank A. Grosso, Ph.D., Assistant Dean for Student Affairs and Registrar

Barbara J. Guthrie, Ph.D., R.N., F.A.A.N., Associate Dean for Academic Affairs and Associate Professor of Nursing

Nancy S. Redeker, Ph.D., M.S.N., F.A.A.N., Associate Dean for Scholarly Affairs and Professor of Nursing

Lois Siebert Sadler, Ph.D., R.N., C.S., P.N.P., Assistant Dean for Academic Affairs; Associate Professor of Nursing; and Associate Professor, Yale Child Study Center

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

Board of Permanent Officers

Jane Karpe Dixon, Ph.D., Professor of Nursing

Marjorie Funk, Ph.D., R.N., F.A.A.N., Professor of Nursing

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

Barbara J. Guthrie, Ph.D., R.N., F.A.A.N., Associate Dean for Academic Affairs and Associate Professor of Nursing

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

Judith Belliveau Krauss, M.S.N., R.N., F.A.A.N., Professor of Nursing; Master of Silliman College; and Chair, Council of Masters

Ruth McCorkle, Ph.D., R.N., F.A.A.N., Florence Schorske Wald Professor of Nursing and Interim Director, Adult Advanced Nursing Program; Professor of Epidemiology, Yale School of Medicine.

Nancy S. Redeker, Ph.D., M.S.N., Associate Dean for Scholarly Affairs and Professor of Nursing

Nancy Reynolds, Ph.D., R.N., C.-N.P., F.A.A.N., Professor of Nursing and Director, Doctoral Program; Director of Graduate Studies

Lois Siebert Sadler, Ph.D., R.N., C.S., P.N.P., Assistant Dean for Academic Affairs; Associate Professor of Nursing; and Associate Professor, Yale Child Study Center

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

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

Faculty Emeritus

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

Faculty

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

Angelo Alonzo, Ph.D., Research Scientist

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

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

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

Karen Bearss, Ph.D., Associate Research Scientist

Kathy Booker, Ph.D., R.N., C.N.E., Associate Professor of Nursing; Director, Adult Advanced Nursing Program

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

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

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

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

Jane Karpe Dixon, Ph.D., Professor of Nursing

Kristopher Fennie, M.Sc., M.P.H., Ph.D., Research Scientist and Lecturer in Nursing

Marjorie Funk, Ph.D., R.N., F.A.A.N., Professor of Nursing

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

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

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

Barbara J. Guthrie, Ph.D., R.N., F.A.A.N., Associate Dean for Academic Affairs and Associate Professor of Nursing

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

Vanya Hamrin, M.S., R.N., Associate Professor of Nursing, and Clinical Nurse Specialist, West Haven Mental Health Center

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

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

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

Holly Kennedy, Ph.D., C.N.M., R.N., F.A.C.N.M., F.A.A.N., Varney Chair, Professor of Nursing

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

Judith Belliveau Krauss, M.S.N., R.N., F.A.A.N., Professor of Nursing; Master of Silliman College; and Chair, Council of Masters

Geraldine Marrocco, Ed.D., A.P.R.N., C.N.S., A.N.P.-C., Professor of Nursing

Ruth McCorkle, Ph.D., R.N., F.A.A.N., Florence Schorske Wald Professor of Nursing; and Professor of Epidemiology, Yale School of Medicine

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

Mary Moller, D.N.P., A.R.N.P., A.P.R.N., P.M.H.C.N.S.-B.C., C.-P.R.P., F.A.A.N., Professor of Nursing; Director, Psychiatric Mental Health Nursing Specialty

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

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

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

Linda Honan Pellico, Ph.D., R.N., Assistant Professor of Nursing

Nancy S. Redeker, Ph.D., M.S.N., Associate Dean for Scholarly Affairs and Professor of Nursing

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

Nancy Reynolds, Ph.D., R.N., C.-N.P., F.A.A.N., Professor of Nursing and Director, Doctoral Program; Director of Graduate Studies

Mary Ellen S. Rousseau, M.S., R.N., C.N.M., F.A.C.N.M., Professor of Nursing

Patricia Ryan-Krause, M.S.N., R.N., C.P.N.P., Associate Professor of Nursing; Interim Director, Center for International Nursing Scholarship and Education; and Pediatric Nurse Practitioner, Children's Medical Group, Hamden

Lois Siebert Sadler, Ph.D., R.N., C.S., P.N.P., Assistant Dean for Academic Affairs; Associate Professor of Nursing; and Associate Professor, Yale Child Study Center

Leon Sangchoon, Ph.D., Associate Research Scientist

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

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

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

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

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

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

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

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

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

Ann Bartley Williams, Ed.D., R.N., F.A.A.N., Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing; Director, Center for International Nursing Scholarship and Education; and Professor of Medicine, Yale School of Medicine
 Walter S. Zawalich, Ph.D., Senior Research Scientist and Lecturer in Nursing

Courtesy Appointments to the Faculty

Beatrice Adderley-Kelley, Ph.D., R.N., Associate Professor; Associate Professor, Howard University College of Nursing
 Gloriann Albini, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, PriMed
 Philip 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
 Peter Edward Amato, M.D., Assistant Clinical Professor; Medical Director, Occupational Health Plus, Hospital of Saint Raphael
 Esla Brenda Aminlewis, M.S., C.N.M., Clinical Instructor; Senior Midwife, Norwalk Hospital
 Cheryl Wainwright Anderson, M.S.N., Ed.D., Assistant Clinical Professor; Director, Cardiac Rehabilitation Program, Priority Care, Inc.
 Ellen Andrews, Ph.D., Assistant Clinical Professor; Executive Director, Connecticut Health Policy Project
 Susan Andrews, C.N.M., Associate Clinical Professor; Charge Nurse and Midwife, Yale-New Haven Hospital
 Ronald Angoff, M.D., Associate Clinical Professor; Associate Clinical Professor, Pediatrics and Child Study Center, Yale School of Medicine
 Richard Antaya, M.D., Assistant Professor; Assistant Professor, Dermatology, Yale School of Medicine
 Paula Armbruster, M.S., M.S.W., Associate Clinical Professor; Associate Clinical Professor, Yale Child Study Center
 Jeanne Gawron Arsenault, M.S.N., C.N.S., N.P., Clinical Instructor; Nurse Practitioner, Department of Veterans Affairs Medical Center
 Nabil A. Atweh, M.D., Associate Clinical Professor; Physician, Section of Trauma & Surgical Critical Care, Bridgeport Hospital
 Marie Bakitas, D.N.Sc., F.A.A.N., Assistant Clinical Professor; Clinical Researcher, Adult Nurse Practitioner, Dartmouth Hitchcock Medical Center
 Robert Baltimore, M.D., Clinical Professor; Professor, Pediatrics, Yale School of Medicine
 Maria Banevicius, A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Trinity College Health Center
 Gale M. Banks, M.S.N., Clinical Instructor; Nurse Clinician, Assertive Treatment Team, Connecticut Mental Health Center
 Nancy Baranowski, M.S.N., A.P.R.N., Clinical Instructor; Women's Health Care Nurse Practitioner, St. Mary's Hospital/Franklin Medical Group
 Mary Barger, R.N., C.N.M., M.P.H., Associate Clinical Professor; Harvard Vanguard Medical Associates, Massachusetts

- Claudette Marie Baril, M.S.N., R.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Planned Parenthood of Connecticut
- Amy Barile, M.S.N., N.P., Clinical Instructor; Nurse Practitioner, Yale-New Haven Hospital
- Sandra Barnosky, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, UConn Health Center
- Sandra Ann Barnosky, M.S.N., A.P.R.N., F.N.P.-C., Clinical Instructor; Adult Practice Registered Nurse, 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
- Cynthia Alisa Bautista, Ph.D., R.N., C.S., C.N.R.N., C.C.N.S., Assistant Clinical Professor; Neuroscience/Clinical Nurse Specialist, Yale-New Haven Hospital
- Cheryl T. Beck, D.N.Sc., Clinical Professor; Professor, University of Connecticut School of Nursing
- Elizabeth Beaudin, R.N., M.S., C.N.A.A., Clinical Instructor; Director, Nursing and Workforce Initiatives, Connecticut Hospital Association
- Martha Beebe, R.N., M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Pediatric Gastroenterology Associates
- Kristen Becker, R.N., M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Obstetrics, Gynecology, & Menopause Physicians, P.C.
- Clarice Begemann, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Center
- Lucia C. Benzoni, D.O., Clinical Instructor; Pediatrician, Litchfield Hill Pediatrics
- Merlissa Bergfeld, R.N., B.A., M.S.N., Clinical Instructor; Nurse Practitioner, OB-GYN Services, P.C.
- Cheryl Ann Bevino, M.S.N., R.N., C.S., Clinical Instructor; Clinical Specialist, Psychiatric Mental Health, VA Connecticut Healthcare System
- Sandra T. Bialos, M.S.N., A.P.R.N., C.S., Associate Clinical Professor; Independent Psychotherapy Practice, Meigswood
- Heidi A Biegel, M.A., M.S.N., Clinical Instructor; Midwife, Hospital of Saint Raphael
- Robert Michael Biondi, M.D., Assistant Clinical Professor; Fairfield County Asthma/Immunology
- Stacia Birdsall, C.N.M., M.S.N., Clinical Instructor; Nurse-Midwife, Hospital of Saint Raphael
- Margaret Brigham, R.N., M.S.N., Clinical Instructor; Family Nurse Practitioner, Elmwood Medical Group
- Sharon Eck Birmingham, D.N.Sc., M.A., B.S.N., R.N., Assistant Clinical Professor; Chief Nursing Executive, AtStaff, Incorporated
- Thomas Black, A.P.R.N.; Clinical Instructor; Nurse Practitioner, Child Guidance Clinic of Greater Waterbury
- Dawn Blake-Holmes, M.S.N., R.N., C.C.R.N., Clinical Instructor; Clinical Nurse Specialist, Cardiology, Hospital of Saint Raphael

- Leslie R. Blatt, M.S.N., A.P.R.N., Clinical Instructor; Coordinator, Palliative Care Program, St. Vincent Medical Center
- Fern Paula Blumenfeld-Jaffe, M.S., C.N.M., Assistant Clinical Professor; Nurse-Midwife, Bridgeport Hospital
- Kathleen Bonaventura, M.S.N., A.P.R.N., B.C., Clinical Instructor; Cardiac Specialists, P.C.
- Elyse Sharon Borsuk, M.S.N., R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Hospital of Saint Raphael
- Carole Ann Boucher, M.S.N., C.C.R.N., Clinical Instructor; Clinical Leader—R.N., Greenwich Hospital
- Patricia Welch Boudreau, B.S.M., N.M., Assistant Clinical Professor; Clinical Adviser, Medical Nursing, Yale-New Haven Hospital
- Jennifer L. Brackett, M.S.N., M.P.H., R.N., C.S., Clinical Instructor; Family Nurse Practitioner, Hill Health Corporation
- Elizabeth H. Bradley, Ph.D., M.B.A., Associate Professor; Professor, Epidemiology & Public Health, Yale School of Medicine
- Mindy Michelle Braemer, M.A., Clinical Instructor; Clinical Audiologist, Drs. Lindenman & Schiff
- Elaine F. Brainerd, M.A., R.N., C.S.N., Clinical Instructor; Director, National Center for School Health Nursing, American Nurses Foundation
- Rosalynn Bravo, R.N., M.S., A.P.R.N., P.N.P., Clinical Instructor; Adult Practice Nurse Practitioner, Connecticut Children's Medical Center
- Anatoly Braylovsky, M.D., Clinical Instructor; Physician, Family Practice of Greater New Haven
- Anna Breiburg, M.S., A.P.R.N.-B.C., R.R.T., Clinical Instructor; Nephrology Nurse Practitioner, Yale School of Medicine
- Carol Brekus-Watson, M.S.N., C.N.M., Assistant Clinical Professor; Nurse-Midwife, County Obstetrics and Gynecology, P.C.
- Maria Brennan, A.P.R.N., Clinical Instructor; A.P.R.N., Dr. Peter Jones Internal Medicine
- Nancy Brescia, A.P.R.N., B.C.-F.N.P., Clinical Instructor; Adult Practice Registered Nurse, Hartford Connecticut Board of Education
- Judy Briggs, M.S.N., A.P.R.N.-B., Clinical Instructor; Adult Practice Registered Nurse—Clinical Adviser, Evercare
- Shelley Britt, R.N., M.S.N., Clinical Instructor; Patient Service Manager, Yale-New Haven Hospital
- Pier A. Broadnax, Ph.D., R.N., Assistant Clinical Professor; Assistant Professor, Howard University Division of Nursing
- Milton Brown, M.D., Assistant Clinical Professor; Medical Director, Connecticut Department of Veterans Affairs
- Lynne C. Browning, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, OB/GYN Associates
- Robert D. Bruce, M.D., M.A., Clinical Instructor; Physician, University of Connecticut Health Center
- Martina Brueckner, M.D., Associate Clinical Professor; Associate Professor, Pediatrics, Division of Cardiology, Yale School of Medicine

- Kathy Bryson, R.N., A.P.R.N., Clinical Instructor; Clinician Nurse Practitioner, Planned Parenthood of Connecticut
- Martha Burke, M.S., R.N.-B.C., A.P.R.N., Clinical Instructor; Director, Nurse Practitioner, Trinity College Health Center
- Elizabeth Burke-Roberts, R.N., M.S.N., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner, Norwich Pediatric Group
- Kathy Burness, R.N., M.S.N., A.P.R.N., Clinical Instructor; Adult Practitioner, State of Connecticut Department of Mental Health Services, Connecticut Valley Hospital
- Laura Nemeth Burr, M.S.N., Clinical Instructor; Family Nurse Practitioner, Family Physicians
- Nancy J. Burton, M.S.N., C.N.M., Assistant Clinical Professor; Certified Nurse-Midwife, Department of OB/GYN, Burgdorf Health Center
- Jane Buss, M.D., Clinical Instructor; Medical Director, Middlesex Hospital
- Patricia Cables, A.P.R.N., Clinical Instructor; Clinical Nurse Specialist, Wheeler Clinic
- Maura Byrnes-Casey, M.A., R.N., P.N.P.-B.C., Clinical Instructor; Pediatric Nurse Practitioner, Memorial Sloan-Kettering Cancer Center
- John D. Cahill, M.D., Assistant Clinical Professor; Physician, John D. Cahill, MD
- Lawrence J. Caliani, M.S.N., R.N., O.N.P., Clinical Instructor; Oncology Nurse Practitioner, New York University Medical Center
- Kathryn Camizzi, M.S.N., C.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Karen Camp, M.B.A., Associate Clinical Professor; Administrative Director, Patient Services, Yale-New Haven Hospital
- Lucinda Canty, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Hartford Hospital
- Lisa Ann Capobianco, M.S.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Milford Pediatric Group
- Michelle L. Cappiello, M.S.N., R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale Cancer Center
- Judith Carbonella, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Pediatrics, Yale School of Medicine
- Serafina Carlone, M.S., B.C., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, University of Connecticut Health Center
- Jennifer McCabe Carlson, M.S.N., A.P.R.N., C.P.N.P., Clinical Instructor; Certified Pediatric Nurse Practitioner, Branford/North Branford Pediatrics
- Thomas Oliver Carpenter, M.D., Clinical Professor; Professor, Pediatrics, Yale School of Medicine
- Frances Cartwright, Ph.D., M.S., Assistant Clinical Professor; Director of Nursing, New York University Medical Center
- Marcia Caruso-Bergman, M.S.N., Clinical Instructor; Coordinator, Palliative Care Team, Hartford Hospital
- Domenic W. Casablanca, M.D., Clinical Instructor; Physician-President, Domenic W. Casablanca, M.D., P.C.
- Judith Anne Catalano, M.S.N., R.N.-C., Clinical Instructor; Manager, Nursing Staff Development, Hospital of Saint Raphael

- Carlos Ceballos, M.P.H., Assistant Clinical Professor; Coordinator, School-Based Health Centers, New Haven Public Schools
- Elisabeth Cederblom, R.N., M.S.N., M.P.H., N.P., Clinical Instructor; Family Nurse Practitioner, St. John's Well Child & Family Center
- Leslie Cenci, B.S.N., M.S.N., Clinical Instructor; Nurse Practitioner, Greenwich Hospital
- Sunshine Chan, M.Sc., Clinical Instructor; Nurse Consultant; School of Nursing – The Hong Kong Polytechnic University
- Beth E. Cheney, M.S.N., R.N., C.F.N.P., Clinical Instructor; Women's Health Coordinator, Windham Hospital
- Nancy Elizabeth Chere, M.S.N., A.P.R.N., Clinical Instructor; Gerontological Nurse Practitioner, Evercare Connecticut
- Patricia Chibbaro, M.S., R.N., C.P.N.P., Assistant Clinical Professor; Pediatric Nurse Practitioner, Craniofacial Surgery, Institute of Reconstructive Plastic Surgery
- Heather Chittenden, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Hospital of Saint Raphael
- Janice R. Fielding Choiniere, M.S.N., Clinical Instructor; Director of Staff Development, Elmcrest Hospital
- Robyn Churchill, C.N.M., M.S.N., Clinical Instructor; CNM-Site Director, Mount Auburn Hospital
- Deborah Chyun, Ph.D., Associate Professor, New York University College of Nursing
- Yong-Sung Chyun, M.D., Assistant Clinical Professor; Physician, Private Practice, Endocrinology/Internal Medicine
- Deborah A. Cibelli, M.S.N., Assistant Clinical Professor; Nurse-Midwife
- Ann M. Cinotti, M.S.N., Clinical Instructor; Clinical Nurse Specialist, New Britain General Hospital
- Ann Marie Cirkot, M.S.N., B.S.N., R.N., Clinical Instructor; Health Educator, Yale University Health Services
- Monique Class, M.S., A.P.R.N., B.C., Clinical Instructor; Family Nurse Practitioner/Director of Nursing, The Center for Women's Health
- Mary Ann Claypoole, R.N., M.S.C., Clinical Instructor; Manager, Nursing Staff Development, Hospital of Saint Raphael
- Ann Cleary, M.S.N., R.N., Clinical Instructor; Med/Oncology Nurse Practitioner, Clinical Cancer Institute, New York University Medical Center
- Margarida Cardozo Clouet, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Connecticut College
- Elizabeth Cocola, M.S.N., A.P.R.N., Clinical Instructor; Director of Health Services, Saint Joseph College Health Services
- Eileen Cohen, R.N., M.S.N., Assistant Clinical Professor; Clinical Nurse Educator, Yale-New Haven Hospital
- Lawrence Sorel Cohen, M.D., Clinical Professor; Special Adviser to the Dean, Yale School of Medicine
- Susan M. Cohen, D.S.N., A.P.R.N., Associate Clinical Professor; Associate Professor, University of Pittsburgh

- Margaret M. Cole, M.A.R., A.P.R.N., Clinical Instructor; Clinician, Planned Parenthood of Connecticut, Inc.
- Beth Ann Collins, M.S.N., R.N., Clinical Instructor; Cardiology Patient Care Coordinator, Hartford Hospital
- Lisa Desiderio Consiglio, M.S.N., Clinical Instructor; Acute Care Nurse Practitioner, The Hospital of Central Connecticut
- Janet Ann Constantino, M.S.N., R.N., O.S.F., Clinical Instructor; Nurse Practitioner, Leeway, Inc.
- Elizabeth Conway, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Evercare, Connecticut
- Laura Conway, A.P.R.N., Clinical Instructor; House Office/Adult Practice Registered Nurse, The Hospital of Central Connecticut–Bradley Memorial Hospital
- Maureen Diane Cook, M.S.N., A.P.R.N., Clinical Instructor; Clinical Nurse Specialist, Connecticut Mental Health Center
- Mary Cooley, Ph.D., M.S.N., Assistant Clinical Professor; Research, The Phyllis F. Cantor Center
- Pamela Coombs, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Department of Veterans Affairs
- Miriam Cordell, R.N., M.S., C.N.M., Clinical Instructor; Director, Division of Nurse-Midwives & Adult Practice Registered Nurses, Dartmouth Hitchcock Medical Center
- Tara Ann Cortes, Ph.D., Clinical Professor; Bridgeport Hospital
- Karina Valerie Courtmanche, M.S.N., R.N., C.S., Clinical Instructor; Clinical Nurse Specialist–Mental Hygiene Clinic, West Haven VA Medical Center
- Meredith Cowperthwait, M.S.N., C.P.N.P., Clinical Instructor; Adult Practice Registered Nurse, Pediatric & Medical Associates
- Scott Credit, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Generation Family Health Center, Inc.
- Marlene Culley, M.S., A.P.R.N., C.S., C.C.R.N., Clinical Instructor; Acute Care Nurse Practitioner, University of Connecticut Health Center–John Dempsey Hospital
- Debrah Cumberbatch-Lewis, R.N., M.S.N., C.N.M., Clinical Instructor; Executive Director, Mamatoto Resource & Birth Centre, Trinidad, West Indies
- Margaret J. Cushman, M.S.N., R.N., C.N.C.E., F.H.H.C., F.A.A.N., Associate Clinical Professor
- Mary-Ann Lombardi Cyr, M.S.N., R.N., Clinical Instructor; Adult Practice Registered Nurse, Hartford Hospital
- Susan D’Agostino, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Adult Practice Registered Nurse, Connecticut Medical Group
- Karen Lynn Daigle, M.D., Assistant Clinical Professor; Assistant Professor, Pediatrics, University of Connecticut Health Center
- Linda Dalessio, M.S.N., R.N., Clinical Instructor; Adult Practice Registered Nurse, Critical Care, The Hospital of Central Connecticut–Bradley Memorial Hospital
- Miri Daly, M.S., A.P.R.N., Clinical Instructor; Women’s Health Nurse Practitioner, Enfield Women’s Health/Johnson Professional Associates, P.C.
- Dale Danowski, M.B.A., R.N., Clinical Professor; Vice President, Patient Care Services, St. Vincent Medical Center

Fredric Daum, M.D., Clinical Professor; Professor, Pediatrics, Yale School of Medicine

Karen Elizabeth Davidson, M.S.N., R.N., C.N.M., I.B.C.L.C., Assistant Clinical Professor; Certified Nurse-Midwife, Candlewood OB/GYN

Marianne Jeanette Davies, M.S.N., A.P.R.N., Clinical Instructor; Oncology Nurse Practitioner, Yale School of Medicine

Kari Davis, A.P.R.N., Clinical Instructor; A.P.R.N., Generations Family Health Center

Patricia Burdick Davis, M.S.N., R.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Sydney Spiesel, M.D./Pediatric & Adolescent Medicine

Susan K. Davis, M.S.N., Assistant Clinical Professor; Certified Nurse Practitioner, Middlesex Pediatric Associates, Inc.

Linda C. Degutis, Dr.P.H., Assistant Clinical Professor; Associate Professor, Surgery, Yale School of Medicine

Michelle L. DeLayo, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, University of Connecticut Health Center–John Dempsey Hospital

Andree L. DeLisser, Ph.D., R.N., C.S., Associate Clinical Professor; Founder & Director, The Comfort Zone

Anne F. DelSanto-Ravenscroft, R.N., M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Child & Family Services of Southeastern Connecticut, Inc.

Carolyn J. Demsky, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Yale School of Medicine

Gail D'Eramo Melkus, A.S.N./B.S., M.S., Ed.D., Clinical Professor; Albert Einstein Medical College

Teresa D'Errico, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Coastal Digestive Diseases, P.C.

Hari Deshpande, M.D., Assistant Clinical Professor; Assistant Professor, Yale University

Judith Dessel, R.N., M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, University of Connecticut Student Health Services

Vanna M. Dest, M.S.N., A.P.R.N., B.C., A.O.C.N., Clinical Instructor; Radiation Oncology Clinical Nurse Specialist, Hospital of Saint Raphael

Stephanie DeVane-Johnson, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Triangle OB/GYN

Elizabeth Conway Devine, M.S.N., R.N., G.N.P., Clinical Instructor; Nurse Practitioner/Patient Care Coordinator, Danbury Office of Physician Services

Michelle Elizabeth DiLorenzo, D.O., Clinical Instructor; Doctor of Osteopathy, Wildwood Pediatrics & Adolescent Medicine

Marleena DiMaggio, F.N.P., Clinical Instructor; Family Nurse Practitioner, Optimus Health Care

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

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

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

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

- Ann Elizabeth Drabinski, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Adolescent Clinic, Yale-New Haven Hospital
- Donna Lee Drader, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, West Haven VA Medical Center
- Flora Drapeau, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Department of Veterans Affairs
- B. Jay Drew, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, North Stonington Medical Center
- Edward Joseph Drew, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Middlesex Hospital
- Margaret Drickamer, M.D., F.A.C.P., Clinical Instructor; Associate Professor, Internal Medicine, Yale School of Medicine
- Ronnie Dubrowin, M.S., C.N.M., Clinical Instructor; Nurse-Midwife, Planned Parenthood of Connecticut
- Julia A. Duffy, A.P.R.N., B.C., Assistant Clinical Professor; Nurse Practitioner, Fairfield University Health Services
- Maria Durand, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Juanita Durham, A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, UCONN Correctional Managed Health Care
- Kerry G. Eaton, M.S., R.N., Clinical Instructor; Vice President, Patient Outcomes, St. Vincent Medical Center
- Jill E. Edwards, M.S.N., A.N.P., C.D.E., Clinical Instructor; Director of Nursing/ Ambulatory Care, West Haven VA Medical Center
- Amy Catherine Edwards-Small, M.S.N., R.N., Clinical Instructor; C.N.S., New Britain General Hospital
- Serle Epstein, M.D., Assistant Clinical Professor; Physician, Office of Serle Epstein/ East Shore Medical Center
- Spencer G. Erman, M.D., A.B.F.P., F.A.A.F.P., Clinical Instructor; Medical Director, Hartford Medical Group
- Beatriz E. Esayag-Tendler, M.D., Assistant Clinical Professor; Assistant Professor, Hypertension, University of Connecticut Health Center
- Sandra Escalera, M.D., Assistant Clinical Professor; Physician, ProHealth Physicians
- Barbara J. Esposito, M.S.N., A.P.R.N., C.S., Clinical Instructor; Director, Adult Outpatient Services, Hospital of Saint Raphael
- Stephanie Esposito, M.P.H., M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Connecticut Medical Group
- Elizabeth Esstman, M.S.N., Clinical Instructor; Geriatric Nurse Practitioner, Hebrew Home & Hospital
- Elizabeth A. Fabrizi, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Planned Parenthood of Connecticut
- Diane E. Fahey, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Staywell Pediatrics
- Ellen M. Fahey, M.S.N., B.S., R.N., Clinical Instructor; Family Nurse Practitioner, The Center for Advanced Pediatrics

- John Thomas Fahey, M.D., Assistant Clinical Professor; M.D., Associate Professor, Pediatrics, Yale School of Medicine
- Nina Fausty, R.N., M.S.N., Clinical Instructor; Assistant Vice President, Patient Care Services, St. Vincent Medical Center
- Carolyn Miller Federici, M.S.N., Assistant Clinical Professor; Adult Practice Registered Nurse, Quinnipiac Valley Health District
- Howard Feldman, M.D., F.A.C.C., F.A.C.P., Assistant Clinical Professor; Associate Attending Cardiologist, Maimonides Medical Center
- Suzanne Femino, M.S.N., Clinical Instructor; Nurse Clinician—Adult Practice Registered Nurse, Hartford Hospital
- Judith Deborah Ferholt, M.D., Associate Clinical Professor; Pediatrician, Private Practice
- Patricia A. Ferraro, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Hospital of Saint Raphael
- Mary Beth Fessler, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Saint Joseph Family Life Center
- Joseph Michael Filakovsky, M.S.N., Assistant Clinical Professor; Critical Care Educator, Greenwich Hospital
- Carter Fish, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Planned Parenthood of Connecticut
- Susan Mary Fisher, Ed.D., A.P.R.N.-B.C., A.O.C.N., Assistant Clinical Professor; Clinical Specialist, Hematology/Medical Oncology, Hospital of Saint Raphael
- Seja Fishman, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Saint Francis Hospital, Burgdorf Clinic
- Patricia Susan Fitzsimons, Ph.D., R.N., Associate Clinical Professor; Senior Vice President for Patient Services, Yale-New Haven Hospital
- Doreen Pond Flanigan, M.S.N., Clinical Instructor
- Sandra Eisenhauer Flatow, M.Ed., R.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Fair Haven Community Health Center
- Lynn Fletcher, Ph.D., Clinical Instructor; Acute Care Nurse Practitioner; Eastern Connecticut Health Network
- Margaret Mary Flinter, M.S.N., Assistant Clinical Professor; Vice President & Clinical Director, Community Health Center, Inc.
- Doris W. Foell, M.S.N., A.P.R.N., C.C.M., C.S., Assistant Clinical Professor; Manager, Department of Care Coordination, Yale University Health Services
- Julie Follo, M.S.N., C.M.C., Clinical Instructor; Education Services Supervisor, Connecticut Community Care, Inc.
- Peter Alan Ford, M.S.N., M.Ed., A.P.R.N., Clinical Instructor; Program Director/ Nurse Practitioner/Athletic Trainer, Temple Physical Therapy
- Dana Forlano, R.N., A.P.R.N., F.N.P., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Richard Formica, M.D., Associate Clinical Professor; Associate Professor, Internal Medicine & Surgery, Yale School of Medicine
- Susan Forster, M.D., Associate Clinical Professor; Physician and Chief, Ophthalmology, Yale University Health Services

- Brian William Cameron Forsyth, M.D., Associate Clinical Professor; Assistant Professor, Pediatrics & Child Study Center, Yale School of Medicine
- Karen Foss, M.S.N., Assistant Clinical Professor; Family Nurse Practitioner, Mid-Upper Cape Community Health Center
- Judith Marie Fox, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Nurse Practitioner, Bone Marrow Unit, University of Connecticut Health Center
- John S. Francis, M.D., Ph.D., Clinical Instructor; Clinical Instructor, AIDS Program, Yale School of Medicine
- Jennifer Sweetman Freund, M.S.N., A.P.R.N., C.C.R.N., Clinical Instructor; Adult Practice Registered Nurse, Neurosurgical Intensive Care Unit, Hartford Hospital
- Gerald H. Friedland, M.D., Clinical Professor; Director, AIDS Care Program, Yale-New Haven Hospital
- Alan Harold Friedman, M.D., Associate Professor; Associate Professor, Pediatrics, Yale School of Medicine
- Theresa Mary Friend, M.S.N., C.N.M., Assistant Clinical Professor; Director of Midwifery Services, Pine Ridge Indian Health Service Hospital
- Ramsay L. Fuleihan, M.D., Assistant Clinical Professor; Associate Research Scientist, Pediatrics, Yale School of Medicine
- Fiona Furlong, M.S., A.P.R.N., Assistant Clinical Professor; Acute Care Nurse Practitioner, University of Connecticut Health Center
- Fiona Campbell Furlong, M.S., A.P.R.N., Assistant Clinical Professor; Acute Care Nurse Practitioner, Bone Marrow Program, University of Connecticut Health Center
- Martin H. Gad, M.D., F.A.A.P., Clinical Instructor; Pediatrician, Branford Pediatrics & Allergy, P.C.
- Patrick Gagnon, A.P.R.N., C.N.S., Clinical Instructor; Adult Practice Registered Nurse, Geriatric & Adult Psychiatry, LLC
- Tera Gahlsdorf, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Connecticut Mental Health Center
- Gerianne Gallagher, RN., A.P.R.N., N.D., Clinical Instructor; Gerontological Nurse Practitioner, Visiting Nurse and Health Services of Connecticut
- Marci Garafaolo Qujaranta, M.S.N., A.N.P.; Clinical Instructor, West Haven VA Medical Center
- Lucy Garbus, P.N.P., M.S.N., B.S., R.N., B.S.N., Clinical Instructor; Nurse Practitioner, Holyoke Pediatrics
- Patricia Murray Gatcomb, M.S.N., R.N., Clinical Instructor; Adult Practice Registered Nurse, B.C.-A.D.M., Yale-New Haven Hospital
- Rachael Gell, M.S.N., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner/Oncology, Department of Pediatrics, Yale School of Medicine
- Brian James Geysler, M.S.N., A.P.R.N., B.C., Clinical Instructor; Child Psychiatry Consultant, Yale-New Haven Hospital
- Patricia D. Giannelli, M.S.N., A.P.R.N., B.C., Clinical Instructor; Adult Practice Registered Nurse, Midstate Medical Center

- Robert Kevin Gildersleeve, M.D., Clinical Instructor; Private Practice/Medical Director, Windham Hospital, Mansfield OB/GYN
- Cynthia A. Goetz, M.S.N., Assistant Clinical Professor; Certified Nurse-Midwife, Nurse-Midwifery Practice, St. Francis Hospital
- Ruth Goldbaum, M.P.H., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Hartford Board of Education
- Julie Gombieski, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Family & Children's Aid
- Mary-Ellen Gonci, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Hartford Hospital
- Bosha Gordon, R.N., M.S.N., A.P.R.N.-B.C., Clinical Instructor; Nurse Practitioner, City of Hartford, Connecticut
- Dennis Graham, DNSc., R.N., N.P., Assistant Clinical Professor; Nurse Practitioner-Clinical Program Director, Memorial Sloan-Kettering Cancer Center
- Judith Grasso, R.N., M.S.N., A.O.C.N., Clinical Instructor; Clinical Nurse Specialist, Yale-New Haven Hospital
- John Greeley, M.D., Clinical Instructor; Physician, Family Medicine Associates of Stamford
- Pauline Green, Ph.D., R.N., Professor; Professor, Howard University Division of Nursing
- Michael R. Grey, M.D., M.P.H., Clinical Professor; Medical Director, Baystate Health Systems
- Shirley Marie Griffith, M.S.N., A.P.R.N., R.N.C., Clinical Instructor; Perinatal Clinical Nurse Specialist/Women's Nurse Practitioner, Maternal Fetal Care, P.C.
- Michele Griswold, R.N., B.S.N., Clinical Instructor; Lactation Consultant, Wildwood Pediatrics
- Mary Elizabeth Anglim Groth, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Wildwood Pediatrics
- Leslie Gumbs, M.D., Clinical Instructor; Physician, Mansfield Obstetrics & Gynecology Association
- Elaine M Gustafson, M.S.N., R.N., P.N.P., Associate Clinical Professor; Pediatric Nurse Practitioner, Fair Haven Community Health Clinic
- Claudia Guynn, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Greater Hartford Women's Health Association
- Margaret Campbell Haggerty, M.S.N., Assistant Clinical Professor; Pulmonary Nurse Practitioner/Coordinator, Norwalk Hospital
- Carol L. Haig, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Coastal Women's Care
- Kristin D. Hale, M.S.N., A.P.R.N., Clinical Instructor; Clinical Specialist, Post Traumatic Stress Center
- Heidi Haller, A.P.R.N., B.C., Clinical Instructor; Nurse Practitioner, Hebrew Health Care
- Susan Spada Hally, M.S., C.N.M., Clinical Instructor; Nurse-Midwife, Women's Center, Yale-New Haven Hospital

- Richard B. Halperin, M.D., M.P.H., F.A.A.P., Associate Clinical Professor; Physician, Long Wharf Pediatrics; Assistant Clinical Professor, Pediatrics, Yale School of Medicine
- Jordan Grace Hampton, M.S.N., R.N., C.P.N.P., Clinical Instructor; P.N.P., Program Director, School-Based Health Clinic, Chelsea Healthcare
- Carla V. Hannon, M.S.N., A.P.R.N., C.S., C.C.R.N., C.N.S., Assistant Clinical Professor; Clinical Nurse Specialist, Medical ICU, Hospital of Saint Raphael
- Patricia Hanrahan, M.S.N., A.P.R.N., Clinical Instructor; Diabetes Nurse Practitioner/Educator, Boston Medical Center, Boston University
- Cisalee G. Harrell, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Primary Care, Veterans Home & Hospital
- Lyndsay Harris, M.D., Associate Clinical Professor; Physician, Yale Cancer Center
- Patty Elaine Harris, M.S.N., Clinical Instructor; Psychotherapist/Clinical Nurse Specialist, The Carriage House
- Patricia M. Harrison, M.S., R.N., A.C.N.P., Clinical Instructor; Acute Care Nurse Practitioner, Boston Medical Center
- Therese Harrison, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Health Care Connections
- Kathleen Marie Hayes, M.S.N., Clinical Instructor; Nurse Practitioner, Trinity College Health Services
- Kathy Ann Heard, M.S.N., A.N.P., Assistant Clinical Professor; Clinical Nurse Specialist, Hospital of Saint Raphael
- Patricia E. Helm, M.S.N., Clinical Instructor; Clinical Specialist, West Haven VA Medical Center
- Mary A. Helming, M.S.N., A.P.R.N., Assistant Clinical Professor; Family Nurse Practitioner, Family Practice Associates
- Charles Gerald Hemenway, Jr., M.D., Associate Clinical Professor; Physician, Office of Charles Hemenway, Jr.
- Robert Wentworth Hill, M.S.N., R.N., Clinical Instructor; Nurse Practitioner, Hill Health Center
- Pamela Ann Hinthorn, Ph.D., Associate Clinical Professor; Family Nurse Practitioner, Ears, Nose, Throat & Facial Plastic Surgery
- Bernadette D. Hirst, M.S.N., R.N., P.N.P., S.N.P., Clinical Instructor; Adult Practice Registered Nurse, Loomis Chaffee School Health Center
- Pamela Beth Hoffman, M.D., Assistant Clinical Professor; Chief, Division of Geriatrics, Saint Vincent's Medical Center
- Mai-Fung Ho-Law, M.S., Clinical Instructor; Oncology Clinical Nurse Specialist, New York University Medical Center
- Valerie Jeanne Holcomb, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Pediatric & Adolescent Medicine
- Cynthia Holland-Toftness, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Yale University Health Services
- Courtney Holmes, M.S.N., A.P.R.N., B.C., Clinical Instructor; Nurse Practitioner, NP Care
- Timothy Duane Huber, Ph.D., A.T.R., N.C.C., Clinical Instructor; Clinical Psychologist, The Carriage House

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

Laima Maria Karosas, Ph.D., A.P.R.N., Clinical Instructor; Family & Adult Nurse Practitioner, NP Resources, LLC

Heather Kaufman, R.N., M.S.N., P.N.P., Clinical Instructor; Nurse Practitioner for the Pediatric Surgery Team, Yale-New Haven Hospital

Tara Kavanaugh, M.S.N., A.N.P.-B.C., F.N.P.-B.C., M.P.H., Clinical Instructor; Nurse Practitioner and Academic Fellow, Westfield State College

Edward Kavle, M.D., Associate Clinical Professor; Pediatrician, Torrington/Winsted Pediatric Associates

Janina Kean, M.S.N., A.P.R.N., Clinical Instructor; President & Chief Executive Officer, High Watch Farms

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

Margaret Kearney, Ph.D., Associate Clinical Professor

Michelle Sieben Kennedy, M.S.N., A.P.R.N., Clinical Instructor; Fair Haven Community Health Center

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

Lisa Kegel, M.S.N., N.P., Clinical Instructor; Acute Care Nurse Practitioner, St. Mary's Hospital

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

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

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

Karen Klein, M.S.N., F.N.P., Clinical Instructor; Fair Haven Community Health Center

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

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

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

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

Christopher Kochis, R.N., M.S.N., A.P.R.N.-B.C., Clinical Instructor; Capitol Regional Mental Health

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

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

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

MaryFrancis Kokoska, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, St. Mary's Hospital

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

Nancy Koval, M.S.N., P.N.P., Clinical Instructor; Nurse Practitioner, Yale-New Haven Hospital

- Christina Kozlowski, M.S., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, General Practitioner of Branford & Hamden
- Judith M. Kranz, A.P.R.N., Clinical Instructor; Primary Care Provider, St. Mary's Hospital–Children's Health Center
- Nancy Kraus, M.S.N., A.C.N.M., Assistant Clinical Professor; Nurse-Midwife, Downtown Women OB/GYN
- Kathryn Ann Kruser, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Guilford Pediatrics
- Krista L. Kuehler, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Naval Ambulatory Care Clinic
- Babu S. Kumar, M.D., Assistant Clinical Professor; Physician, Family Practice & Internal Medicine of Spring Glen, LLC
- Robert George LaCamera, M.D., Clinical Professor; Interim Medical Director, Pediatric Out-Patient Program, Yale-New Haven Hospital
- Margot A. Laedlein, R.N., M.S., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Neurology, Fairfield County Pediatric Neurology, affiliated with Stamford Hospital
- Tracey E. Lafferty, M.S.N., R.N., Clinical Instructor; Adult Nurse Practitioner, Massachusetts General Hospital
- Julie Ann Laflamme, M.S.N., R.N., C.C.R.N., Clinical Instructor; Clinical Nurse Specialist, University of Connecticut Health Center
- Barbara LaFrance, B.S., M.S.N., Clinical Instructor; Adult Nurse Practitioner, University of Connecticut – Correctional Management
- Heather R. Lane, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Women's Healthcare
- Robert Lang, M.D., Associate Clinical Professor; Medical Director, Osteoporosis Diagnostic & Treatment Center
- Kerri M. Langevin, M.S.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Saint Francis Hospital and Medical Center
- Ramon Lavandero, M.S.N., F.A.A.N., Associate Clinical Professor; Director, Communications & Strategic Alliances, American Association of Critical-Care Alliances
- Jane Lawrence-Riddell, M.S.N., R.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Main Street Pediatrics
- Mary Leahy, M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Roaring Brook Family Practice
- Beverly A. Leggett, M.S., R.N., C.S., Clinical Instructor; Nurse Practitioner, Critical Care Medicine/Surgery, Hartford Hospital
- Sharon Lemberger, M.S.N., R.N., Clinical Instructor; Pediatric Nurse Practitioner, Human Services Council of Mid Fairfield
- Kevin Lembo, M.P.H., Clinical Instructor; Agency Head – State Healthcare Advocate, Office of the Healthcare Advocate, State of Connecticut
- Mary K. Lemley, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Fair Haven Community Health Center
- Raymond William Lenox, M.S.N., R.N., Clinical Instructor; Nurse Practitioner, Allogeneic Stem Cell Program, Yale-New Haven Hospital

Kathryn Lerz, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale School of Medicine

John M. Leventhal, M.D., Clinical Professor; Professor, Pediatrics & Child Study Center, Yale School of Medicine

Andrew J. Levi, M.D., Assistant Clinical Professor; Lead Physician, Andrew Levi, M.D.–Park Avenue Fertility & Reproductive Medicine

Peter Levinson, M.D., Clinical Instructor; Physician, Phoenix Internal Medical Associates, LLC

Matthew LeMaster, A.P.R.N., B.C., Clinical Instructor; Service Director—Adult Practice Registered Nurse, CHR Health Organization

J. James Lewis, M.D., Clinical Instructor; Physician, Norwalk Medical Group, P.C.

Margaret D. Lewis, M.Div., Assistant Clinical Professor; Chaplain, Department of Religious Ministries, Yale-New Haven Hospital

Linda LiBrize, M.S.N., Clinical Instructor; Manager, Clinical Team, Hospice by the Bay

Erica J. Liebermann, M.S.N., R.N.C., Clinical Instructor; Nurse Practitioner, Planned Parenthood League of Massachusetts

Jonathan B. Liebman, M.S.N., Clinical Instructor; Nurse Practitioner, Holyoke Health Center

Mary D. Lilley, M.S.N., Clinical Instructor; Gerontological Nurse Practitioner, West Haven VA Medical Center

Paresh Limaye, M.D., Clinical Instructor; Physician, Connecticut OB/GYN, LLC

Sonia Lipson, A.P.R.N., Clinical Instructor; Nurse Practitioner, Greater Lawrence Family Health Center

Linda Lisk, M.S.N., C.N.M., Assistant Clinical Professor; Nurse-Midwife, Women's Health Associates

Pao-Lin Cathy Liu, M.S.N., Clinical Instructor; Pediatric Nurse Practitioner, Yale-New Haven Hospital

Michael D. Loftus, M.B.A., Assistant Clinical Professor; Director of Reimbursement, Yale-New Haven Hospital

Melissa Longergan, R.N., M.S., C.N.M., Clinical Instructor; Nurse-Midwife, Fair Haven Community Health Center

John Lujanac, M.S.N., A.P.R.N., F.N.P.-C., Clinical Instructor; Adult Practice Registered Nurse, House Medical Officer, NP Care (Montowese Health & Rehabilitation)

Judith Shannon Lynch, M.S., M.A., A.P.R.N., F.A.A.N.P., Assistant Clinical Professor; Nurse Practitioner, Ear, Nose, Throat & Facial Plastic Surgery

Karen Mack, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, West Haven VA Medical Center

Obinna Maduka, M.D., Clinical Instructor; Physician, Windham Pediatrics

Elizabeth A. Magenheimer, M.S.N., Assistant Clinical Professor; Director of Nursing, Fair Haven Community Health Clinic

Maria Maiaroto, M.S.N., Clinical Instructor; General Nurse Practitioner, Department of Veterans Affairs

Nancy Ann Maillet, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Family Practice Associates

- Priscilla Malloy, M.S., A.P.R.N., Clinical Instructor, Advanced Practice Registered Nurse, Connecticut Children's Medical Center
- Mary Jane Malone, M.S., A.N.P., Clinical Instructor; Nurse Practitioner, Yale University Health Services
- Liza Mandel, M.S.N., Clinical Instructor; Nurse-Midwife, OB/GYN Group of Manchester, P.C.
- Julie Mann, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Mount Auburn Hospital
- Mark A. Marieb, M.D., Assistant Clinical Professor; Physician, Arrhythmia Center of Connecticut
- Cheryl T. Marsh, M.S.N., Assistant Clinical Professor; Psychiatric Clinical Nurse Specialist, Counseling, Lawrence & Memorial Hospital
- Peter Marks, M.D., Assistant Clinical Professor; Associate Professor, Internal Medicine, Yale School of Medicine
- Geraldine Marrocco, E.D.D., A.P.R.N., Assistant Clinical Professor; Adult Nurse Practitioner, Geraldine Marrocco, LLC Primary Care
- Cheryl Marsh, M.S.N., Assistant Clinical Professor; Psychiatric Clinical Nurse Specialist, Lawrence & Memorial Hospital
- James Marsh, M.D., Associate Clinical Professor; Assistant Clinical Professor, Orthopaedics & Rehabilitation, Yale School of Medicine
- Alison Marshall, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, South Boston Community Health Center
- Mary Marshall-Crim, M.S.N., F.N.P., Clinical Instructor; Adult Practice Registered Nurse, Middlesex Hospital
- Karen Martin, M.S.N., R.N., A.C.N.P.-B.C., O.C.N., Clinical Instructor; Oncology Nurse Practitioner, Medical Oncology & Hematology Associates
- Mary Julia Martin-O'Brien, M.S.N., Clinical Instructor; Clinical Nurse Specialist, Outpatient Cardiology, West Haven VA Medical Center
- Lisa Marvin Smith, M.S.N., A.P.R.N., Clinical Instructor; Clinician/Nurse Practitioner, Planned Parenthood of Connecticut
- Karen Marzitelli, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, West Haven VA Medical Center
- Ellen Massey, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Middlesex Medical Associates
- Paula Masto, M.S.N., C.P.N.P., R.N., Clinical Instructor; Certified Pediatric Nurse Practitioner, Staywell Pediatrics
- Maria Mauldon, M.S.N., R.N., Assistant Clinical Professor; Family Nurse Practitioner, Fair Haven Community Health Clinic
- Karen H. McAvoy, M.S.N., R.N., C.D.E., Clinical Instructor; Diabetes Education Coordinator, Joslin Center for Diabetes
- Bridget A. McBride, M.S.N., Clinical Instructor; Nurse Practitioner, Evercare Connecticut
- Ann McCarthy, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, The Midwife Center for Birth & Women's Health
- Paul L. McCarthy, M.D., Clinical Professor; Professor & Section Chief, General Pediatrics, Yale School of Medicine

- Carolyn V. McCarthy-Golden, M.S.N., R.N., F.N.P.-C., Clinical Instructor; Family Nurse Practitioner, New York University Hospital
- Paula Smith McCauley, M.S., A.P.R.N., C.S., A.C.N.P., C.C.R.N., C.E.N., Clinical Instructor; Acute Care Nurse Practitioner, University of Connecticut–John Dempsey Hospital
- Jean H. McCormick, M.S.N., Clinical Instructor; Nurse Practitioner, Health Care Connections, Inc.
- Penny McEvoy, B.S., A.P.R.N., A.N.P., Clinical Instructor; Adult Practice Registered Nurse, Litchfield Internal Medicine
- Jill McGarry, M.S.N., Clinical Instructor; Nurse-Midwife, Women’s Health Group
- Tina McGillicuddy, M.S.N., P.N.P., Clinical Instructor; Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Clare McKegey, M.S., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, The Center for Advanced Pediatrics
- Sandra McKelvie-Bacon, A.P.R.N., Clinical Instructor; Performance Improvement Coordinator, Patient Services, Yale-New Haven Hospital
- Ellen Martin, R.N., M.S., C.N.M., Associate Clinical Professor; Certified Nurse-Midwife, Dartmouth Hitchcock Clinic
- Thomas J. McMahan, Ph.D., Assistant Clinical Professor; Associate Professor, Psychiatry, Yale School of Medicine
- Michael McNamee, M.D., Clinical Professor; Physician, Division of Pulmonary/ Critical Care Medicine, The Hospital of Central Connecticut – Bradley Memorial Hospital
- Marilyn McNatt, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Montauk GYN
- Erin Medoff, M.S.N., A.P.R.N., Assistant Clinical Professor; Stem Cell Transplant Coordinator, Yale-New Haven Hospital
- Johanna L. Meehan, M.S.N., A.P.R.N., C.S., A.O.C.N., Assistant Clinical Professor; Oncology Nurse Practitioner, Medical Oncology & Hematology, P.C.
- Colleen E. Mellen, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Hartford Hospital
- Patricia Mencil, M.S., R.N., Clinical Instructor; Geriatric Specialist & Program Director, Eastern Connecticut Health Network
- Karen Elise Mera, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Stephanie F. Merck, M.S.N., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner/Clinical Specialist
- Sheryl Beth Merkin, M.S., A.P.R.N.-C., C.D.E., C.P.T., Clinical Instructor; Family Nurse Practitioner, Diabetes Program Coordinator, Montefiore Medical Center
- Diane Merkle, R.N., M.S.N., Clinical Instructor; Nurse Practitioner, Bridgeport Hospital
- Christine M. Merle, R.N., M.S.N., C.P.N.P., Assistant Clinical Professor; Faculty Nurse Practitioner, Columbia University School of Nursing
- Meredith B. Messing, M.S.N., A.P.R.N., N.P.-C., Clinical Instructor; Nurse Practitioner, NP Care

- Molly Meyer, M.S., A.P.R.N., Assistant Clinical Professor; A.P.R.N., Yale University Health Services
- Tomasz G. Michalewski, M.S.N., R.N., Clinical Instructor; A.A.P.N., Department of Surgery, Yale-New Haven Hospital
- Deborah Miles, M.S.N., N.P, Assistant Clinical Professor; Nurse Practitioner, Department of Veterans Affairs
- Irene B. Miller, M.S.N., Assistant Clinical Professor; Director of Behavioral Health, Mohegan Tribe–Behavioral Health Services
- Susan Sweeney Miller, M.S.N., C.N.M., Clinical Instructor; Clinical Nurse-Midwife, Obstetrics, Midwifery & Gynecology, LLP
- Paula Milone-Nuzzo, Ph.D., Professor; Director, School of Nursing, The Pennsylvania State University
- Martha Mitchell, M.S.N., Associate Clinical Professor; Clinical Nurse Specialist, Connecticut Mental Health Center
- Kathleen M. Mitcheom, M.S.N., Clinical Instructor; Certified Nurse-Midwife, Fair Haven Community Health Center
- Catharine Moffett, M.S.N., R.N., Assistant Clinical Professor; Director, Student Health Services, Connecticut College
- Heather Mokotoff, M.S.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Yale University
- Melanie Mollica, M.S.N., A.N.P., W.H.N.P., Clinical Instructor; Adult Practice Registered Nurse, ProHealth Physicians
- Deborah Ashton Molloy, M.S.N., Clinical Instructor; Nurse Practitioner, Women's Health and Wellness Center
- Karen J. Molloy, M.S.N., R.N., Clinical Instructor; Director of Nursing, The Hole in the Wall Gang Camp
- Jill B. Monda, A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Health Department, City of Bridgeport
- Mamie C. Montague, Ph.D., A.P.R.N.-B.C., F.A.A.N., Associate Professor; Associate Professor, Nursing, Howard University, CPNAHS, Division of Nursing
- Janel Moore, M.S.N., Clinical Instructor; Program Coordinator, Mills-Peninsula Health Services
- Joan M. Moore, A.P.R.N., A.O.C.N., Assistant Clinical Professor; Oncology Nurse Specialist, Saint Francis Hospital & Medical Center
- Meena S. Moran, M.D., Assistant Clinical Professor; Medical Director, Department of Radiation Therapy, William Backus Hospital
- Patricia Moriarty, M.S.N., R.N., F.N.P., Clinical Instructor; Adult Practice Registered Nurse, Women's Health, University of Connecticut Health Center/Correctional Managed Health Care
- Judith Breakenridge Morosky, M.S.N., Assistant Clinical Professor; Adult Practice Registered Nurse, Saint Francis Hospital & Medical Center
- Marion Morra, M.A., Sc.D., Associate Clinical Professor; President, Morra Communications
- Christopher J. Morren, M.D., Associate Clinical Professor; Chief, Internal Medicine, Lawrence & Memorial Hospital

- Edith E. Morrison-Morren, M.S.N., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Connecticut College
- Bret Albert Morrow, R.P.H., Ph.D., Associate Clinical Professor; Associate Research Scientist, Pharmacology, Yale School of Medicine
- Tina Marie Mulinski, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, The Cardiology Group
- Sharon Mullen, R.N., M.S.N., C.N.M., Clinical Instructor; Staff Nurse-Midwife, Mount Auburn Hospital
- Beth Muller, M.S.N., A.P.R.N., C.S., Assistant Clinical Professor; Psychiatric Nurse Clinician, Psychiatry, Yale School of Medicine
- Nancy I. Munn, M.S.N., C.P.N.P., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner, School-Based Health Centers, Bridgeport Health Department
- Clarie Murphy, M.S.N., N.P.-C., Clinical Instructor; Nurse Practitioner, Boston Health Care for the Homeless
- James Murphy, M.S., A.P.R.N., Clinical Instructor; Psychiatric Clinical Specialist, Department of Veterans Affairs
- Janet Murphy, M.S.N., Assistant Clinical Professor; Pediatric Nurse Practitioner, Branford/North Branford Pediatrics
- Monique Cherie Murphy, M.S.N., M.H.A., R.N., C.H.E., Associate Clinical Professor; Vice President of Patient Services, Chief Nursing Officer, East Texas Medical Center
- Judy-Lynn Murray, A.P.R.N., Clinical Instructor; Nurse Practitioner, Thameside OB/GYN Centre
- Julie Murray, R.N., M.S.N., A.P.R.N., C.-P.N.P., Clinical Instructor; C-PNP, Southwest Community Health Center
- Rebecca Ruth Murray, M.S.N., A.P.R.N., C.D.E., Assistant Clinical Professor; Family Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Robin Murtha, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Breastfeeding Resources
- Michele Rene Muzyka, M.S.N., R.N., Clinical Instructor; Team Leader/Nurse Clinician, Connecticut Mental Health Center
- Ronald Nardi, M.S.N., A.P.R.N., Clinical Instructor; Director, Intensive Outpatient Treatment Program, Department of Veterans Affairs
- Karen Myrick, R.N., M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, University of Connecticut Health Center
- Linda Nanni, R.N., M.S.N. C.N.M., Clinical Instructor; Director of Midwifery, Women's Care, Incorporated, Providence, Rhode Island
- Virginia Napiello, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Pro Health Physicians
- Sujai Dept Nath, M.D., Clinical Instructor; Consultant in Neurology, Connecticut NeuroCare, LLC
- Ann Nelson, M.S.N., A.P.R.N., Clinical Instructor; Perinatal Nurse Clinician, Saint Francis Hospital & Medical Center
- Kathryn Nelson, M.S., A.P.R.N., Clinical Instructor; Pediatric Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Clare Nespoli, M.S.N., C.P.N.P, Clinical Instructor; Pediatric Nurse Practitioner, Southbury Pediatrics

- Linda Nevins, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Connecticut Medical Group
- Sheryl Nichols, Ph.D., L.I.C.S.W., L.C.S.W.-C., Assistant Clinical Professor; Director of Student Affairs, Howard University Division of Nursing
- Carrie A. Nielsen, M.S.N., A.P.R.N., N.P.-C., Clinical Instructor; Nurse Practitioner, Norwalk Medical Group, P.C.
- Nancy Niemczyk, M.S.N., C.N.M., Assistant Clinical Professor; Clinical Director, The Midwife Center for Birth and Women's Health
- Mary A. Nies, Ph.D., R.N., F.A.A.N., F.A.A.N.B., Associate Clinical Professor; Dean, Stony Brook University School of Nursing
- Diana J. Norris, M.S., R.N.B.C., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Eastern Connecticut Health Network
- Edward Novotny, Jr., M.D., Associate Clinical Professor; Associate Professor, Pediatrics, Yale School of Medicine
- Henry J. Nusbaum, M.D., Assistant Clinical Professor; Physician, Bristol Hospital
- Anthonia Obichere, R.N., M.S.N., C.N.M., Assistant Clinical Professor; Director of Nurse-Midwifery Services, Dimensions Health Systems d/b/a Prince George Hospital Center
- Leslie Hetzel O'Connor, M.S.N., A.P.R.N., B.C., Assistant Clinical Professor; Clinical Director, Yale-New Haven Hospital Psychiatric Institute
- Meghan O'Connor, R.N., M.S.N., Clinical Instructor; Certified Nurse-Midwife, Greater New Haven OB/GYN
- Brian O'Neill, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Patricia O'Neill, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Yale-New Haven Hospital
- Sarah Osgood, P.N.P., M.S.N., B.S., Clinical Instructor; Pediatric Nurse Practitioner, Holyoke Pediatric Associates
- Angela Orsini Garry, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Alliance Medical Group
- Jean Molloy Palin, M.S., R.N.-C., Clinical Instructor; Family Nurse Practitioner, School-Based Health Center, Community Health Center, Inc.
- Marci Panapada, M.S.N., F.N.P., Clinical Instructor; Adult Practice Registered Nurse, Optimus Health Care
- Richard V. Panetta, A.P.R.N., Clinical Instructor; Geriatric Nurse Practitioner, NP Care
- Lea Pannella, M.S.N., A.P.R.N., B.C., Clinical Instructor; Adult Nurse Practitioner, Hill Health Corporation/South Central Rehabilitation Center
- Kelly Papa, R.N., M.S.N., Clinical Instructor; Director of Education, Research & Dementia Care Consulting, Alzheimer's Resource Center of Connecticut
- Diane Paquette, M.S.N., Clinical Instructor; Nurse Practitioner, Yale University Health Services
- Catherine Jennings Parisi, M.S.N., C.N.M., Clinical Instructor; Staff Clinical Midwife, Connecticut Childbirth & Women's Center
- Janet A. Parkosewich, M.S.N., R.N., C.C.R.N., Assistant Clinical Professor; Cardiac Clinical Nurse Specialist, Yale-New Haven Hospital

- Bruce Patterson, M.S., A.P.R.N., Clinical Instructor
- Karen Pawelek, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Connecticut College – Health Center
- David Pazer, M.D., Clinical Instructor; Physician, Family Medical Associates
- Geraldine S. Pearson, Ph.D., A.P.R.N., Assistant Clinical Professor; Program Director, HomeCare, University of Connecticut Health Center
- Sandra Kalison Peccerillo, M.S.N., F.N.P., Clinical Instructor; Nurse Practitioner, Staywell Health Center
- Madeleine Pellerin, M.S.N., A.P.R.N., B.C., Assistant Clinical Professor; Nurse Practitioner/Clinic Coordinator, Psychiatric Primary Care, West Haven VA Medical Center
- Emily M. Peluso, M.S.N., R.N., P.N.P., Clinical Instructor; Pediatric Hematology/Oncology Nurse Practitioner, Connecticut Children's Medical Center
- Claire Atkins Pieri, A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Community Health Center
- Deborah Piper, C.N.M., M.P.H., Assistant Clinical Professor; Certified Nurse-Midwife, Assistant Professor, OB/GYN, Dartmouth Medical School
- Laura Piscioneri, R.N., M.S.N., C.N.M., Clinical Instructor; Nurse Practitioner, Saint Francis Hospital / Burgdorf Fleet Center
- Ellie Plukas Smith, M.S.N., A.P.R.N., Clinical Instructor; Psychiatric Clinical Specialist, Department of Veterans Affairs, State of Connecticut
- Margaret L. Plunkett, M.S.N., A.R.N.P., C.S., Clinical Instructor; Clinical Nurse Specialist, Dartmouth-Hitchcock Medical Center
- Barbara E. Pokorny, M.S.N., R.N., C.S., Assistant Clinical Professor; Family Nurse Practitioner, ProHealth Physicians, Inc.–Sparrow Commons Family Practice
- Janice Margaret Poley, A.P.R.N., Assistant Clinical Professor; Adult Nurse Practitioner, Saint Francis Hospital, New York
- Dorothy L. Powell, Ed.D., R.N., F.A.A.N., Professor; Associate Dean of Nursing, Howard University
- Renee B. Powell, M.S.N., Clinical Instructor; Nurse Practitioner, St. Vincent Medical Center
- Daniel Powers, M.D., Clinical Instructor; Physician, Internal Medicine
- Punyadech Photantham, M.D., Clinical Instructor; Physician/President, Pride Medical, PLLC
- Marci Ann Garafaolo Quaranta, M.S.N., A.N.P., Clinical Instructor; Adult Nurse Practitioner/Gerontological Nurse Practitioner, West Haven VA Medical Center
- Nancy Osborn Quimby, M.S., A.P.R.N., Assistant Clinical Professor; Clinical Services Director, Health First, Inc.
- Sandra Rae, R.N.C., W.H.N.P., Clinical Instructor; Clinician, Tapestry Health Services
- Shauna A. Rago, R.N., A.P.R.N.–B.C., Clinical Instructor; Nurse Practitioner, Windham Medical Group
- Sanjeev P. Rao, M.D., Clinical Instructor; Pediatrician, Southwest Community Health Center
- Lynn Rapsilber, R.N., M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Litchfield County Gastroenterology Associates

- Jane Z. Reardon, R.N., M.S.N., Assistant Clinical Professor; Acute Care Nurse Practitioner, Hartford Hospital
- Vanessa Reid, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Child & Family Agency of Southeastern Connecticut
- Sharon L. Remillard, M.S.N., R.N., Assistant Clinical Professor; Director of Nursing, Yale University Health Services
- Thomas S. Renshaw, M.D., Clinical Professor (retired); Professor, Orthopaedics and Rehabilitation, Yale School of Medicine
- Christy Ann Reuben, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Jessica Marks Ricciardelli, M.S.N., P.N.P., Clinical Instructor; Nurse Practitioner, Walsh Intermediate School/SBHC
- Erin Rice, M.D., Clinical Instructor; Partner/Pediatrician, Branford Pediatrics & Allergy
- Loretta Catherine Richardson, C.N.M., Clinical Instructor; Certified Nurse-Midwife, Sharon Hospital/Sharon OB/GYN
- Cherrilyn Flemming Richmond, M.S., A.P.R.N., F.N.P., W.H.N.P., B.C., Clinical Instructor; Women's Health Nurse Practitioner, Yale School of Medicine
- Christina Fultz Rickenback, M.S.N., Assistant Clinical Professor; Certified Pediatric Nurse Practitioner, Wildwood Pediatrics
- Michael O. Rigsby, M.D., Associate Clinical Professor; Staff Physician, West Haven VA Medical Center
- Janet R. Rimm, A.P.R.N., B.C., Clinical Instructor; Adult Practice Registered Nurse, Psychiatric Consultation-Liaison Service, Hospital of Saint Raphael
- Marie Rinaldi, M.S.N., R.N., Clinical Instructor; Acute Care Nurse Practitioner, Hartford Hospital
- Margarita Rios, M.S., A.P.R.N., B.C., Clinical Instructor; Family Nurse Practitioner, Roberto Medina, M.D., LLC
- Natalie Rios, M.S.N., C.P.N.P., Clinical Instructor; Advanced Practice Nurse, Hematology/Oncology, Hackensack University Medical Center
- Sharon Schindler Rising, M.S.N., C.N.M., Associate Clinical Professor; Executive Director, Centering Pregnancy & Parenting Association
- Patricia Risley, M.S.N., Clinical Instructor; Family Nurse Practitioner, Norwalk Hospital
- Rachel L. Roach, R.N., M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Division of Geriatrics, Rhode Island Hospital
- Marie V. Roberto, Dr.P.H., Assistant Clinical Professor; Project Director, Bioterrorism Training Project, Connecticut Partnership for Public Health Workforce Development
- Janet Roberts, R.N., M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Integrated Health Services, Inc.
- Laurie Rockwell, R.N., M.P.A., Clinical Instructor; Director of Quality Management & Education, VNA Community Health Care
- David Roer, M.D., Assistant Clinical Professor; Physician, Nephrology and Hypertension Associates

- Amy M. Romano, M.S.N., B.A., R.N., Clinical Instructor; Perinatal Research & Advocacy Coordinator, Lamaze International (Contract)
- Lynda Romita, M.S.N., C.P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Whitney Pediatrics and Adolescent Medicine
- Janet Rooney, M.S., A.P.R.N., Assistant Clinical Professor; Clinical Nurse Specialist, The Carriage House
- Maureen G. Roussel, M.S.N., A.P.R.N., C.S., Clinical Instructor; Clinical Nurse Specialist, Yale-New Haven Hospital
- Margaret Rudin, A.P.R.N., Ph.D., Assistant Clinical Professor; Adult Practice Registered Nurse, John Dempsey Hospital/University of Connecticut Health Center
- Steven Rudolph, M.D., Assistant Clinical Professor; Director, Stroke Center, Maimonides Medical Center–Mt. Sinai Hospital
- Coralease C. Ruff, Pharm.D., Associate Professor; Associate Professor of Nursing, College of Pharmacy, Nursing & Allied Health Sciences
- Janet Rufo, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Coastal Women's Care
- Jacqueline Rugg, M.S.N., A.P.R.N., Associate Clinical Professor; Psychiatric Clinical Specialist, Jacqueline Rugg – Private Practice
- Leona J. Ruggiero, M.S.N., Clinical Instructor; Nurse Clinical Specialist, River Valley Services
- Alice Ruskowski, M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Adult Nurse Practitioner–Clinical Coordinator, Yale-New Haven Hospital
- Jayne Ryzewski, M.S.N., R.N., C.R.R.N., Associate Clinical Professor; Clinical Nurse Specialist, Rehabilitation, Yale-New Haven Hospital
- Barbara Eileen Sabo, M.S., Assistant Clinical Professor; Clinical Nurse Specialist, Yale-New Haven Hospital
- Shirley Yashotha Samy, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner/Sub-Investigator, Alliance Medical Group
- Carol SanAntonio, R.N., M.S.N., P.N.P., Clinical Instructor; Adult Practice Registered Nurse, Saint Francis Hospital
- Richard Sandrib, M.S.N., Clinical Instructor; Manager of Occupational Health Services, Bristol-Meyers Squibb
- Michelle L. Sanford, M.S.N., Clinical Instructor; Adult Practice Registered Nurse, Surgical ICU, Hartford Hospital
- Prasama Sangkachand, M.S.N., R.N., Clinical Instructor; Staff Nurse, Yale-New Haven Hospital
- Lynn St. Germain Saphire, M.S.N., R.N., Assistant Clinical Professor; Global Medical Operations Leader, General Electric Company
- Linda Sapio-Longo, M.S.N., R.N., Clinical Instructor; Family Nurse Practitioner, Infectious Disease Clinic, Waterbury Hospital Health Center
- Jane Borden Sarja, M.S.N., Clinical Instructor; Nurse Practitioner/Clinical Coordinator, West Haven VA Medical Center
- Polly Sather, M.S.N., Clinical Instructor; Acute Care Nurse Practitioner, ACNP Medical Intensive Care Service, Yale-New Haven Hospital

- Donna M. Savino, A.P.R.N., C.P.N.P., A.E.-C., Clinical Instructor; Adult Practice Registered Nurse, Yale-New Haven Hospital
- Cheryl Savoca, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Pediatrics, Pediatric Plus
- Kristin Scarlata, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, OB/GYN Services, P.C.
- Karen Schabot, R.N., M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Dartmouth Hitchcock Medical Center
- Phyllis E. Schling, M.S.N., R.N., C.R.N.P., Clinical Instructor; Family Nurse Practitioner, Community Health Services
- Henry Schneiderman, M.D., Clinical Professor; Physician, Hebrew Health Care
- Robert T. Schoen, M.D., Clinical Professor; Clinical Professor, Internal Medicine, Yale School of Medicine
- Mark H. Schoenfeld, M.D., Clinical Professor; Physician, Arrhythmia Center of Connecticut, P.C.
- Nadine Curley Schwab, M.P.H., B.S.N., P.N.P., F.N.A.S.N., Associate Clinical Professor; Supervisor, School Health Services, Westport Public Schools
- Jane S. Schwartz, M.S.N., Assistant Clinical Professor; Psychiatric Nurse Clinical Specialist, Atlantic Health Services P.C.
- Linda A. Schwartz, Dr.P.H., M.S.N., R.N., Associate Clinical Professor; Commissioner, Department of Veterans Affairs
- Margretta R. Seashore, M.D., Assistant Clinical Professor; Professor, Genetics & Pediatrics, Yale School of Medicine
- Nadine D. Seltzer, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner Director, St. Joseph Family Life Center
- Peter Alan Selwyn, M.D., M.P.H., Clinical Professor; Professor & Chairman, Department of Family Medicine, Albert Einstein College of Medicine/Montefiore Medical Center
- Marque Setevage, M.S.N., F.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Child & Family Agency of Southeastern Connecticut
- Deborah Shabas, M.D., Assistant Clinical Professor; Physician, The Raymond Naftali Ambulatory Center for Rehabilitation, New York
- Laurel Beth Shader, M.D., Assistant Clinical Professor; Pediatrician, Fair Haven Community Health Center
- Tracy Leigh Shamas, M.S.N., Clinical Instructor; Family Nurse Practitioner, VA Healthcare of New England
- Alexandra Shea, M.S.N., C.N.M., Clinical Instructor; Nurse-Midwife, Brigham & Women's Hospital
- Franci Sheehan, M.S.N., Clinical Instructor; Nurse Manager/Nurse Practitioner, Andrew Levi, M.D.–Park Avenue Fertility & Reproductive Medicine
- Donna Shinn, M.S.N., A.P.R.N., Clinical Instructor; Psychiatric Clinical Nurse Specialist, Yale-New Haven Hospital
- Stephanie Sigmund, M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Hartford Hospital
- Adele Silhavy, C.N.M., Clinical Instructor; Certified Nurse-Midwife, Saint Francis Hospital & Medical Center

- Elissa Nancy Silvio, M.S., A.P.R.N., F.N.P.C., Clinical Instructor; Adult Nurse Practitioner, Blind Rehabilitation Unit, West Haven Veterans Hospital
- William J. Simione, Jr., B.S., C.P.A., F.H.H.C., Assistant Clinical Professor; Managing Partner, Simione & Simione
- Patricia Simonowicz, M.S.N., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, Hartford Hospital
- Christine Simpson, R.N., M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Bridgeport Hospital
- Marybeth Singer, M.S., A.P.R.N., A.O.C.N., Clinical Instructor; Oncology Nurse Practitioner, Massachusettes General Hospital
- Phanthila Singhaviranon, M.D., D.T.M. & H., Associate Professor; Pediatrician, Community Health Services
- Katharine Sinnett, M.S.N., F.N.P., Clinical Instructor; Child & Family Agency of Southeastern Connecticut
- Amanda Nancy Skinner, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Specialist in Women's Health Care
- Karren Slade, M.S., R.N., C.S., Clinical Instructor; Nurse Practitioner, University of Connecticut Health Center
- Stacy M. Smalley, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Obstetrics-Gynecology & Infertility Group, P.C.
- Julia Smith, M.S.N., A.N.P.-B.C., A.O.C.N., Clinical Instructor
- Steven Sobelman, M.D., Assistant Clinical Professor; Physician, Sobelman Pediatrics–ProHealth
- Susan Seltzer Solinsky, M.S.N., A.P.R.N., G.N.P., Clinical Instructor; Geriatric Nurse Practitioner, University of Connecticut Health Center/Geriatric Associates
- Heather L. Spear, A.P.R.N., C.S., Clinical Instructor; Nurse Psychotherapist (Adult Practice Registered Nurse), Hartford Hospital/Institute of Living
- Margaret Ahearn Spera, M.S.N., Clinical Instructor; Adult Nurse Practitioner, Family Medical Associates
- Sydney Z. Spiesel, M.D., Ph.D., Associate Clinical Professor; Pediatrician, Office of Sydney Spiesel
- Janet C. Spinner, M.S.N., C.N.M., Assistant Clinical Professor; Certified Nurse-Midwife, Greater New Haven OB/GYN Group
- Judy Splittgerber, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Judy Splittgerber, A.P.R.N.
- Geralyn Spollett, M.S.N., C.-A.N.P., Associate Clinical Professor; Associate Director, Adult Nurse Practitioner, Yale Diabetes Center, Yale School of Medicine
- Elizabeth F. Stankiewicz, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Community Health Center
- Mary Ann Starkes, M.S.N., A.P.R.N., Clinical Instructor; Nurse Clinical Specialist
- Wolfgang D. Steinmann, M.D., Assistant Professor; Physician, Norwalk Hospital
- Janna N. Stephan, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Community Health Services, Inc.
- Kerry Stephenson, R.N., M.S.N., P.N.P., Clinical Instructor; Pediatric Nurse Practitioner, Yale School of Medicine

- Kristine Sterling, R.N., M.S.N., F.N.P.; Family Nurse Practitioner, Planned Parenthood of Connecticut
- Lisa Stern, R.N., M.S.N., A.P.R.N., Clinical Instructor; Clinician, Planned Parenthood of Connecticut
- Rebecca Stockdale-Woolley, M.S.N., Assistant Clinical Professor; Pulmonary Clinical Specialist & Program Manager, Hospital of Saint Raphael
- Emily Strange, C.N.M., M.S.N., Clinical Instructor; Certified Nurse-Midwife, Dartmouth Hitchcock Medical Center
- Cindi Mae Striebel-Oberly, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Neurosurgical Trauma ICU, Hartford Hospital
- Anna Sullivan, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, The Hospital of Central Connecticut
- Gail Marie Sullivan, M.D., M.P.H., Associate Clinical Professor; Associate Director, Education/Center on Aging, University of Connecticut Health Center
- Karen Sullivan, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, HealthWise
- Mary Sullivan, M.S.N., Clinical Instructor; Nurse Practitioner, Pitney Bowes Medical Department
- Craig Paul Summers, M.D., Assistant Clinical Professor; Physician, Children's Medical Group
- Phyllis Sutton, A.P.R.N., B.C.-P.C., Clinical Instructor; Administrative Coordinator & Nurse Practitioner, New York University Medical Center
- Amanda Swan, M.S.N., N.P., Clinical Instructor; Nurse Practitioner, SUNY Downstate Medical Center
- Rosemary A. Swanke, M.S.N., A.P.R.N., Clinical Instructor; Acute Care Nurse Practitioner, Adult Intensive Care, University of Connecticut Health Center—John Dempsey Hospital
- Mary Elizabeth Swaykus, M.D., Assistant Clinical Professor; Physician, Preferred Care Walk In Medical Center
- Heidi Parkman Sweeney, M.S.N., R.N., P.N.P., Clinical Instructor; Nurse Practitioner, Pediatric Urology, Connecticut Children's Medical Center
- Marie Sweeney, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Rushford Center
- Jacalyn Szarkowicz-Nair, M.S., R.N., Clinical Instructor; Geriatric Clinical Nurse Specialist, Brittany Farms Health Center
- Christina Tangredi, M.S.N., A.P.R.N., Clinical Instructor; Nurse Practitioner, Department of Veterans Affairs, Connecticut
- Phyllis Tarallo, M.S., C.S., F.N.P., Clinical Instructor; Business Director/Family Nurse Practitioner, University of Connecticut Health Center
- Michelle Telfer, R.N., M.S.N., C.N.M., W.H.N.P., M.P.H., Clinical Instructor; Certified Nurse-Midwife, Obstetrics, Gynecology & Infertility Group, P.C.
- Dawn Tenney, R.N., M.S.N., Clinical Instructor; Associate Chief Nurse, Massachusetts General Hospital
- Wilhelmina G. Thomas-Jackson, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, OB/GYN Department, Bridgeport Hospital

- Eric Tichy, Pharm.D., Clinical Instructor; Medical/Surgical/Pediatric, Yale-New Haven Hospital
- David G. Tillinghast, M.D., Assistant Clinical Professor; Pediatrician, Middlesex Pediatric Associates/ProHealth Physicians
- Linda M. Titus, M.S.N., R.N., Associate Clinical Professor; Nursing Director, Acute & Extended Care, VA Connecticut Health Care System
- Beth Tohy, M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Arthritis & Internal Medicine, LLC
- Pamela Townshend, M.S., C.N.M., Clinical Instructor; Nurse-Midwife, Obstetrics, Gynecology & Infertility Group, P.C.
- Tracy Trecattin Reed, M.S., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Human Services Council
- Donna Trigilia, A.P.R.N., Clinical Instructor; Nurse Practitioner, Gaylord Hospital
- Sonny Hing Min Tse, B.S., T.C.M., Assistant Clinical Professor; Lecturer, The Hong Kong Poly Tech University
- Carol Joan Turner, M.S.N., A.N.P., Clinical Instructor; Nurse Practitioner & Clinic Manager, Pitney Bowes Medical Department
- Kathleen E. Tynan, M.S.N., Assistant Clinical Professor; Nursing Manager, Center for Pain Management, Yale School of Medicine
- Gael Ulisse, A.P.R.N., C.D.E., Clinical Instructor; Nurse Practitioner, Inpatient Diabetes Team, Yale-New Haven Hospital
- Stephen Urciuoli, M.D., Clinical Instructor; Physician, PriMed
- Annie Vaillant, M.S.N., N.M., Clinical Instructor; Nurse-Midwife, Women's Health Associates of Western Massachusetts
- Edith K. Vassar, M.P.H., M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, East Granby Family Practice
- Zena Vatman, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Human Services Council
- Sarah Mottram Vaughan, M.S.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Site Manager, School-Based Health Center, Yale-New Haven Hospital
- Margaret Fowler Veazey, M.S.N., R.N., Associate Clinical Professor; Associate Director, Patient/Nursing Services, VA Connecticut Healthcare System
- Karen A. Veith, M.S.N., A.P.R.N., P.N.P., Clinical Instructor; Adult Practice Registered Nurse, Community Health Center
- Marie Villanueva, A.P.R.N., B.C., Clinical Instructor; Adult Practice Registered Nurse, Catholic Family Services at Bridgeport
- Carol Vinick, M.S.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Hartford Board of Education
- Judith Westra Vinoski, M.S.N., Clinical Instructor; Mental Health Director of Treatment Services I, Connecticut Mental Health Center
- Elizabeth Visone, M.S., A.P.R.N., Clinical Instructor; Nurse Practitioner, Windham Medical Group
- Michelle Bolles Vitale, M.S.N., Clinical Instructor; Nurse Practitioner, Connecticut Medical Group, LLC

- Karen Rose Volatile, M.S., Clinical Instructor; Adult Nurse Practitioner, Alliance Medical Group
- Zoanne Vollono, M.S., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, John Dempsey Hospital/University of Connecticut Health Center
- Almarie S. Walczak, M.S.N., A.P.R.N., Clinical Instructor; Family Nurse Practitioner, Fair Haven Community Health Center
- Rachna Walia, M.D., Assistant Clinical Professor; Physician, United Community Family Services
- Ramindra Walia, M.D., Assistant Clinical Professor; Physician, United Community Family Services
- Elizabeth Arquin Walker, D.N.Sc., Associate Clinical Professor; Assistant Professor, Epidemiology & Social Medicine, Einstein College of Medicine
- Mary Jean Walker, M.S., A.P.R.N., Assistant Clinical Professor; Nurse Practitioner, Hartford Obstetrical & Gynecological Group
- Joanne Walsh, M.B.A., Assistant Clinical Professor; President & CEO, VNA of South Central Connecticut, Inc.
- Deborah Harriett Ward-O'Brien, M.S.N., A.P.R.N., C.S., Clinical Instructor; Director of Nursing, Connecticut Mental Health Clinic, State of Connecticut
- Christine Waszynski, M.S., A.P.R.N., Assistant Clinical Professor; Adult Practice Registered Nurse, Division of Geriatrics, Department of Medicine, Hartford Hospital
- Nancy E. Watsky, A.P.R.N., C.B., Clinical Instructor; Associate Director, Acute Services, Connecticut Mental Health Center
- Irene Wawrzyniak, R.N., A.P.R.N., Clinical Instructor; Adult Practice Registered Nurse, Psychiatry, Hartford Hospital
- Jana Weingrad Smith, M.P.H., Assistant Clinical Professor; Director, Prenatal Center, Community Health Services
- Stuart Weinzimer, M.D., Assistant Clinical Professor; Assistant Professor, Pediatrics, Yale School of Medicine
- Peter Weiss, M.S.N., Clinical Instructor; Nurse Practitioner, Acute Medicine, Newington VA Medical Center
- Susan Finley Welch, M.S.N., C.P.N.P., Clinical Instructor; Adult Practice Registered Nurse, Ambulatory Pediatrics, Greenwich Hospital
- Stephanie L. Welsh, M.S.N., C.N.M., Clinical Instructor; Certified Nurse-Midwife, Mansfield OB/GYN
- Jennifer West, R.N., M.S.N., A.P.R.N., Clinical Instructor; Adult Nurse Practitioner, Park Avenue Fertility & Reproductive Medicine
- Charles F. Wetmore, A.P.R.N., C.P.N.P., Clinical Instructor; CPNP, Adult Practice Registered Nurse, Pediatric Healthcare Associates
- Kate Weyman, M.S.N., F.N.P., A.P.R.N., C.D.E., Clinical Instructor; A.P.R.N., Robert Lang, M.D.
- Carol A. Whelan, M.S., A.P.R.N., C.S., A.N.P., Assistant Clinical Professor; Advanced Practice Nurse, VA Medical Center
- Richard Whelan, M.D., Assistant Clinical Professor; Staff Pediatrician, Hill Health Center

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

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

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

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

Leslie Winter, R.N., M.S.N., C.N.M., Clinical Instructor; Clinician, Planned Parenthood of Connecticut

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

Lynne Wolfe, M.S.N., P.N.P., B.C., Clinical Instructor; Metabolic Nurse Practitioner, Yale School of Medicine

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

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

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

Stacey Wyner, R.N., M.S.N., A.P.R.N., F.N.P., Clinical Instructor; Family Nurse Practitioner, Genral Practitioners of Hamden/Branford

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

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

Jill Zabit, A.P.R.N., M.S.N., C.-F.N.P., Clinical Instructor; Nurse Practitioner, Alliance Medical Group

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

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

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

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

Research Staff

Lauren Boggs, Research Assistant

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

Nicole Hunter, Research Associate

Lauren Liberti, Trial Coordinator

Tony Ma, Ph.D., Data Manager

Allison Proto, Research Assistant

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

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

Administrative Staff

Patricai Ryan-Krause, M.S., M.S.N., R.N., C.-P.N.P., Interim Director, Center for International Nursing Scholarship and Education

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

Dylesha Blackmon, Assistant Administrator, Business Services

Linda Caruso, Receptionist, Yale School of Nursing

Barbara Celotto, Senior Administrative Assistant, Academic Programs

Joseph DeLuca, Senior Administrative Assistant, Office of the Dean

Nancy A. DeMatteo, Senior Administrative Assistant, Academic Programs

Donna Epps, Program Manager, Academic Programs

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

Carolyn T. Falls, Director, Financial Aid

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

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

Latisha Fuller-Sharpe, Senior Administrative Assistant, Academic Affairs

Veronica Good, Executive Assistant, Office of the Dean

Fredericka Grant, Senior Administrative Assistant, Office of Student Affairs and Financial Aid

Neal Greene, Media Technician, Information Technology

Frances Hackerman, Senior Administrative Assistant, Office of Scholarly Affairs

Lisa M. Hottin, Director, External Relations

Kimberly H. James, Grant Administrator, Business Services

Kenneth Kader, Financial Assistant, Business Services

Joan Katko, Senior Administrative Assistant, Office of Student Affairs

Angela Kuhne, Director, Office of Admissions

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

Tracy T. Chidsey, Senior Administrative Assistant, Development and Alumnae/i Affairs

John Powers, Director, Public Affairs

Elizabeth Roscher, Annual Giving and Alumnae/Affairs Officer

Joann Santora, Senior Administrative Assistant, Academic Programs

Robin Scribner, Senior Administrative Assistant, Academic Affairs

William Storandt, Staff Editor

Bonnie Trexler, Senior Administrative Assistant, Office of the Dean

Jeanetsey Velazquez, Administrative Assistant, Academic Programs

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

Yale School of Nursing

HISTORY

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

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

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

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

In April 1970 the Corporation approved development of a three-year curriculum for college graduates from other fields, a program of study now known as the Graduate Entry Prespecialty in Nursing. The first class of twelve enrolled in the fall of 1974; in 2005 the entering class numbered seventy.

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

The School is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, N.W., Suite 530, Washington DC 20036; telephone, 202.887.6791; Web site, www.aacn.nche.edu. The Graduate Entry Prespecialty in Nursing is approved by the State of Connecticut Board of Examiners for Nursing. The Nurse-Midwifery specialty is accredited by the American College of Nurse-Midwives. The Pediatric Nurse Practitioner specialty is accredited by the Pediatric Nursing Certification Board.

MISSION

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

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

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

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

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

PHILOSOPHY

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

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

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

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

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

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

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

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

ORGANIZATIONAL FRAMEWORK

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

The master's curriculum is designed to offer students an opportunity to become prepared as advanced practitioners in selected health care specialties so that they may assume

roles as clinicians, scholars, and leaders and ultimately improve health care for all people. Advanced Practice Nurses are committed to the delivery and the study of high-quality evidence-based clinical care and work to help shape health care systems. The program of study in the School is viewed as preparation for graduates' continuing activity in a variety of leadership roles.

Advanced Nursing Practice

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

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

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

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

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

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

CLINICAL PRACTICE

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

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

SCHOLARSHIP

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

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

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

LEADERSHIP

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

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

MASTER'S-LEVEL OUTCOMES

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

Clinical Practice

1. Provide evidence-based care integrating holistic perspectives and ethical factors at the advanced practice level specific to the specialty area.
 - Employ appropriate methods/strategies/technologies to gather relevant data from multiple sources.
 - Analyze and synthesize data to identify and prioritize problems.
 - Develop and implement management plans using best available evidence, and evaluate outcomes and modify management plans.
2. Engage in scholarship.
3. Critically evaluate clinical evidence from multiple sources (such as current literature, clinical, and patient) to derive implications for best practices.
4. Identify clinical challenges and gaps in knowledge, and participate in scholarship to improve health care.
5. Apply clinical scholarship to improve outcomes in health care.

Leadership

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

Scholarship

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

Scholarly Affairs

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

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

YSN investigators are serving as leaders and team members in these multidisciplinary and multi-site endeavors. The scope of these projects is often much larger than single-site or single-investigator studies. The promise of these larger studies is a greater impact on the health and well-being of vulnerable populations.

YSN faculty are leaders in dissemination and translation of research from the laboratory to practice and into the community. With transdisciplinary colleagues, YSN faculty are conducting cutting-edge translational research to address the most pressing needs of vulnerable people in the community. These include the challenges of HIV/AIDS, obesity, mental health, and diabetes, to name just a few.

Centers

CENTER FOR ENHANCING HEALTH OUTCOMES WITH VULNERABLE POPULATIONS

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

CENTER FOR SELF- AND FAMILY MANAGEMENT OF VULNERABLE POPULATIONS

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

CENTER FOR INTERNATIONAL NURSING SCHOLARSHIP AND EDUCATION

The Center for International Nursing Scholarship and Education, formed in 2006, is the focal point for YSN's international health activities. The center promotes excellence in all aspects of our international work, with an emphasis on collaborative scholarship and thoughtful examination of the cross-cultural and cross-border dimensions of our work. The aims in scholarship are the development of faculty scholarship in international health and the establishment of externally funded programs of international health research and scholarship. The aims in education are to develop sound international clinical placements

for YSN students, to establish stable sources of funding for these educational experiences, and to propose and develop academic programs at YSN for students and scholars seeking a career in international health.

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

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

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

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

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

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

Clinical and Community Affairs

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

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

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

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

Academic Programs

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 74-77.

Doctoral study at the Yale School of Nursing was launched in 1994 with the Doctor of Nursing Science program. 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 79-81.

Master's Program

AIMS AND ASSUMPTIONS

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

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

REQUIREMENTS FOR THE DEGREE

The degree of Master of Science in Nursing (M.S.N.) is conferred upon students who have satisfactorily completed the chosen course of graduate study at Yale and have met the other conditions prescribed by the School of Nursing. To be eligible for the degree, students in the Graduate Entry Prespecialty in Nursing must successfully complete a minimum of 80.9 credit hours* and have passed the National Council Licensure Examination – Registered Nurse (NCLEX-RN), which is taken by the end of the first specialty year. Students who are registered nurses satisfactorily complete a program of study that includes a minimum of 40 credit hours to be eligible for the degree.

Transfer credits are not accepted; however, selected courses may be waived based on review and approval by faculty. 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

New students are enrolled in the master's program only once per year (in September). Fall and spring terms are sixteen weeks in length and the summer term is eleven weeks long. All students are required to maintain active Connecticut R.N. licensure and CPR certification for the medical professional while enrolled in the School of Nursing (GEPN).

students are to obtain their Connecticut R.N. license before the start of their second specialty year). Full-time study is required for students in the Graduate Entry Prespecialty in Nursing and is offered in all specialties. RNs have the option of full- or part-time study. The course schedule for part-time study is predetermined and will be either three or four years depending upon the specialty. General descriptions of the part-time study schedule can be obtained from the School's Web site. Conversion from part-time to full-time study or the reverse is not normally permitted.

Nonmatriculated part-time study is available with the course instructor's permission. A nonmatriculated student is limited to three courses per term. Students are permitted to apply up to six courses toward a degree program or a post master's certificate at the discretion of the specialty director and assistant dean of academic affairs.

All potential RN candidates whose highest degree in nursing is an associate's degree and who also hold a BS degree in another field, will be required to take a community health course in order to be enrolled into the Yale School of Nursing's master's degree program. An e-learn course that meets the objectives for N513c, Seminar in Community Health Nursing and Public Health, such as the one offered by the New York State Nurses Association Continuing Education (www.elearnonline.net/coursedesc.aspx?ClassID=372&s=67), is acceptable. In addition to providing proof of community health content, the applicant will have to complete a community health related project that can be part of course work prior to graduation. The nature and extent of this project will be co-determined with the respective specialty director.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES FOR THE MASTER'S PROGRAM

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

Admissions requirements for registered nurses include a baccalaureate degree from an accredited college or university and graduation from a school of nursing (approved by the licensing board of the state in which it is located). A course in statistics and research methods is recommended, but not required. Additionally, at least one year of professional nursing experience is highly recommended. Applicants must be licensed to practice nursing in at least one U.S. state. If the applicant is a new graduate, steps to obtain a Connecticut RN license must be in process at the time the applicant enters the program and must be completed no later than November 1.

The following application materials are required:

1. Application form and fee (\$65)
2. Résumé/Curriculum Vitae
3. Personal statement/essay
4. One official transcript from each college or university attended (*Note:* international transcripts must be evaluated by a credentialing agency such as World Education Service, www.wes.org. In addition, a certified English translation must accompany all non-English transcripts.)

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

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

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

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

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

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

It is to the applicant's advantage to complete the application process by the November 1 application deadline, as available positions are offered to all qualified applicants from this cycle first. Admission to any specialty may close for subsequent cycles once available positions are filled; however, the Admissions Committee continues to develop an alternate pool in the event places become available at a later time.

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

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

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

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. GEPN applicants must take the GRE prior to the November 1 application deadline.

In most cases, computer-based testing has replaced the paper format and can be scheduled year-round in the U.S. International students must plan carefully as the GRE may only be offered a few times per year in a specific country. It takes two weeks from the date of administration for the official transcript of GRE scores to reach the School. Prompt arrangements for taking this examination should be made in order to meet the application deadlines.

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

English as a Foreign Language

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

Arrangements to take the TOEFL must be made by contacting TOEFL, Educational Testing Service, PO Box 6155, Princeton NJ 08541-6155, U.S.A.; by visiting the Web site at www.toefl.org/; or by telephoning 609.921.9000.

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

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

Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination

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

EQUAL OPPORTUNITY STATEMENT

The University is committed to basing judgments concerning the admission, education, and employment of individuals on their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against

any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

CAMPUS CRIME REPORTING

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

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

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

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

Intellectual Critical thinking ability sufficient for clinical and academic judgment.

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

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

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

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

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

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

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

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

PERSONAL CONDUCT POLICY

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

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

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

STUDENT GRIEVANCES

The Yale School of Nursing has a policy and procedure that governs any case in which a student has a complaint, including but not limited to a complaint of sexual harassment or a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, or handicap, against a member of the faculty or administration of the complainant's School. Since an instructor's evaluation of the quality of a student's work is final, this procedure does not apply in any dispute about a grade assigned to a student by a member of the faculty, unless it is alleged that the determination of the grade resulted from discrimination as described above or failure to follow published policies or procedures. Similarly, this procedure does not apply to any matter inherent in the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction. It is also not a procedure that may be used when there is a complaint about the quality of a course or the quality of instruction in a course; such concerns may be addressed directly to the department in question. The policy and procedure can be found in the School's Online Student Handbook under Policy No. 4, Dean's Procedure for Student Complaints.

WITHDRAWAL AND LEAVE OF ABSENCE

A leave of absence must be requested in writing and is subject to approval by the assistant dean for student affairs. A request for withdrawal must also be in writing and presented first to the appropriate specialty director and then to the assistant dean for student affairs. In the event of withdrawal or leave of absence, the general rules of the University and policies of the School apply. They can be found in the School's Student Handbook. Tuition charges will be adjusted according to the Refund and Rebate section on page 121.

GRADING SYSTEM

The grading system is Honors, High Pass, Pass, and Fail. The School employs a standard set of definitions for each grade. Criteria for each grade are the prerogative of individual faculty; however, the School uses a standard numerical system for converting scored tests and assignments to the grading system: Honors, 92–100; High Pass, 83–91; Pass, 74–82; Fail, 73 and below. Satisfactory progress is defined as a grade of Pass or higher in all required courses. Satisfactory completion of all required courses in a given term is prerequisite for progression in the program of study. 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 84–86 for nonspecialty affiliated School of Nursing electives.

Graduate Entry Prespecialty in Nursing

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

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

The Certificate in Nursing is awarded upon successful completion of all required courses and experiences in the prespecialty year and in the first term of specialization, but is not intended as an exit point. The Certificate in Nursing satisfies Connecticut General Statutes requirements, allowing the student to become eligible to take the National Council Licensing Examination–Registered Nurse (NCLEX–RN). Students are required to take the NCLEX–RN by July 15 following completion of the first specialty

year. The Certificate in Nursing and a license to practice nursing in Connecticut are two prerequisites for enrollment in the final year of study to earn the M.S.N. degree.

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

THE FIRST YEAR OF THE GRADUATE ENTRY PRESPECIALTY IN NURSING

Fall Term 503, 504, 509, 511a, 516a, 517a

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

Clinical Specialties

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

The specialties offered in the Master's program are (1) Adult Advanced Practice Nursing, with Acute Care Nurse Practitioner, Clinical Nurse Specialist, and Oncology Nurse Practitioner options available; (2) Family, Adult/Gerontological, and Women's Health Primary Care; (3) Nurse-Midwifery; (4) Nursing Management, Policy, and Leadership; (5) Pediatric Nurse Practitioner and (6) Psychiatric–Mental Health Nursing—both adult and family. Each student is assigned a faculty adviser who is a clinical expert in the student's chosen field of specialization. Within the specialty area, emphasis is placed upon the development of clinical judgment. In addition to clinical experience, conferences with individual faculty advisers, group conferences with specialty faculty members, and courses presenting scientific data and content relevant to the specialty area provide opportunity for in-depth study.

The following is a list of core courses for all clinical specialties of the master's program except Nursing Management, Policy, and Leadership. Course descriptions can be found under Course Listings.

Year one

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

525b, Praxis Seminar

529a, Statistics for Clinical Nursing Research

533a, Advanced Pathophysiology

554a, Advanced Health Assessment across the Life Span

895b, Clinical Pharmacology

Year two

717a, The Contexts of Care

721a/b, Scholarly Inquiry Praxis

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

All students are required to complete a scholarly inquiry praxis for the M.S.N. degree. Several options are available for students to meet academic requirements for the scholarly inquiry praxis. They include the state of the science paper (such as a clinical paper, integrated literature review or concept analysis), the master's thesis, an aesthetic production, or a historical praxis. Students choose one praxis adviser who has primary responsibility for the direction of the scholarly inquiry praxis. The scholarly inquiry praxis, which is to be completed in the final year of specialization (721a/b), is designed to provide a learning experience in which the student integrates knowledge of clinical management, scholarly inquiry, and leadership in the course of identifying and describing a clinical research problem that should be addressed in order to ensure best practices and quality patient outcomes. Specific information on the preparation of the written component of the scholarly inquiry praxis is provided by the associate dean for academic affairs.

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

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

ADULT ADVANCED PRACTICE NURSING SPECIALTY

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

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

Acute Care Nurse Practitioner Track

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

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

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

Year one

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

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

Required seminars: 607b, 609a, 611b

Electives

Year two

Required core courses: 717a, 721a/b

Required clinical course: 802a/b

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

Electives

*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 School's Web site. A Post Master's Acute Care Nurse Practitioner Certificate option is also available (see Post Master's Certificates, below).

Acute/Critical Care Clinical Nurse Specialist Track

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

In the first year of study, emphasis is placed on developing skill in health history taking, physical assessment, pathophysiology, and assessment of the elected specialty population. Students study research and theory as a basis for developing conceptual models for advanced nursing practice. During the final year the focus is on clinical nursing management and role development as an advanced practice nurse. Leadership, change, case management, and consultation are emphasized. The Acute Care/Critical Care Clinical Nurse Specialist track curriculum is intended to prepare students to apply for Clinical Nurse Specialist Certification through the American Nurses Credentialing Center, or the Oncology Nursing Certification Corporation.

Year one

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

Required clinical courses: 610a*, 612b

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

Electives

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 810a, 812b

Required seminars: 803a/b and 805a (oncology only), 817b, 819b

Electives

*An eight-week course.

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

Oncology Nurse Practitioner Track

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

In the first year of study, the clinical emphasis is on history taking, physical assessment, diagnostic reasoning, differential diagnosis, pathophysiology, pharmacology, and management of primary health problems in adults. Specialty oncology knowledge, research, and statistics are the required didactic content. During the final year of study, the focus is on managing complex oncologic problems and developing a model of evidence-based practice as an advanced oncology nurse. Courses include specialty pharmacology,

symptom management, health promotion, and clinical practica in diverse sites and settings. Clinical conferences focus on the integration of knowledge and research into practice, specifically applied to the management of the individual patient and family, and to management of populations of specialty patients.

Year one

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

Required clinical courses: 556b, 610a*

Required seminars: 533a, 557a, 557b, 611b, 615a/b

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 804a/b

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

*An eight-week course.

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

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

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

Adult Nurse Practitioner Track

As of September 2010 YSN will not be admitting students to the Adult Nurse Practitioner track. The Adult Nurse Practitioner (ANP) track offers the opportunity to integrate physical and psychosocial assessment, health promotion, and disease management skills into family-centered nursing practice in the care of adults and adolescents. The Adult Nurse Practitioner track curriculum is intended to prepare students to apply for Adult Nurse Practitioner Certification through the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Year one

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

Required clinical courses: 550a, 556b

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

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 756a, 756b

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

A Post Master's Adult Nurse Practitioner Certificate option is also available (see Post Master's Certificates, below)

Adult and Gerontological Nurse Practitioner Track

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

Year one

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

Required clinical courses: 550a, 556b

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

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 756a, 756b

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

*Offered odd years only.

Family Nurse Practitioner Track

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

Year one

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

Required clinical courses: 550a, 556b

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

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

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 756a, 756b

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

Gerontological Nurse Practitioner Track

As of September 2010 YSN will not be admitting students to the Gerontological Nurse Practitioner track. The Gerontological Nurse Practitioner (GNP) track is designed to prepare students in primary care management of both common and complex problems in the elderly. The Gerontological Nurse Practitioner track curriculum is intended to

prepare students to apply for Gerontological Nurse Practitioner Certification through the American Nurses Credentialing Center.

Year one

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

Required clinical courses: 550a, 556b

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

Electives

Year two

Required core courses: 717a, 721a/b

Required clinical courses: 756a, 756b

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

*Offered odd years only.

A Post Master's Gerontological Nurse Practitioner Certificate option is also available (see Post Master's Certificates, below).

Women's Health Nurse Practitioner/Adult Nurse Practitioner Track

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

Year one

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

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

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

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

Year two

Required core courses: 717a, 721a/b

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

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

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

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. The Nurse-Midwifery program curriculum is intended to prepare students to apply for the Certification Examination of the American Midwifery Certification Board.

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

Year one

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

Required combined clinical/seminar courses: 580a, 580b, 582b

Required seminars: 895b, 897b

Year two

Required core courses: 717a, 721a/b

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

Required seminars: 581a, 583a

Electives (optional)

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

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 Nursing Management, Policy, and Leadership program curriculum is intended to prepare students to apply for Nursing Administration Certification through the American Nurses Credentialing Center.

Full-time plan of study

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

Part-time plan of study

<i>Term one</i>	<i>Credit hours</i>
561a, Health Policy and Politics	3
563a, Quality Improvement and Patient Safety	3
<i>Term two</i>	
577b, Health Care Financial Management	3
578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership	2
579b, Research Methods for NMPL	2
<i>Term three</i>	
567a, Uses of Data in Decision Making	3
569a, Principles and Analysis of Health Care Ethics	3
575a, Cultural Diversity in Health Care	1

Term four

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

Term five

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

Term six

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

PEDIATRIC NURSE PRACTITIONER SPECIALTY

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

Year one

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

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

Required seminars: 633a, 635b, 637a, 641b

Year two

Required core courses: 717a, 721a/b

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

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

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

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

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY

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

In the first year of study, all students take course work and have clinical practica in human development and psychiatric phenomena in settings designed to treat multiple mental health problems learning psychiatric diagnostic assessment, and application of evidence based treatments including individual modalities group and family therapy. In the second year of study, students select a setting where advanced practice interventions can be utilized within the concentration of study. The settings include children and families; the medically ill client; adults with psychiatric disabilities; the gerontological client; and clients with substance abuse disorders. In addition to diagnostic assessment skills and application of evidence based treatment interventions, students will learn the art of prescribing medications under the supervision of a licensed prescriber. Course work and clinical practice focus on the development of advanced practice nursing skills with these special populations.

Year one

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

Required clinical courses: 654a/b or 656a/b

Required seminars: 637a (family only), 657a, 659a (adult only), 659b, 661b, 663a (family only), 859b

Year two

Required core courses: 533a, 717a, 721a/b

Required clinical course: 850a/b or 854a/b

Required seminars: 659a (family only), 851b, 853b*, 855a, 865b

Electives

*Required for Geriatric specialization.

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

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

All students in the concentration are required to take 768a/b, Clinical Practice in Diabetes Care and Management, which requires four hours per week of clinical practice. Additionally, students must take 769a, Advanced Concepts and Principles of Diabetes Care. A diabetes-related praxis is recommended. Enrollment in the concentration is limited. Students can apply for the concentration during their first specialty year by contacting Ivy Alexander, director, Family, Adult/Gerontological, and Women's Health Primary Care Specialty. Faculty permission is required.

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. Application form and fee (\$65)
2. Résumé/Curriculum Vitae
3. Personal statement/essay
4. Official transcript from your Master's in Nursing program (*Note:* international transcripts must be evaluated by a credentialing agency such as World Education Services, www.wes.org. In addition, a certified English translation must accompany all non-English transcripts.)
5. Three letters of recommendation
6. TOEFL or IETLS (required for non-native English speakers who have not graduated from a U.S. college or university)

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

Tuition is figured at a rate of \$1,145 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post master's students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact the financial aid officer at the School.

ACUTE CARE NURSE PRACTITIONER

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

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

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

ADULT NURSE PRACTITIONER

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

The plan of study includes all the clinically related courses currently taken by ANP master's students. For purposes of student eligibility for certification, all required courses must be taken at the Yale University School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's 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 Family, Adult/Gerontological, and Women's Health Primary Care Specialty faculty; however, candidates must enter the program having independently arranged for clinical sites and preceptors.

Required courses for all post master's adult nurse practitioner students are: 533a, 550a, 554a, 556b, 557a, 557b, 559b, 641b, 756a, 756b, 757a, 757b, 895b, and 897a.

GERONTOLOGICAL NURSE PRACTITIONER

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

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

Clinical courses are supervised by the Family, Adult/Gerontological, and Women's Health Primary Care Specialty faculty; however, candidates must enter the program having independently arranged for clinical sites and preceptors.

Required courses for all post master's gerontological nurse practitioner students are: 533a, 550a, 554a, 555b, 556a, 557a, 557b, 723a, 756a, 756b, 757a, 757b, 853b*, 895b, and 897a.

*Offered odd years only.

ONCOLOGY NURSE PRACTITIONER

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

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

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

PEDIATRIC NURSE PRACTITIONER

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

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

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

PSYCHIATRIC—MENTAL HEALTH

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

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

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

Required courses for all post master's psychiatric—mental health certificate students are: 533a, 554a, 654a/b or 656a/b, 657a, 659a, 659b, 661b, 850a/b or 854a/b, 851b, 855a, 859b, and 865b. Students entering the child/adolescent track must also take 637a and 663a.

JOINT DEGREES

Joint Degree in Nursing and Divinity

In recognition of the relationship between nursing and religious studies, the Yale School of Nursing and the Divinity School offer a joint-degree program in nursing and divinity. This option is especially oriented to individuals who wish to combine careers in advanced nursing practice and social ministry that might involve direct practice, planning, and policy making and religious ministry in a variety of health care systems. There are two joint-degree options between the Divinity School and the School of Nursing. The first option, a joint degree leading to the Master of Science in Nursing (M.S.N.) and the Master of Arts in Religion (M.A.R.), requires three years of study (four years for students in the Graduate Entry Prespecialty in Nursing [GEPN]). The second option, a joint degree leading to the M.S.N. and Master of Divinity (M.Div.), requires four years of study (five years for GEPN students) and is designed for those students who wish to prepare for the lay or ordained ministries of Christian churches. Admissions decisions are made independently by the Divinity School and the School of Nursing. Students are required to apply simultaneously to both schools. Applicants must indicate on each application form that

they are applying to the joint-degree program. This joint-degree program is not open to YSN students enrolled in or applying to the Nurse-Midwifery Specialty. All students must meet with the associate dean or assistant dean for academic affairs and the specialty director prior to applying to discuss the feasibility of the program of study.

Joint Degree in Nursing and Public Health

Recognizing the relation between nursing and public health, the Yale School of Nursing and the Yale School of Public Health (YSPH) offer a joint-degree opportunity in nursing and public health. This option is especially oriented to individuals who wish to combine careers in advanced nursing practice and public health that might involve direct practice, planning, and policy making in a variety of health care systems in the public health sector. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Public Health (M.P.H.). Admissions decisions are made independently by YSPH and YSN. Students are required to apply simultaneously to both schools. Applicants must indicate on each application form that they are applying to the joint-degree program. This joint-degree program is not open to YSN students enrolled in or applying to the Nurse-Midwifery Specialty. All students are required to begin their first academic year at YSPH.

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 the Yale School of Nursing our scholarship has emphasized the interchange between practice and knowledge, based on the belief that theory develops from practice and, in turn, influences it. From the early 1960s when the Yale School of Nursing faculty reaffirmed their commitment to clinical practice and clinical research, we have made significant progress in support of these priorities. Yale's commitment to the preparation of the next generation of scholars, educators, and clinical scientists is reflected in its commitment to strong research preparation within the Ph.D. program.

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

FIELDS OF STUDY

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

ADMISSION REQUIREMENTS

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

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

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

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

Graduate Research Assistant and Teaching Fellow Experience

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

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

Examinations

Successful completion of three examinations is required.

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

MASTER'S DEGREE

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

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

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

COURSES

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

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

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

PREDOCTORAL

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

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

POSTDOCTORAL

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

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

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

Postdoctoral application materials are due March 15.

For further information, contact the Office of Scholarly Affairs at 203.737.2420.

ADDITIONAL POSTDOCTORAL TRAINING OPPORTUNITIES

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

The Associate Dean for Scholarly Affairs, Nancy Redeker (203.737.2420), can be contacted for more information. All postdoctoral appointees at Yale University follow the policies of the Provost's Office. International appointees must register with the Office of International Students and Scholars upon arrival at Yale. If postdoctoral appointees are fully funded by their governments, they are not permitted to earn a supplemental salary from Yale sources.

School of Nursing Electives for Matriculated and Nonmatriculated Students

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

704a/b/c	Master's Independent Study
713b (EMD 557b)	Public Health Issues in HIV/AIDS
715a	Mindfulness-Based Stress Reduction Program
723a (HPA 592a)	Concepts and Principles of Aging
[725b]	Health Care Ethics (not offered spring term 2010)
[726]	Practicum in Clinical Ethics (not offered 2009–2010)
[727a]	Analysis of Issues in Health Care Ethics (not offered fall term 2009)
733b (REL 977b)	Living with Dying
[735b]	Environment and Health (not offered spring term 2010)
[745a]	Aging through Film, Literature, and Art (not offered fall term 2009)

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

ADULT ADVANCED PRACTICE NURSING SPECIALTY

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

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

559b	Adult Development: A Life Span Perspective
723a (HPA 592a)	Concepts and Principles of Aging
895b	Clinical Pharmacology

DOCTOR OF PHILOSOPHY PROGRAM

911	Doctoral Research Practicum
[921b]	Seminar on Research in Care of Patients with Diabetes (not offered spring term 2010)
[923a]	Current Issues in Cardiovascular Nursing Research (not offered fall term 2009)
925b	Qualitative Research in Nursing
[927b]	Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families (not offered spring term 2010)
929b	Ethical Conduct of Clinical Research
[961b]	Contemporary Issues in Health Policy and Politics (not offered spring term 2010)

GRADUATE ENTRY PRESPECIALTY IN NURSING

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

**NURSING MANAGEMENT, POLICY,
AND LEADERSHIP SPECIALTY**

527a	Statistics for Nursing Management, Policy, and Leadership
[561a]	Health Policy and Politics (not offered fall term 2009)
563a	Quality Improvement and Patient Safety
567a	Uses of Data in Decision Making
569a	Principles and Analysis of Health Care Ethics
[575a]	Cultural Diversity in Health Care (not offered fall term 2009)
577b	Health Care Financial Management
873a	Human Resource Management
875a	Key Concepts in Role Development

PEDIATRIC NURSE PRACTITIONER SPECIALTY

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

PSYCHIATRIC—MENTAL HEALTH NURSING SPECIALTY

657a	Mental Health Assessment across the Life Span
659a	Personality Theory and Adult Development
659b	Current Concepts in Psychopathology
661b	Individual Psychotherapy Treatment Modalities
851b	Seminar in Psychiatric—Mental Health Nursing: Theoretical and Evidence-Based Perspectives
853b	Specialty Didactic—The Gerontological Patient, Advanced Psychogeriatric Nursing
855a	Group Psychotherapy Seminar
859b	Clinical Psychopharmacology
865b	Family Psychotherapy

Course Listings

501b, Issues in Nursing 1.5 credit hours. The exploration of 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. TBA

503, Biomedical Foundations of Health and Disease 6 credit hours. This course is offered in the fall/spring terms of the first GEPN year. Lectures focus on the basic scientific principles of physiology and include an introduction to pathophysiology. Anatomical, biochemical, and developmental features are involved in discussion of the inseparable structural-functional relations within the human body. Topics include physiology, biochemistry, immunology, genetics, introductory embryology, and microbiology. In addition, the course addresses topics introduced in 516a and 517a, Medical-Surgical Nursing. Required course for all students in the prespecialty year. W. Zawalich

504, Health Assessment I 1.5 credit hours. This course is designed to provide the student with the knowledge and skills needed to conduct a comprehensive health history and physical examination across the life span. Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, and spiritual dimensions of the client and/or families, as well as factors that influence behavioral responses to health and illness. Required for all students in the prespecialty year. D. Fahs

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

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

512c, Clinical Practice in Community Health Nursing 3 credit hours. Community health nurses provide preventive, therapeutic, rehabilitation, and hospice services across the life span. The clinical experience focuses on the delivery of these health services in domestic community organizations. Nursing responsibility for caseload management offers an opportunity to interact with other members of the interdisciplinary health care team. A community-as-partner assessment and diagnosis project, which culminates in identification of a community health problem and potential solutions, augments core clinical

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

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 across the life span. 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. TBA

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

515b or c, Seminar in Maternal-Newborn Nursing 2 credit hours. This course presents theory essential to the provision of nursing care of childbearing families throughout the childbearing cycle, the neonatal period, and the pre- and inter-conceptual phases. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required for all students in the prespecialty year. GEPN faculty

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

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

518b or c, Clinical Practice in Pediatric Nursing 2.6 credit hours. Utilizing a family-centered approach, this course provides clinical experience in identifying and assessing children's physiological and developmental needs, and planning, implementing, and evaluating a plan of nursing care to meet the needs of a particular child and his/her family in health care settings. Students have opportunities to use principles of growth and

development, knowledge of the child's and family's physical and emotional responses to illness, and principles of pediatric nursing in caring for children and their families. The student gains skill and knowledge in the nursing role and an appreciation for the importance of utilizing research findings in practice and collaborating with other health professionals. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. GEPN faculty

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

520b, Clinical Practice in Psychiatric–Mental Health Nursing 2.6 credit hours. This course builds on skills learned in medical-surgical nursing by providing clinical experience in assessing, planning, implementing, and evaluating a plan of nursing care to meet the unique needs of patients with acute and chronic psychiatric disabilities across the life span. Students gain skills in the use of therapeutic communication with the interdisciplinary team and in implementing all phases of the nurse-patient relationship while applying concepts taught in 521b. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. Sixteen hours per week. M. Moller

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

525a, Nursing Research as a Basis for Evidenced-Based Practice 2 credit hours. This course expands students' critical abilities and knowledge by providing an introduction to the research methodologies essential to providing evidence-based advanced nursing care to diverse populations within a variety of settings. This course also examines the strengths and challenges of the evidence-based model as a guide for clinical practice. Students acquire the basic competencies necessary to identify, read, evaluate, and interpret findings from nursing and other relevant research studies to identify knowledge and information related to clinical practice. Students also are expected to utilize these competencies to ensure better-quality health care for all people. J. Taylor

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

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

529a, Statistics for Clinical Nursing Research 2 credit hours. This course presents the descriptive and inferential techniques most commonly used in nursing studies. The emphasis is on the conceptualization of the technique and the ability to select the appropriate technique to answer a research question or test a hypothesis. An additional emphasis is on the interpretation of statistical analyses in articles reporting research findings to enhance evidence-based practice. Required in the first year of specialization. Two hours per week. M. Funk

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

550a, Clinical Applications for Advanced Health Assessment 0.27 credit hours. This course provides the family, adult/gerontological, and women's health nurse practitioner student the opportunity to explore and apply skills obtained in 554a. Through direct patient interaction with an older adult patient, the student hones health history and physical exam skills and develops critical thinking utilizing clinical decision-making skills necessary to provide competent and safe patient care. Family nurse practitioner students also conduct examinations of the newborn. Required for AGNP, FNP, and WHNP/ANP track students. Prerequisite: successful completion of all skills check-offs and written examinations in 554a. Twelve hours of direct patient care clinical experience. I. Alexander, coordinator

554a, Advanced Health Assessment across the Life Span 3.1 credit hours. This course is designed to cover the comprehensive history-taking and advanced physical examination requisite of advanced nursing practice/midwifery. Through lecture and laboratory sessions students learn evidence-based assessment techniques, culturally responsive

assessment data collection, and application of appropriate technology in health assessment, and practice comprehensive health histories and physical examinations on each other and/or in the simulation laboratory. Normal and abnormal variations across the life span are represented. Required for students during the first year of specialization in the family, adult/gerontological, and women's health primary care; psychiatric–mental health nursing; nurse-midwifery; adult advanced practice nursing; and pediatric nurse practitioner specialties. Three hours of didactic (fifteen weeks) and three hours of laboratory practice (eleven weeks) weekly. L. Neal-Boylan

555b, Advanced Concepts in Older Adult Care 3 credit hours. This didactic course focuses on health promotion, disease and disability prevention, and the differential diagnosis and management of common health conditions in the gerontological patient across acute care, long-term care, and primary care settings. Additionally, the role of the gerontological nurse practitioner in the comprehensive management of chronic conditions is explored. Required for adult/gerontological nurse practitioner students. Prerequisite: successful completion of 525a, 550a, 554a, and 723a. Three hours per week. TBA

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

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

557b, Primary Care Problems of Adults I 2 credit hours. This is the second of four didactic courses designed to enable students to gain the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners and builds on content taught in 557a. Classes focus on health promotion, disease prevention, differential diagnosis, and evidence-based management of common health conditions for diverse populations of patients from adolescence to senescence. Required for students in the first-year of specialization in the AGNP, FNP, WHNP/ANP, and Onc NP tracks. Prerequisite: successful completion of 554a, 550a, and 557a, concurrent with 556b. Two hours per week. L. Neal-Boylan

559b, Adult Development: A Life Span Perspective 1 credit hour. Human development from adolescence through senescence is considered by applying a theoretical perspective

to selected examples from literature and life experiences. Seminar discussions focus on developmental theory and its application to developmental transitions and alterations in health for patients from adolescence through senescence. Required for AGNP, FNP, and WHNP/ANP track students. Open to others with permission of the instructor. Two hours per week for eight weeks. D. Fahs

[561a, Health Policy and Politics 3 credit hours. This course provides students with in-depth knowledge of the politics of American health policy, focusing on access to, cost of, and quality of health care. The underlying assumption is that understanding the politics of policy making enables nurses and others to participate effectively in the health policy process, improve the health care delivery system, and thereby contribute to enhancement of patient outcomes. The course covers major concepts of health policy, nursing advocacy, and the policy process, with an emphasis on legislative and regulatory issues, health care financing, managed care, covering the uninsured, and legal issues affecting nursing practice. Students apply their knowledge of these topics to in-depth analysis of an issue related to their practice. Required for all students in the nursing management, policy, and leadership specialty; available to others with permission of the instructor. Web-based instruction with monthly on-campus sessions. Not offered fall term 2009]

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

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

567a, Uses of Data in Decision Making 3 credit hours. This course provides content needed to understand, access, mine, and create data for clinical, operational, and financial decision making. Lectures, integrative class sessions, remote access assignments, and other analytic assignments form the basis for learning data elements and structures of administrative databases, data analytic strategies, and the relationship between data and

decision making. Combination of four half-day on-site sessions with online teaching; total equivalent to 45 class hours. Required for all students in the nursing management, policy, and leadership specialty; open to nonmatriculated YSN students with permission of the instructor. Web-based instruction with monthly on-campus sessions. D. Diers, B. McCloskey

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

[575a, Cultural Diversity in Health Care 1 credit hour. This two-day workshop/seminar focuses on the concepts of culture and ethnicity and their effect on health beliefs and practices within the context of health care delivery. Diversity, vulnerability, and health disparities are also examined in relation to culture and ethnicity. Cultural assessments of individual health care providers and health care systems are presented, and cultural competency is defined and described. The Office of Minority Health National Standards for Cultural and Linguistically Appropriate Services serves as criterion for cultural competency. Required for all students in the nursing management, policy, and leadership specialty; open to nonmatriculated YSN students with permission of the instructor. Web-based instruction with monthly on-campus sessions. Not offered fall term 2009]

[577b, Health Care Financial Management 3 credit hours. This course provides students with an introduction to accounting and finance and has been designed to provide a broad managerial overview of these topics within the context of nursing. Accounting and finance theories and tools are applied through both online exercises and problem sets to common decision-making situations experienced by nurse managers. This is intended to be an introductory course for nurses and accessible to individuals with no prior exposure to accounting or finance. Required for all students in the nursing management, policy, and leadership specialty; open to nonmatriculated YSN students with permission of the instructor. Web-based instruction with monthly on-campus sessions. Not offered spring term 2010]

[578b, Introductory Clinical Practice for Nursing Management, Policy, and Leadership 2 credit hours. This course provides future nurse leaders with introductory clinical experiences in management, policy, and leadership. Depending on their area of interest and clinical placement, students complete a project for an organization that enables them to develop a foundation for leadership practice. Projects focus on quality improvement and patient safety in health care delivery or health policy, with a focus on a specific patient or workforce populations. Individual learning objectives, course objectives, supervised

experiences, Web-based discussions, and oral presentations are methods used to facilitate learning. Required for all students in the nursing management, policy, and leadership specialty. Prerequisites: 561a, 563a. Web-based instruction with monthly on-campus sessions. Not offered spring term 2010]

579b, Research Methods for NMPL 2 credit hours. The purpose of this course is to provide future nurse leaders with a toolkit of effective, scientifically supported strategies for improving the quality of health care. With an emphasis on quality improvement and patient safety in health care delivery and policy settings, students evaluate the quality of scientific evidence available to support selection and use of nursing and management practices, develop effective strategies to translate evidence into practice, and apply evidence to health policies in public and private sectors. Required of all students in the nursing management, policy, and leadership specialty. Concurrent enrollment in 578b required. Web-based instruction with monthly on-campus sessions. NMPL faculty

580a, Well Woman Care and Gynecology 5 credit hours (2.9 credits didactic, 2.1 credits clinical). This course focuses on the provision of reproductive-based health care to non-pregnant women across the life span. Through regularly scheduled lectures, seminars, clinical conferences, and supervised clinical practice, students learn and apply principles of primary care, contraception, and office gynecology. The clinical component of this course begins the third week of the term. Required for women's health nurse practitioner and nurse-midwifery students in the first year of specialization, this course is a prerequisite for 580b. M. Rousseau, B. Hackley

580b, Introduction to Antepartum Care 5 credit hours (2.5 credits didactic, 2.5 credits clinical). This course is designed to introduce students to theory and evidence-based practice of nurse-midwifery and women's health, specifically to antepartum care and fetal assessment. Building on health assessment skills and gynecologic and well woman care knowledge acquired during the first semester of specialization, students apply learning in supervised clinical practice. Required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. H. Reynolds

581a, Professional Issues and Leadership 2 credit hours. This course is an introduction to the profession of nurse-midwifery and midwifery; to the national professional organization, the American College of Nurse-Midwives (ACNM); and to public policy and programs affecting the health care of women, mothers, and infants. The course prepares students to participate knowledgeably in local, regional, national, and international midwifery meetings and activities of the ACNM, in legislative and policy initiatives for health care of women and others and infants, and to accept responsibility inherent in the profession. Required for all students in the nurse-midwifery specialty. M. Goff

582b, Introduction to Intrapartum Care 6 credit hours (3 credits didactic, 3 credits clinical). This course is devoted to introducing theory, skills, and management of intrapartum, postpartum, and newborn care through twenty-eight days of life through lecture, case study, and supervised clinical practice. Students have clinical experience in labor, birth, postpartum, and newborn care. This course runs concurrently with 580b. Required for all nurse-midwifery students in the first year of specialization. M. Goff

[583a, Nurse-Midwifery Primary Care 2 credit hours. This course introduces nurse-midwifery students to the concepts of health promotion and screening, as well as to the primary care management of selected common health conditions affecting women. Required for all nurse-midwifery students in the final year of specialization. Two hours per week. Not offered fall term 2009]

607b, Pathophysiology and Management of Common Adult Clinical Problems I 4 credit hours. This course provides a basis for predicting the vulnerability for common cardiovascular, respiratory, hematologic, infectious, and end-of-life clinical problems that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these 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 533a and 609a. Four hours per week. Adult Advanced Practice Nursing faculty

609a, Assessment of the Acutely and Critically Ill Client 1.5 credit hours. This course provides comprehensive content necessary in the assessment of the acutely or critically ill patient. Emphasis is on examination of the cardiovascular and respiratory systems, based on complex interpretations from laboratory and technological findings. Required for all acute care nurse practitioner and cardiovascular clinical nurse specialist students in the first term of specialization. The electrocardiographic (ECG) components of the course may be taken as an elective by students in any specialty who have an interest in ECG interpretation. 1.5 hours per week for 15 weeks. L. Andrews

610a, Advanced Assessment 1 credit hour. Practicum concentrates on development of a systematic methodology of identifying patients' needs for health care. Patient history taking, physical examination, diagnostic studies and interpretation, analysis of medical and nursing diagnoses, documentation and student case presentation form the basis of this first clinical course (4 direct clinical hours/week). Selected clinical problems of patients in the acute care and primary care settings are studied in the context of student case presentations (2 hours/week). Physical diagnosis rounds with physician or nurse practitioner preceptors are included (6 hours/7 weeks). 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. 6.8 hours per week for seven weeks. J. Coviello

611b, Conceptual Basis of Nursing Practice 1 credit hour. Through the discussion of philosophies, theories, models, and concepts from nursing and other disciplines, this course provides a foundation of understanding for a conceptual basis for nursing practice and research. Required for all adult advanced practice nursing clinical nurse specialist, acute care nurse practitioner, and oncology nurse practitioner students in the first year of specialization. One and one-half hours per week. T. Knobf

612b, Advanced Specialty Practicum I 4.3 credit hours. This practicum provides students with direct care experience with their special population (acute care or 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 (acute care only), and 610a. Thirteen hours of clinical per week. J. Coviello, T. Knobf

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

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. Pediatric Nurse Practitioner faculty

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

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

635b, Management of Common Pediatric Problems 2 credit hours. This course is designed to focus on the assessment, diagnosis, and management of common pediatric health problems. Required for all pediatric nurse practitioner and family nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. N. Banasiak

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

640a or b, Clinical Practice in the Primary Care of Adolescents 0.7 credit hours. Designed to aid the student in gaining elementary skills in the assessment of adolescent development, both physiological and psychological; in the recognition and management of deviations from normal development and health status; and in intermediate-level skill in the care of adolescents, including health promotion and education. Required for all pediatric nurse practitioner students, second term first year or first term second year of specialization. Five hours per week for six weeks. A. Moriarty Daley

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

654a/b, Clinical Practice in Family Psychiatric–Mental Health Nursing 3.5 credit hours per term (3 credits for clinical practice, 0.5 credits for clinical conference). The goal of this first-year practicum is to provide the student with an opportunity to develop his/her clinical skills with children, adolescent, and adult clients and their families in psychiatric clinical settings across the life span in the areas of holistic physical and mental health assessment, diagnosis, planning, and implementation of developmentally appropriate psychiatric nursing interventions, and ongoing evaluation of interventions and outcomes. Emphasis is placed on application of a variety of treatment modalities for clients across the life span, particularly psychotherapeutic and pharmacologic treatment modalities and a beginning utilization of group and family treatment methods. Clinical experiences enable the student to utilize knowledge derived from courses, clinical conference, patient interactions, preceptor feedback, readings, and critical evaluation of their practice experiences. Students are assigned to psychiatric clinical placements on the basis of development of competencies, previous clinical experience, and interests. Required for family nurse practitioner track and child clinical nurse specialist students in the first year of specialization. This course must be taken concurrently with didactic first-year course work. Supervision seminar meets one and one-half hours per week. V. Hamrin

656a/b, Clinical Practice in Adult Psychiatric–Mental Health Nursing 3.5 credit hours per term (3 credits for clinical practice, 0.5 credits for supervision). The goal of this first-year practicum is to provide the student with an opportunity to develop clinical skills with adult clients in psychiatric clinical settings in the areas of holistic physical and mental

health assessment, diagnosis, planning, implementation of psychiatric nursing interventions, and ongoing evaluation of interventions and outcomes. Emphasis is also placed on application of individual psychotherapeutic and pharmacologic treatment modalities, and beginning utilization of group and family treatment methods. Clinical experiences enable the student to utilize and expand knowledge derived from courses, readings, and critical evaluation of their practice experiences. Students are assigned to placements on the basis of previous clinical experience and interests. Required for adult track students in the first year of specialization. Supervision seminar meets one and one-half hours per week. J. Iennaco

657a, Mental Health Assessment across the Life Span 2 credit hours. This course provides students with concepts, techniques, and knowledge necessary to conduct mental health evaluations of persons across the life span. Students learn to collect data guided by the principles of general health screening, psychiatric history, mental status examination, and diagnostic criteria from the DSM IV-TR, therapeutic interviewing, and comprehensive history taking. A multi-explanation framework is used to formulate a case history, determine differential diagnoses, and make a psychiatric diagnosis using the DSM IV framework. Beginning development of treatment planning is also emphasized. Mental health assessment also emphasizes health risks within the psychiatric population, and physical conditions that may present as psychiatric disorders. Other components of mental health assessment are the use of rating scales; evaluation of risk from danger to self or others, or inability to care for self; the influence of family, sociocultural background, and developmental achievements; substance use and abuse; and trauma history. Required for psychiatric–mental health nursing students in the first year of clinical specialization. One and one-half hours per week classroom time and one-half hour per week as clinical/laboratory (1:3 credit to time ratio = 1.5 hours in clinical activities/week). S. Talley

659a, Personality Theory and Adult Development 1.5 credit hours. Biological, social, cultural, and psychological perspectives of personality and adult development are identified. Theoretical perspectives for understanding personality and psychological development in adulthood are surveyed in relation to clinical mental health practice. The following perspectives are reviewed: biologic, social, psychodynamic, relational, existential, cognitive, and cognitive-structural. Perspectives are examined critically combining classic and current literature with an emphasis on theoretical integration. This course provides the background for the examination of psychiatric diagnoses, as identified in DSM IV-TR, that will take place in 659b. Required for all students in the psychiatric–mental health nursing program. Open to others with permission of the instructor. One and one-half hours per week. K. Bearss

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

psychiatric nursing students in their first year of specialization. It is open to others with permission of the instructor. Two hours per week. L. Scahill

661b, Individual Psychotherapy Treatment Modalities 1.5 credit hours. This course provides an overview of the major schools of individual psychotherapy treatment modalities. It assists the student in comprehensive treatment planning and understanding the dynamics of the therapeutic one-to-one relationship. A comparison of psychotherapeutic treatment modalities assists the student in beginning utilization of select interventions specifically suited to individual patient problems identified in advanced practice psychiatric nursing. Required for adult track students in the first year and child/adolescent/family students in the second year. Prerequisite: 659a or 663a. One and one-half hours per week. M. Moller

663a, Child Developmental Psychopathology and Treatment 2 credit hours. This course reviews the major childhood psychiatric disorders examining epidemiology, risk factors, taxonomy, assessment issues specific to children and adolescents, use of rating scales, and evidence-based child-specific treatments. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions, and combinations of these treatments are all discussed. Required for child/adolescent clinical specialist and family PMH track students in the first year. Open to others with permission of the instructor. Two hours per week. V. Hamrin, L. Scahill

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

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

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

717a, The Contexts of Care 2 credit hours. Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying health policy, organizational, regulatory, safety, quality, and ethical concepts to care. The course utilizes cases for analysis of the contextual basis of practice in combination with assigned readings, lectures, discussion, and Web-based modules. The cases highlight various concepts that provide the infrastructure of the health care environment including organizational leadership and culture; ethics; risk and liability; access and coverage; quality and safety; credentialing; and inter- and intra-professional issues. The course is organized into five content areas: Regulation and Scope of Practice; Leadership and Organizational Dynamics; Health Care Access, Coverage, and Finance; Clinical Ethics; and Safety and Quality. Twenty-four hours of the course are conducted in face-to-face sessions; six hours utilize a Web-based format. Required in the fall of the final year for all master's degree candidates in the clinical specialties. C. Kaplan, coordinator

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

723a/HPA 592a, Concepts and Principles of Aging 1.5 credit hours. This multidisciplinary course is designed to introduce students to the major concepts and principles of gerontology and to a variety of biopsychosocial theories on aging. Delivery systems of care for older adults are explored along with the current social policy initiatives as they relate to this growing population. Research initiatives are discussed and students are encouraged to explore geriatric care issues in their own specialty/discipline as well as in related disciplines. Required for adult/gerontological nurse practitioner students. Open to others with permission of the instructor. One and one-half hours per week. M. Wallace

[725b, Health Care Ethics 1.5 credit hours. Students are introduced to major ethical theories and their application in health care ethics. Theoretical perspectives and their application to practice are discussed and different methods of analyzing ethical dilemmas in clinical practice are reviewed. International and multicultural perspectives in bioethics are introduced. There is an application of the principles of autonomy, beneficence, non-maleficence, and justice to clinical case studies. Specific topics include, but are not limited to, informed consent, provider-patient relations, dilemmas at the end of life, and health care reform. Students learn to apply ethical principles to clinical practice, policy formation, and research. One and one-half hours per week. Not offered spring term 2010]

[726, Practicum in Clinical Ethics 1.3 credit hours per term. Students participate in 120 hours of clinical ethics under the guidance of a nurse with advanced knowledge and experience in the field and who is actively engaged in ethical consultation or evaluation

of clinical situations. Emphasis is on gathering data from multiple sources involved in an ethical dilemma; mediating ethical disputes; investigating human rights abuses; reporting the results of mediation or investigation to institutions or authorities; ethical analysis of institutional policy; facilitating the discussion of ethics among providers, patients, and the lay public; and educational presentation of topics or cases in clinical ethics. Students participate in a monthly clinical conference. Prerequisite: successful completion of 725b, or permission of the instructor. Required for students in the Health Care Ethics concentration. Four hours per week. Not offered 2009–2010]

[727a, **Analysis of Issues in Health Care Ethics** 1.5 credit hours. In this course students learn to develop and critique positions and arguments in health care ethics by developing a topic of interest into a formal paper. Papers are written through a process of mutual critique in order to develop arguments while simultaneously analyzing the work of others. Prerequisite: successful completion of 725b, or permission of the instructor. One and one-half hours per week. Not offered fall term 2009]

733b/REL 977b, Living with Dying 1.5–3.0 credit hours. This course develops students' cultural and gender awareness, understanding, and competencies in creating environments to relieve suffering for individuals and their families who have experienced a death or are caring for someone who is dying. Emphasis is on nonpharmacologic interventions to relieve suffering, including spiritual, interpersonal, and sociocultural. The course is structured with the premise that relief from suffering, meaning, and transcendence at the end of life are best achieved and understood through the interpersonal use of narrative techniques, like storytelling, to facilitate communication. One and one-half hours per week. R. McCorkle

[735b, **Environment and Health** 1.5 credit hours. The environment is a major determinant of health. To promote environmental health, we must understand environmental health problems in a comprehensive way, reaching from physiological research on health effects of toxic agents to actions which people may take, individually and collectively, to reduce their risks of adverse health effects. This course utilizes an integrative model for environmental health research incorporating four domains: physiology, vulnerability, epistemology, and health protection. Discussions include issues of environmental justice and implications for public health policy. 1.5 hours per week. J. Dixon. Not offered spring term 2010]

[737a, **Nursing, Health, and Social Welfare in American History** 1.5 credit hours. This course uses history as a prism through which to examine the relationship between nursing and social reform in the United States between 1860 and 1992. Though chronology, names, dates, and facts are important and are stressed when appropriate, the purpose of the course is not to review a comprehensive narrative of what happened when. Rather, its goal is to explore themes related to change and reform throughout nursing's history, both chronologically as well as thematically. Specifically, the course focuses on the ways in which nurses have challenged and/or collaborated with prevailing social structures and ideologies across time and the results of those efforts. The course also considers the many variables (including race, ethnicity, class, and gender) that influenced particular events in which nursing played a role. One and one-half hours per week. Offered every other year. Not offered fall term 2009]

[745a, Aging through Film, Literature, and Art 1 credit hour. Older adults will make up 20 percent of the population by the year 2030. Health care professionals and individuals in a variety of fields will have increasing opportunities to work with an aging population. Societal and cultural perceptions of aging and older adults may influence health care delivery in subtle ways. This elective course examines portrayals of aging and aging-related topics in film, literature, and poetry. Guided discussion focuses on broadening perspectives, dispelling myths, and fostering positive attitudes toward aging. Students compare and contrast social depictions of various age-based cohorts. Students relate artistic themes to practical implications within their own fields of study. Two hours every other week. Not offered 2009–2010]

752a/b, Advanced Clinical Practice in Women's Health Care 3 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 from adolescence to senescence. Required in the fall and spring terms of the final year for all students enrolled in the women's health nurse practitioner/adult nurse practitioner track. Prerequisites for fall term include successful completion of all courses required for the first and second terms of the WHNP/ANP track; 752a must be taken concurrently with 753a. Prerequisites for spring term include successful completion of all courses required for the first three terms of the WHNP/ANP track; 752b must be taken concurrently with 753b. Eight hours of clinical practice per week (15 weeks) required and one hour of clinical conference per week each term. C. Kaplan

753a/b, Advanced Concepts in Women's Health Care 2 credit hours. This course focuses on advanced and comprehensive management of the pregnant and nonpregnant woman and on examination of issues that impact women's lives from clinical and theoretical perspectives. Concentration is on advanced management topics, and application of physiologic, developmental, psychosocial, and cultural factors to consider in providing care to diverse populations, focusing on reproductive and developmental health issues for women from adolescence to senescence. The role of the women's health nurse practitioner as a policy advocate for women's health care is explored. Required in the fall and spring terms of the final year for all students enrolled in the women's health nurse practitioner/adult nurse practitioner track. Prerequisites for fall term include successful completion of all courses required for the first and second terms of the WHNP/ANP track; 753a must be taken concurrently with 752a. Prerequisites for spring term include successful completion of all courses required for the first three terms of the WHNP/ANP track; 753b must be taken concurrently with 752b. Two hours per week of didactic content each term. C. Kaplan

756a/b, Advanced Clinical Practice for Adult/Gerontological, Family, and Women's Health/Adult Nurse Practitioners 3.2–5.8 credit hours. Content of this clinical course builds on the experiences gained in 556b and provides students further opportunity to develop advanced nursing skills, clinical judgment, and evidence-based patient management strategies necessary to manage common acute and chronic health care conditions.

Students participate in designated weekly primary care clinical experiences arranged by faculty. In addition, students meet weekly for a 1½-hour clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the life span. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required in the fall and spring terms of the final year for all AGNP, FNP, and WHNP/ANP students. Prerequisite: 556b (or may be taken concurrently with 556b); must be taken concurrently with 757a/b; FNP students must also take it concurrently with 833a/b. Eight to sixteen hours of clinical practice per week (15 weeks) required and one and one-half hours of clinical conference per week each term. I. Alexander, M. Wallace, K. Tierney, S. Hawkins

757a, Primary Care of Adults II 2 credit hours. This is the third of four didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion and maintenance, and assessment, differential diagnosis, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with co-morbid conditions. Required for students in the AGNP, FNP, and WHNP/ANP tracks in the final specialty year. Prerequisite: successful completion of 556b and 557a/b; must be taken concurrently with 756a. Two hours per week. G. Marrocco

757b, Primary Care of Adults II 2 credit hours. This is the final of four didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion and maintenance, and assessment, differential diagnosis, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with complex co-morbid conditions. Required for students in the AGNP, FNP, and WHNP/ANP tracks in the final specialty year. Prerequisite: successful completion of 756a and 757a; must be taken concurrently with 756b. Two hours per week. M. Wallace

768a/b, Clinical Practice in Diabetes Care and Management 1.65 credit hours. The focus of this practicum is comprehensive management of a caseload of diabetes patients specific to the student's elected specialty (pediatric, midwifery, cardiovascular, acute nurse practitioner, adult/family/geriatric nurse practitioner). The spring term is an extension of the fall and focuses on the management of common problems related to long-term diabetes complications encouraging clinical decision making and management of comorbidities. Student's clinical practicum in diabetes care is in various settings specific to student's specialty program. The Albert Einstein Diabetes Research and Training Center and Yale-New Haven Hospital diabetes specialty and primary care clinics serve as clinical practice sites in addition to other diabetes specialty sites. Four hours per week of practice required both terms. Clinical conference one hour weekly. 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 (2008). It includes principles of primary care, including screening, early detection, intervention, and patient education; secondary care principles related to diabetes management, the various treatment modalities, patient education and self-care, and the complications of diabetes: causes, screening, detection, and treatment. These concepts and principles of care are presented relative to type of diabetes (type 1, type 2, gestational, diabetes in pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as the psychological, social, occupational, and economic are also emphasized. Required for all students in the diabetes concentration: Two hours per week. V. Jefferson

780a, Advanced Midwifery Care 6 credit hours (2 credits didactic, 4 credits clinical). Students continue clinical experiences in antepartum, intrapartum, newborn, postpartum, gynecology, primary care areas, extending their abilities through lectures, seminars, case studies, and self-directed learning to provide care in more complicated clinical situations. Students are required to be certified in neonatal resuscitation through the American Academy of Pediatrics course. Required for all nurse-midwifery students in the final year of specialization. T. Stone-Godena

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

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 are 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. Additional one hour of case conference per week. L. Andrews

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

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

810a/c, Advanced Specialty Practicum II 4.3 credit hours. The focus of this practicum is comprehensive management of a caseload of patients with students' elected special populations (cardiovascular, oncology). Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions.

The practice sites in acute, ambulatory, and/or long-term settings provide an opportunity to observe system problems and develop clinical leadership strategies. Required for all clinical nurse specialist students in the final year of specialization. Acute care nurse practitioner students must take 810c during the summer following 612b, unless they can demonstrate experience in caring for critically ill patients managed with complex technological interventions. Prerequisite: successful completion of 612b. Twelve hours of clinical practice plus one hour of clinical conference per week. M. Knobf

812b, Advanced Specialty Practicum III 4.3 credit hours. This practicum focuses on the implementation of the advanced practice role. Emphasis is on management of care for specialty patient populations in acute, ambulatory, and/or long-term settings through collaboration, consultation, and strategies for change in health care systems. Required for all clinical nurse specialist students in the final year of specialization. Prerequisite: successful completion of 810a. Twelve hours of clinical practice plus one hour of clinical conference per week. Adult Advanced Practice Nursing faculty

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

819b, Health Promotion and Disease Prevention in the Adult Continuum 1.5 credit hours. The focus of this course is to explore primary care issues and management throughout the adult continuum. Class content introduces students to the priority areas of the national health agenda regarding health promotion, risk screening, and disease prevention in adults. National clinical practice guidelines are explored in concert with the national health agenda. This course also emphasizes the concept of disease development along a continuum extending from risk development and primary prevention to secondary prevention following the diagnosis of an acute or chronic disease. Required for all clinical nurse specialist, and acute care nurse practitioner students in the final year of specialization. One and one-half hours per week. J. Coviello

825a, Advanced Practice in Early Care and School Health 1 credit hour. This seminar provides a forum for discussion and analysis of the advanced practice nursing (APN) role in early care and school settings from infancy through high school. Building on concepts and skills in primary care practice, the seminar explores the role of the APN in health promotion and disease management within early care and educational settings in coordination with other systems of care, such as primary and specialty care, and families. Topics specific to these settings include role development; models of health care delivery and consultation; care of children/adolescents with chronic illnesses and special health care needs; legal issues; and early care and educational system structure. Federal,

state, and local legislation as well as policies governing health care in these settings are included. Required in the final year of study for all pediatric nurse practitioner students. Open to others with permission of instructor. Prerequisites include all 600-level of first year specialty PNP courses. One and one-half hours per week for ten weeks, fall term. A. Crowley

826a/b, Clinical Practice in School Health 1.7 credit hours per term. This clinical course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based or early care clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required for all pediatric nurse practitioner students (one term only for students in the chronic illness concentration). Four and one-half hours of clinical practice and one-half hour of clinical conference per week. R. Bains

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

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

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

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

845a, Pediatric Pharmacology 1.3 credit hours. The course content focuses on principles of drug therapy, mechanisms of action, and selection of pharmaceutical agents in pediatric clinical practice. Emphasis is on commonly used drugs in pediatrics. Required for all pediatric nurse practitioner students in the second year of specialization. Open to others with permission of the instructor. Prerequisite includes 895b. Two hours per week for ten weeks. A. Crowley

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

850a/b, Advanced Adult Psychiatric–Mental Health Nursing Practice 4.5 credits (4 credits clinical, 0.5 credits clinical conference). The aim of this final-year practicum is to promote development of clinical and leadership skills required for advanced professional practice in adult psychiatric–mental health nursing. Building on first-year clinical skills, students are expected to employ advanced assessment and diagnostic reasoning skills, psychotherapeutic (e.g., individual, group, and family) techniques, and psychopharmacologic interventions with a diverse population of clients. Students are also expected to integrate health promotion and disease prevention strategies into their plans of care and collaborate with other care providers. Specialization may occur with adults who are medically ill, incarcerated, gender specific, older, physically, mentally, or developmentally disabled, military veterans, or trauma survivors. Ethnic, gender, and developmentally appropriate therapeutic, educational, and supportive intervention strategies are implemented for patients. The role delineation, ethical and legal responsibilities, and expectations related to prescriptive authority, evidence-based decision making, anticipatory guidance, and therapeutic psychiatric–mental health care are explored. Students expand practice experiences to include leadership and indirect clinical activities (e.g., consultation, supervision, or education; understanding organizational structures, systems issues, and the professional role; collaboration and leadership) within their practice sites. Required for all students in the second year who have completed first-year clinical and didactic requirements. Supervision seminar meets for one and one-half hours per week. S. Talley

851b, Seminar in Psychiatric–Mental Health Nursing: Theoretical and Evidenced-Based Perspectives 1.5 credit hours. 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 under which purchasers and providers work. These groups often have widely disparate views about the nature of

mental disorders and the 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 psychiatric–mental health specialty students in the final year of specialization. One and one-half hours per week. J. Iennaco

852a/b, Advanced Psychiatric–Mental Health and Primary Care Nursing Practice 4.5 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 (SPMI). 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 psychiatric nurse practitioner students in the final year of specialization. A minimum of twelve hours per week of clinical practice is required (4 clinical credits), including one and one-half hours of clinical conference (0.5 lab credits). Supervision seminar meets for one and one-half hours per week. S. Talley

[853b, Special Didactic–The Gerontological Patient, Advanced Psychogeriatric Nursing] 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 adult/gerontological nurse practitioner students. Open to other students with permission of the instructor. Two hours per week. Course offered every other year in the spring term, odd years. Not offered spring term 2010]

854a/b, Advanced Family Psychiatric Nursing Practicum Syllabus 4.5 credit hours per term (4 credits clinical practice, 0.5 credits clinical conference). The aim of the second-year clinical practicum is to promote development of clinical and leadership skills required for advanced professional practice in family psychiatric–mental health nursing. Building on first-year clinical skills, students are expected to employ advanced assessment and diagnostic reasoning skills, psychotherapeutic (e.g., group, individual, family) techniques, and psychopharmacological interventions with children, adolescents, adults, and their families in a variety of psychiatric clinical settings. Ethnic, gender, and developmentally appropriate therapeutic, educational, and supportive intervention strategies are implemented for patients across the life span. Students are expected to collaborate with other health care providers in the care of their patients. Health promotion and disease prevention strategies are examined and prioritized in relation to promoting mental

and physical health with ethnically diverse individuals, groups, and families. The role delineation, ethical and legal responsibilities, and expectations related to prescriptive authority, evidence-based decision making, anticipatory guidance, and therapeutic psychiatric mental health care are explored. Students expand practice experiences to include leadership and indirect clinical activities (e.g., consultation, supervision, or education; understanding of organizational systems and structures, systems issues, and the professional advanced practice nursing role, collaboration, and leadership) within their practice sites. Required for all students in the second year who have completed first-year clinical and didactic requirements. Supervision seminar meets one and one-half hours per week. V. Hamrin, L. Scahill

855a, Group Psychotherapy Seminar 1 credit hour. This course examines methods and major conceptual frameworks of group psychotherapy with an emphasis on Yalom's group therapy model. Application of theory to the clinical realities of groups encountered in various inpatient and outpatient settings is emphasized. This course examines various group treatment modalities and how they are useful in different psychiatric disorders and settings. It offers students the opportunity to have a task group experience and examine group norms, process, communication patterns, roles, subgroups, stages of group development, and styles of leadership. Group treatment choices are made through patient assessment, diagnosis, cognitive, cultural, individual, and pharmacological considerations. Knowledge of group dynamics and systems theory are reviewed through the current literature and research. Required for all final-year students. One and one-half hours per week. V. Hamrin

859b, Clinical Psychopharmacology 1.5 credits. This course covers the basic principles of psychiatric pharmacotherapy and the role of the advanced practice psychiatric nurse prescriber. It focuses on biological mechanisms of action of psychotropic drugs; neurobiological components important in understanding drug action, illness etiology, and typical side effects; pharmacologic treatment of psychiatric disorders; safety issues in prescribing psychotropic medications; and alterations in using these agents in specialty populations. Assessment of pharmacological history, differential diagnoses, side effects, and symptoms targeted for pharmacological activity are integral components of prescriptive practice. Emphasis on clinical decision making includes all phases of pharmacologic treatment—evaluation and diagnosis, initiation of treatment, determining efficacy, evaluating side effects, and enhancing patient adherence; long-term maintenance vs. discontinuation; patient education; and integration of psychotherapy. Required for all first-year students in the psychiatric–mental health nursing specialty. Others are admitted with permission of the instructor. One and one-half hours per week. S. Talley

865b, Family Psychotherapy 1 credit hour. This course examines the major conceptual frameworks of family therapy, including a comparison of family models and basic concepts underlying an understanding of family systems. These models include cognitive behavioral family therapy, Bowenian family therapy, structural family therapy, and problem-solving family therapy. Application of theory to the clinical realities of families encountered in various inpatient and outpatient settings is emphasized. Course content covers selection of appropriate family treatment modalities that take into account the

cultural, societal, health, mental health, and ethical issues that have impact on family life. Assessment, treatment, and evaluation are applied to family therapy. Required for all psychiatric–mental health nursing students in the final year of specialization. Prerequisite: successful completion of entire first-year curriculum. One hour per week. V. Hamrin

873a, Human Resource Management 3 credit hours. This Web-based course provides an overview of contemporary human resource management in the health care setting. Particular emphasis is given to current approaches and evidence regarding the development and design of human resource programs that meet the needs of diverse employees, teams, and settings. Students evaluate the evidence, theories, and strategies for multidisciplinary teams in a variety of clinical settings. The intersection among human resource policies, safety, and quality outcomes is explored with a particular emphasis on the role of nursing leadership in human resource management. Required of all students in Nursing Management, Policy, and Leadership specialty. Open to others with permission of the instructor. M. Bettigole

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

877b, Program and Policy Implementation and Evaluation 3 credits hours. This course introduces students to implementing and evaluating health care programs and policies in institutions and policy settings. It provides them with the knowledge and methods for analyzing the effectiveness and efficiency of such programs and policies, by focusing on processes and outcomes related to quality improvement, patient safety, and reducing disparities in outcomes for minority populations. Methods of project and program implementation, including introduction to project management and concepts of LEAN management in health care, are presented. Students identify a policy, program, or project and design a plan for its implementation and evaluation. The course is taught in five half-day seminars (three hours each) with guided Web-based learning between on-campus seminar sessions. (Note: the second and third seminars are held on the same date in February in the morning and afternoon.) Required for all students in the Nursing Management, Policy, and Leadership specialty. Open to others with instructor's permission. E. Morse, J. Dixon

878b, Advanced Clinical in NMPL 4 credit hours. This clinical practicum enables students in their last year of the Nursing Management, Policy, and Leadership (NMPL) specialty to apply knowledge and skills learned in all prior coursework and experiences. Each student's clinical placement is individualized to match the student's interest, professional experiences and accomplishments, and career goals. It provides the opportunity

for the student to engage at a leadership level under the direct supervision of a senior level administrator/analyst/nurse consultant in a health care delivery, policy setting, or other related setting Based upon mutual decision of the student, preceptor, and faculty, students will undertake and complete at least one major initiative that will require the development of stated goals, a strategy for implementation and completion, utilization of tools for organizational analysis, change management and project planning. Each student will evaluate the organizational culture and group dynamics using tools acquired throughout the program. Students are expected to develop a time line for the clinical experience, based upon approved goals and objectives Weekly online discussion, complemented by monthly classes and individual work sessions with the instructors, will give students the opportunity to share experiences and provide each other throughout the semester. A formal presentation of students' final projects will demonstrate mastery of critical management and leadership skills to accomplish organizational goals. Required for all students in NMPL. NMPL Faculty

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

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

897a or b, Specialty Care Clinical Pharmacology 1 credit hour. This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice nursing approach for patient-specific populations. Through a series of selected case studies and class discussion, students learn to identify the correct pharmaceutical agent(s) for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. Students are expected to utilize multiple methods for obtaining pharmacological information (e.g., Internet, library, and consultation of pharmacist). Required for all second-year students in the family, adult/gerontological, and women's health primary care specialty and nurse-midwifery

specialty, and for cardiac and acute care students in the adult advanced practice nursing specialty. Must be taken concurrently with, or in the term immediately following, 895b. Successful completion of this course is required for graduation. Fifteen hours over the course of the term. Faculty

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

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

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

[905b, Creating Method: Issues in Nursing Research In this doctoral seminar the “cutting edge” of 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 yet been developed. We address issues related to validity and threats to validity in clinical research and also the experiences of participants in research studies. Content changes with student interest. Prerequisite: 903a, Measurement of Clinical Variables. Three hours per week. Not offered spring term 2010]

907a/b, Dissertation Seminar 3 credit hours. This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of fundamentals of scientific writing and criticism. Prerequisite: completion of the first year of doctoral study or the equivalent, including 901a; co-requisite: 903a. Participation is also required for students enrolled in dissertation advisement. 2.5 hours every other week. N. Redeker

909a, Philosophical Foundations of Inquiry This course provides an overview and critical analysis of historical and contemporary science. The nature of science is also explored through the dialogue of competing philosophical perspectives such as logical positivism, historicism, critical and post-structuralism. The influence of these competing philosophical perspectives on contemporary and future nursing science is explored.

Specifically, we explore underlying epistemological and ontological assumptions on the nature of truth, law, and the influence of gender, culture, and values on nursing's past, current, and future theory and scientific inquiry. Students are expected to examine how the various philosophical perspectives have the potential to influence their respective phenomenon of interest. Three hours per week. B. Guthrie

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

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

917, Advanced Statistics for Nursing Research This year-long course starts with a review of basic descriptive and inferential statistics and advances to multivariate analyses most commonly used in nursing studies. The emphasis is on attaining a conceptual understanding of these statistical techniques, selecting appropriate techniques for a given clinical research problem, conducting computer-assisted data analyses, and correctly expressing the results of such analyses. The laboratory part of the course covers fundamentals of data management and statistical analysis and proceeds to the conduct of advanced analyses. The course emphasizes using programming language in SAS®; however, the menu-driven user interface in SAS, SPSS®, n-Query®, MS Excel®, and MS ACCESS® also are briefly covered. This course is required for all Ph.D. students in nursing, and may be elected by M.S.N. students with permission of the instructors. Three hours per week for academic year. K. Fennie, M. Funk

[921b, Seminar on Research in Care of Patients with Diabetes This seminar focuses on the current state of the science in research on care of patients with diabetes mellitus and builds on knowledge gained in clinical courses in diabetes management. Specific attention is paid to issues related to interventions with high risk cultural and ethnic groups. Research from nursing, medicine, and the social sciences is discussed by leaders in the field. Prerequisites: 769a and 901a, or the equivalent. Two hours per week. Offered every other year. R. Whittemore, G. Melkus. Not offered spring term 2010]

[923a, Current Issues in Cardiovascular Nursing Research In this elective course students examine current issues in cardiovascular nursing research. Topics change 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. Three hours per week. Offered every other year. M. Funk. Not offered fall term 2009]

925b, Qualitative Research in Nursing This course introduces the student to major approaches to qualitative research. Selected topics related to the design, conduct, and reporting of qualitative research are addressed. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches. The course includes firsthand experience with data collection and analysis. Required for all Ph.D. students in nursing. Three hours per week. H. Kennedy

[927b, Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families This seminar focuses on current state of the science research in care of people with cancer or at risk for cancer and their families. Specific attention is paid to factors associated with quality of life outcomes (e.g., functional status, and affect) and high risk groups (e.g., 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 obtained by the submission of a publishable paper. Not offered spring term 2010]

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

[941a, Health Policy, Leadership, and Systems This course addresses salient issues in health policy and the challenges to linking research and clinical care with public and private policy agendas. The course covers the following topics: health care delivery systems; policy and political factors that affect access to, financing, delivery, and quality of care; challenges to evidence-based policy and the dissemination of research findings to policy and community-based leaders. It also includes theories of leadership and policy change relevant to students' research topics. Critical thinking, problem-solving skills, and research-based analysis are integrated throughout the course. A major written assignment that will be suitable for submission to a peer-reviewed journal (or that can be easily modified for same) is a course requirement. Prerequisite: students must pass a test based on the on-line Yale University School of Nursing Health Policy Module. Required for all Ph.D. students in nursing. Three hours per week. S. Cohen. Not offered fall term 2009]

943a, Conceptual Basis for the Study of Self- and Family Management of Vulnerable Populations This course examines major conceptualizations of health and illness, and self- and family management and the research supporting these conceptualizations. Emphasis is placed on the link between health and illness self-management, with particular emphasis on vulnerable populations, and related concepts such as symptom distress,

self-efficacy and coping, and the contributions of risk and protective factors to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. N. Reynolds

943b, Methods of Intervention Development and Testing 3 credit hours. This first-year seminar focuses on the research methods necessary for the understanding, development, and testing of interventions in the management of health and illness by self- and family management. Content includes the use of qualitative, family, and survey approaches to understand the factors associated with management of health and illness and the application of these approaches to both the individual and the family as a unit of study. Required for all students in the clinical research focus area and all fellows in the research training program in self- and family management. Open to others by consent of the instructors. Prerequisite: successful completion of 943a. Three hours per week. M. Grey

[961b, Contemporary Issues in Health Policy and Politics 3 credit hours. This course focuses on the structural variables that affect the processes and outcomes of care. It is based on several premises. First, health policy at the national, state, and local levels of governments influences access to, cost of, and quality of health care. Second, understanding structural variables (delivery systems, populations at risk, and environment) that shape health care delivery enhances understanding of process and outcome variables. Third, clinicians and researchers need to be able to analyze health policy and communicate their recommendations effectively to policy makers. Finally, an understanding of the structural variables in comparative context enhances understanding of global health issues. Required for all doctoral students. Open to others by permission of the instructor. Three hours per week. Not offered spring term 2010]

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

General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$15,092.50 per term in the fall and spring terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of \$11,860. 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 \$1,145 per credit. More information is available from the Student Affairs Office.

Acceptance Fee

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

Required Fees

The University requires hospitalization insurance for all students. Students are billed \$1,764 per year for single student coverage with the Yale Health Plan. This fee may be waived with proof of alternative coverage for each year of enrollment. Students are also responsible for the cost of equipment, uniforms, books, photocopying, transportation to and from clinical sites, and on-site parking, if needed. Physical assessment courses have a lab fee of up to \$325, and some clinical courses may also have a lab fee. Every student also pays a technology fee of \$325.

Other Fees

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

STUDENT ACCOUNTS AND BILLS

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

Bills

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

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

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

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

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

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

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

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

Charge for Rejected Payments

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

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

Yale University eBill-ePay

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

envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

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

Yale Payment Plan

The Yale Payment Plan (YPP) is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 19. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

FINANCIAL AID FOR THE MASTER'S PROGRAM

Students are admitted to degree programs without regard to their ability to pay. All full-time degree candidates are eligible for financial aid in the form of loans, scholarships, and employment. U.S. citizens must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. All students must also complete the School of Nursing Financial Aid Application, available on the School Web site. Graduate Entry Prespecialty in Nursing applicants must complete these applications by February 5, 2010. R.N.s applying to the master's program must file for aid by March 5, 2010. 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 awarded to full-time students with demonstrated need beyond federal loans. The Yale School of Nursing also offers a limited number of merit-based scholarships to incoming students who demonstrate outstanding academic achievement, leadership capacity, and overall excellence. These merit scholarships are awarded upon matriculation into the program and continue as long as students are enrolled full-time at the School of Nursing and maintain a cumulative grade point average (GPA) of 3.40 or higher. These scholarships are awarded in addition to the School's need-based scholarships.

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

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

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

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

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

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

FINANCIAL SUPPORT AND VISA PROCESS FOR INTERNATIONAL STUDENTS

International students are also offered admission without regard to their ability to pay. International students seeking aid must complete two applications, the International Student Financial Aid Application and the School of Nursing Financial Aid Application. Both are available at the school's Web site, <http://nursing.yale.edu/admissions/>

financial_aid.html. Students demonstrating financial need will be awarded scholarships to cover a portion of their tuition.

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

REFUND AND REBATE

Withdrawal and Leave of Absence, Including Tuition Rebate and Refund

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

Students who withdraw from the School *for any reason* during the first 60 percent of the term will receive a pro rata rebate of tuition. No adjustment is made after 60 percent of the term has expired. In 2009–2010, no portion of tuition will be rebated in the fall term after November 5, 2009. In the spring term, that date is April 1, 2010. For summer term, the 60 percent date is June 30, 2010.

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 2009–2010, the last days for refunding federal student aid are the same as noted above for tuition. Financial aid will be refunded in the order prescribed by federal regulations, namely, Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loans, Federal Graduate Plus Loan, next to any other federal, state, private or institutional scholarships and loans. Any remaining balance will be refunded to the student.

For purposes of determining the refund of all other sources of aid (state, private, or institutional scholarships and loans) a student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the funds. In 2009–2010, the last days for refunding institutional student aid funds will be the same as noted above for tuition.

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

HOUSING

Edward S. Harkness Memorial Hall

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

Accommodations include single rooms with sinks, a limited number of two-room suites, a popular dining hall, television lounges, kitchenettes, and other recreational rooms. All dormitory rooms are furnished, and all rooms must be single occupancy. Dormitory room rental rates are \$5,000 to \$7,000 during the 2009–2010 academic year (August 20, 2009, to May 30, 2010). Rent includes Ethernet hook-up, cable television, and all utilities except telephone. A Marigolds meal plan is mandatory for all residents of Harkness Hall.

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

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

Graduate Housing Office

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

Applications for 2009–2010 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing). For new students at the

University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.4578.

Off-Campus Housing

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

DINING SERVICES

Marigolds, located at the School of Medicine, is the popular student dining area and gathering place in Edward S. Harkness Hall. Marigolds, which is open from 7:30 a.m. until 7 p.m., Monday through Friday, offers continental and hot breakfast, lunch, and dinner. A late-night coffee bar is slated to open in the fall. Dining hours are shortened during summer and vacation periods. Faculty members, students, and staff are welcome to dine at the dining hall on an à la carte basis.

Students living in Harkness dormitory are required to participate in a meal plan. The rate for the 2009–2010 academic year is \$2,788 per year for dormitory residents. The meal plan is a debit-balance system allowing students to spend their board points anytime that the dining room is open. Students on this plan can transfer a meal into any Yale University Dining Services location, seven days a week. Pricing is à la carte.

HEALTH SERVICES

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

Eligibility for Services

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

Medicine, Internal Medicine, Gynecology, Health Education, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

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

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

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

Health Coverage Enrollment

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

YHP HOSPITALIZATION/SPECIALTY COVERAGE

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

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

Waiving the YHP Hospitalization/Specialty Coverage Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing an online waiver form at www.yhpstudentwaiver.yale.edu that demonstrates proof of alternate coverage. It is the

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

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

YHP STUDENT TWO-PERSON AND FAMILY PLANS

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

YHP STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/yhp) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP PRESCRIPTION PLUS COVERAGE

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

Eligibility Changes

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

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

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

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

Required Immunizations

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

such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Meningococcus (meningitis) All students living in on-campus housing must be vaccinated against meningococcal disease. The vaccine must have been received after January 1, 2005. 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, 2009. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

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

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

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

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 5. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the Cross Campus entrance to WLH. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD

callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).

THE STUDENT GOVERNMENT ORGANIZATION

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

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

AWARDS

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

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

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

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

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

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

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

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

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. OISS welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

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

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale's international community. *YaleInternational E-Group* is an interactive list through which over 3,000 international

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

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.; tel. 203.432.2305.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

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

Clinical Resources

YALE-NEW HAVEN MEDICAL CENTER

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

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

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

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

The Connecticut Mental Health Center (CMHC) is an urban community mental health center, owned by the State of Connecticut and operated by the Department of Mental Health and Addiction Services in partnership with Yale University Department of

Psychiatry. The CMHC has a thirty-year tradition of serving disadvantaged persons with serious illness. The center provides innovative services and solutions to challenging problems of patient care, drawing on research into the causes, treatment, and prevention of behavioral disorders.

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

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

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

Nurses practice in a range of patient care settings in the center, providing services to individuals, groups, and families, as well as attending to community-wide mental health concerns. *Director, Michael Sernyak, M.D.; Director of Nursing, Rebecca Wettemann, M.S.N., R.N.*

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

Yale-New Haven Hospital Founded in 1826 as Connecticut's first and the nation's fifth hospital, today Yale-New Haven Hospital, affiliated with Yale University Schools of Medicine and Nursing, ranks among the premier medical centers in the nation. The Yale-New Haven Children's Hospital, which opened in 1993, features new maternity facilities and the most comprehensive pediatric services between Boston and New York. Both an academic medical center hospital and a community hospital, Yale-New Haven Hospital provides primary and specialized care for 944 beds in three inpatient pavilions. In 2005, 48,594 inpatients were discharged and there were 484,936 ambulatory visits, including 107,481 emergency visits. Yale-New Haven Hospital offers more than 90 medical and surgical specialty services, including anesthesiology, organ transplantation, cardiology, psychiatry, newborn special care, and geriatric assessment. It also houses the nationally designated Yale Cancer Center. Yale-New Haven Hospital is the primary clinical campus

for the Yale School of Nursing. There are many joint appointments between the staff of the nursing service and the faculty of the nursing school who collaborate closely in the education of students and improvement of patient care. Yale-New Haven Hospital's commitment to excellence in nursing care attracts highly qualified nurses to its staff, many of whom serve as role models to the rest of the staff and nursing students who use the clinical facilities of the hospital. The hospital is also the flagship hospital of the Yale New Haven Health System, a fully integrated provider of comprehensive health care to individuals, families, and employees of large and small businesses. In addition, as a strong regional provider network, currently composed of Bridgeport, Connecticut; Greenwich, Connecticut; Westerly, Rhode Island; and Yale-New Haven hospitals, the system includes relations with insurance companies, managed care companies, physician practices, and employers throughout the state. *President and Chief Executive Officer, Marna P. Borgstrom; Senior Vice President for Patient Services, Patricia Sue Fitzsimons, R.N., Ph.D.*

OTHER CLINICAL RESOURCES

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

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

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

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

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

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.*

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, John R. Quinn.*

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

Adovacy Solutions, LLC, Providence, Rhode Island
 Alliance Medical Group, Middlebury, Connecticut
 Alzheimer's Resource Center of Connecticut, Plantsville, Connecticut
 Andrew Levi, MD, Trumbull, Connecticut
 APT Foundation, New Haven, Connecticut

AtStaff, Incorporated, Durham, North Carolina
Avon Medical Group, Avon, Connecticut
Back to Health, Branford, Connecticut
Banner Health c/o North Colorado Medical Center, Greeley, Colorado
Bellevue Hospital, New York, New York
Birmingham Group Health Services, Ansonia, Connecticut
Boston Health Care for the Homeless, Boston, Massachusetts
Branford Pediatric & Allergy, P.C., Branford, Connecticut
Briar Rosa Center, Bristol, Connecticut
Bridgeport Family Health, Bridgeport, Connecticut
Bridgeport Health Care Center, Bridgeport, Connecticut
Bridgeport Health Department- Section of Communicable Disease, Bridgeport, Connecticut
Bridgeport Hospital, Bridgeport, Connecticut
Brigham and Women's Hospital, Brookline, Massachusetts
Brockton Neighborhood Health Center, Brockton, Massachusetts
Buffalo County Detention Center, Kearney, Nebraska
Cambridge Birth Center/Cambridge Health Alliance, Cambridge, Massachusetts
Candlewood OB/GYN, Danbury, Connecticut
Cardiac Specialists, P.C., Fairfield, Connecticut
CareLink, Incorporated, Providence, Rhode Island
The Carriage House, Wallingford, Connecticut
CCOG Women's Health Group, Bristol, Connecticut
Center for Advanced Reproductive Medicine, Norwalk, Connecticut
Center for Pediatric Medicine, Danbury, Connecticut
Child and Family Agency of Southeastern Connecticut, Inc., New London, Connecticut
Child Guidance Center of Mid-Fairfield County, Norwalk, Connecticut
Child Guidance Center of Southern Connecticut, Stamford, Connecticut
Children's Medical Group, Hamden, Connecticut
Children's Medical Group, Rocky Hill, Connecticut
City of Hartford Health Department, Hartford, Connecticut
Clifford Rosenberg, MD., Torrington, Connecticut
Coastal Women's Care, New London, Connecticut
College of Nursing, Medical University of South Carolina, Charleston, South Carolina
Community Health & Wellness Center of Greater Torrington, Torrington, Connecticut
Community Health Center, Inc., Middletown, Connecticut
Community Health Services, Inc. (Hartford), Hartford, Connecticut
Connecticut Children's Medical Center, Hartford, Connecticut
Connecticut County OB/GYN Group, Branford, Connecticut
Connecticut Heart Group, New Haven, Connecticut
Connecticut Hospice, Branford, Connecticut
Connecticut Medical Group, Hamden, Connecticut
Connecticut Medical Group, New Haven, Connecticut
Connecticut Medical Group, Woodbridge, Connecticut

Connecticut Multi-Specialty Group, Hartford, Connecticut
 Connecticut OB/GYN, LLC, East Hartford, Connecticut
 Connecticut Voices for Children, New Haven, Connecticut
 Cornerstones, PC, Branford, Connecticut
 County OB/GYN Group, Branford, Connecticut
 CT Health Policy Project, New Haven, Connecticut
 CT Image Guided Surgery, Fairfield, Connecticut
 CT Women OB/GYN, LLC, South Windsor, 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
 Davis, Posteraro & Wasser, MD, LLP, Manchester, Connecticut
 Department of Veterans Affairs, West Haven, Connecticut
 Department of Veterans Affairs/Veterans Home & Hospital-Rocky Hill, Rocky Hill,
 Connecticut
 Digestive Health Specialist /Internal Medicine Associates, P.C., Meriden, Connecticut
 Domenic Casablanca, MD, Shelton, Connecticut
 Dr. Jeffrey, Simpson, New London, Connecticut
 East Granby Family Practice, East Granby, Connecticut
 East Hartford Medical Center, East Hartford, Connecticut
 Eastern Connecticut Health Network, Manchester, Connecticut
 Elmwood Medical Group, West Hartford, Connecticut
 Emily Fine MD & Elizabeth Gillette, MD, Hamden, Connecticut
 Endocrine Associates of Connecticut, New Haven, Connecticut
 Endocrinology & Internal Medicine, Inc., North Providence, Rhode Island
 Enfield Women's Health, Enfield, Connecticut
 Serle Epstein, M.D., Madison, Connecticut
 Evercare Connecticut, Hartford, Connecticut
 Fairfield County Medical Group, Trumbull, Connecticut
 Fair Haven Community Health Clinic-School Based Health Clinic, New Haven,
 Connecticut
 Family Center, Stamford, Connecticut
 Family Medical Associates, Ridgefield, Connecticut
 Family Medicine Associates of Stamford, Stamford, Connecticut
 Family Orthopedics, L.L.C., Madison, Connecticut
 Family Practice of Greater New Haven, Wallingford, Connecticut
 Federal Corrections Institute, Danbury, Connecticut
 Garrison Women's Health Center, Dover, New Hampshire
 Gaylord Hospital, Wallingford, Connecticut
 General Practitioners of Branford and Hamden, Branford, Connecticut
 General Practitioners of Hamden, PC, Hamden, Connecticut
 Generations Family Health Center, Williamantic, Connecticut
 Geriatric and Adult Psychiatry, LLC, Hamden, Connecticut
 Good Samaritan Hospital Home Care, Kearney, Nebraska

Greater New Haven OB/GYN Group, P.C., New Haven, Connecticut
Greater Waterbury Primary Care Center, Prospect, Connecticut
Greenwich Hospital, Greenwich, Connecticut
Griffin Hospital, Derby, Connecticut
Guilford Pediatrics, Guilford, Connecticut
Hall-Brooke Behavioral Health Services, Westport, Connecticut
Harbor Health Services, Inc., Dorchester, Massachusetts
Hartford Board of Education/School Based Health Clinics, Hartford, Connecticut
Hartford Hospital, Hartford, Connecticut
Hartford Medical Group, Avon, Connecticut
Hartford Medical Group, Wethersfield, Connecticut
Hartford OB/GYN Group, P.C., Hartford, Connecticut
HealthCare Connecticut, Inc., Stamford, Connecticut
HealthCare Connections, Inc., Stamford, Connecticut
Health Wise Medical Associates, LLC, Vernon, Connecticut
Hill Health Center, New Haven, Connecticut
Hilltown Community Health Center, Incorporated, Worthington, Massachusetts
Hole In The Wall Gang Camp, Ashford, Connecticut
Holyoke Pediatric Associates, Holyoke, Massachusetts
Hospice & Palliative Care of Connecticut VNA by Masonicare, Wallingford,
Connecticut
The Hospital of Central Connecticut at New Britain General & Bradley Memorial &
Bradley Memorial Hospital, New Britain, Connecticut
HSC Community Services, Inc., Brittany Farms Health Center, New Britain,
Connecticut
Human Services Council of Mid-Fairfield/School Based Health Clinic/Norwalk,
Norwalk, Connecticut
Integrated Health Services, Incorporated c/o EHHS SBHC Program, East Hartford,
Connecticut
InterCommunity Mental Health Group, Inc., East Hartford, Connecticut
Jacqueline Rugg, APRN, MSN, BC, Hamden, Connecticut
John D. Cahill, M.D., Bronx, New York
John Dempsey Hospital/University of Connecticut Health Center, Farmington,
Connecticut
The John D. Thompson Hospice Institute, Inc., Branford, Connecticut
Joslin Diabetes Center, Boston, Massachusetts
Kalman L. Watsky, MD, New Haven, Connecticut
Laboure Center VNS & Adult Day Health, South Boston, Massachusetts
La Escuelita, Nicaragua
Lawrence & Memorial Hospital, New London, Connecticut
Leeway, Inc., New Haven, Connecticut
Litchfield County Gastroenterology Associates, Torrington, Connecticut
Litchfield Hill Pediatric, Bantam, Connecticut
Loomis Chaffee School, Windsor, Connecticut
Mamatoto Resource & Birth Centre, Trinidad, West Indies

Mary Ann Starkes, MSN, APRN, Hamden, Connecticut
 Mary Hitchcock Memorial Hospital/Dartmouth-Hitchcock Clinic, Lebanon, New Hampshire
 Mashantucket Pequot Tribal Health Department, Mashantucket, Connecticut
 Medical Associates of North Haven, North Haven, Connecticut
 Medical Oncology & Hematology, P.C., Woodbridge, Connecticut
 MedOptions, Incorporated, Old Saybrook, Connecticut
 Memorial Hospital for Cancer & Allied Diseases, New York, New York
 Middlesex Health Systems, Middletown, Connecticut
 Middlesex Hospital, Middletown, Connecticut
 Middlesex Medical Associates, Middletown, Connecticut
 The Midwife Center for Birth and Women's Health, Pittsburgh, Pennsylvania
 Milford Hospital, Milford, Connecticut
 Milford Pediatric Group, P.C., Milford, Connecticut
 Ministry of Health, British Columbia, Canada
 Montauk GYN, New London, Connecticut
 Montefiore Family Health Center, Bronx, New York
 Mt. Timpanogos Women's Health Care, Pleasant Grove, Utah
 Naugatuck Valley OB/GYN, Waterbury, Connecticut
 Nephrology and Hypertension Associates, P.C., Incorporated, Middlebury, Connecticut
 New Haven Health Department/New Haven Board of Education, New Haven, Connecticut
 New Milford Hospital, New Milford, Connecticut
 New York City Health and Hospitals Corporation, New York, New York
 North American Family Institute of Connecticut, Farmington, Connecticut
 North East Hospital Corporation (Addison Gilbert Hospital, BayRidge Hospital, Beverly Hospital), Beverly, Massachusetts
 North American Family Institute of Connecticut, Farmington, Connecticut
 North Bronx Health Care Network, Bronx, New York
 Northeastern VT Regional Hospital, St. Johnsbury, Vermont
 Norwalk Hospital, Norwalk, Connecticut
 Norwalk Hospital Nurse-Midwifery Service, Norwalk, Connecticut
 Norwich Pediatric Group (Kara Willette, A.P.R.N.), Colchester, Connecticut
 OB/GYN Group of Manchester, Manchester, Connecticut
 OB/GYN Services, P.C., Norwich, Connecticut
 Obstetrics & Gynecology & Menopause Physicians, P.C., New Haven, Connecticut
 Obstetrics and Gynecology of North Haven, Hamden, Connecticut
 Office of Edward J. McDermott, M.D., New London, Connecticut
 Optimus Health Care, Inc., Bridgeport, Connecticut
 Park City Primary Care Center, Bridgeport, Connecticut
 Pediatric and Adolescent Medicine of Cheshire, Cheshire, Connecticut
 Pediatric and Adolescent Medicine/Meriden, Wallingford, Connecticut
 Pediatric and Medical Associates, PC, New Haven, Connecticut
 Pediatric Plus, North Haven, Connecticut

Peter Jones, MD, Willimantic, Connecticut
Pine Ridge Hospital/Women's Health, Pine Ridge, South Dakota
Planned Parenthood of Connecticut, Inc., New Haven, Connecticut
Pride Medical, PLLC, New York, New York
PriMed, Bridgeport, Connecticut
PriMed, Trumbull, Connecticut
ProHealth Physicians, Avon, Connecticut
ProHealth Physicians, Litchfield, Connecticut
ProHealth Physicians, North Haven, Connecticut
ProHealth Physicians, West Hartford, Connecticut
ProHealth Physicians Sparrow Commons Family Practice, Colchester, Connecticut
ProHealth Physicians-University of Hartford Health Services, West Hartford,
Connecticut
Quinnipiack Valley Health District, North Haven, Connecticut
Ridgefield Pediatric Associates, PC., Ridgefield, Connecticut
Roaring Brook Family Practice, Avon, Connecticut
Robert Shoen, MD, New Haven, Connecticut
Rockville Hospital, Rockville, Connecticut
Rural Research and Analysis Program Center for Rural Affairs, Lyons, Nebraska
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/Bank of America Health Center,
Hartford, Connecticut
Saint Francis Hospital & Medical Center/Hartford, Hartford, Connecticut
Saint Francis Nurse-Midwifery Practice/Hartford, Hartford, Connecticut
Saint Mary's Hospital, Waterbury, Connecticut
Saint Raphael, Hospital of, New Haven, Connecticut
Salem Hospital, Salem, Oregon
Sanjay Aggarwal, MD, New Haven, Connecticut
Senate Finance Committee, Washington, D.C.
S.H.E. Medical, Hartford, Connecticut
Shoreline Pediatrics and Adolescent Medicine, P.C., Madison, Connecticut
Silver Hill Hospital, New Cannan, Connecticut
Dr. Jeffrey Simpson, New London, Connecticut
Sobelman Pediatrics, South Windsor, Connecticut
Southington Pediatrics, Southington, Connecticut
Stamford Hospital, Stamford, Connecticut
State Healthcare Advocate, Hartford, Connecticut
State of Connecticut Mental Health & Addiction Services, Hartford, Connecticut
Staywell Health Center/Waterbury, Waterbury, Connecticut
Staywell Pediatrics, West Haven, Connecticut

Jerzy Stocki, M.D. (North Stonington Medical Center), North Stonington,
 Connecticut
 Student Health Services of Stamford, Stamford, Connecticut
 Tapestry Health, Florence, Massachusetts
 The Barton Center for Diabetes Education, Incorporated, North Oxford, Connecticut
 The Carriage House, Wallingford, Connecticut
 The Childbirth Center, Fort Lee, New Jersey
 The Children's Center of Hamden, Hamden, Connecticut
 The Hastings Center, Garrison, New York
 The Center for Advanced Pediatrics, Norwalk, Connecticut
 The Village for Families & Children, Inc., Hartford, Connecticut
 Torrington-Winsted Pediatric Associates, P.C., Torrington, Connecticut
 Tuba City Regional Health Care Corporation, Tuba City, Arizona
 United Community & Family Services, Inc., Norwich, Connecticut
 University Medicine Foundation, Incorporated, Providence, Rhode Island
 University of Connecticut Health Center, Correctional Managed Health Care,
 Farmington, Connecticut
 University of Connecticut Health Center/UMG Agency, Farmington, Connecticut
 University of Connecticut Student Health Services, Storrs, Connecticut
 University of New Haven, West Haven, Connecticut
 University Medicine Foundation, Incorporated, Providence, Rhode Island
 Visiting Nurse Association of South Central Connecticut/New Haven, Milford, Derby,
 New Haven, Connecticut
 VNA Health Care, Incorporated, Hartford, Connecticut
 Waterbury Hospital, Waterbury, Connecticut
 West Valley Hospital, Dallas, Oregon
 Western Massachusetts GI Associates, Springfield, Massachusetts
 Westfield State College, Westfield, Massachusetts
 Wheeler Clinic, Plainville, Connecticut
 Whitman-Walker Clinic, Inc., Washington, D.C.
 Whitney Pediatrics, PC., Hamden, Connecticut
 Whitney Pediatrics & Adolescent Medicine, P.C., Hamden, Connecticut
 Wildwood Pediatrics, Essex, Connecticut
 Windham Hospital, Willimantic, Connecticut
 Women's Cancer Care Associates, LLC, Albany, New York
 Women's Care, Incorporated, Providence, Rhode Island
 Women's Health Associates, North Branford, Connecticut
 Women's Health Associates, Westfield, Massachusetts
 Women's Health Group, L.L.C., Hartford, Connecticut
 Woodland Women's Health Associates, Hartford, Connecticut
 Yale-New Haven Hospital, New Haven, Connecticut
 Yale University, New Haven, Connecticut

University Resources

A GLOBAL UNIVERSITY

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

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

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

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

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

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

The Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. See description in this bulletin and www.yale.edu/macmillan.

The Yale Center for the Study of Globalization draws on the intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, and to enrich debate through workshops, conferences, and public programs. See description in this bulletin and www.ycsg.yale.edu.

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

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

LIBRARIES

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

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

The collections covering nursing, clinical medicine and its specialties, the preclinical sciences, public health, and related fields are among the country's largest in a medical center, numbering more than 380,000 volumes. About 90,000 or more are source materials or supporting works in the historical collections, including more than 315 incunabula. More than 6,800 current biomedical journals are received electronically, in addition to over 3,000 electronic biomedical books.

The Medical Historical Library, a section of the Yale Medical Library, was founded by Dr. Harvey Cushing, Dr. Arnold C. Klebs, and Dr. John F. Fulton, whose personal collections form its core. The Historical Library collection includes many manuscript volumes from the twelfth through sixteenth century, prints and drawings, painting, art slides, and museum objects.

Yale's main library is Sterling Memorial Library, which, together with the Beinecke Rare Book and Manuscript Library, the Bass Library, and the Seeley G. Mudd Library, contains about 5.6 million volumes. The Kline Science Library has 358,000 volumes and receives about 1,900 current journals, many in the life sciences. Messengers transport books daily among these and other units of the Yale University Library, whose more than 12.5 million volumes are available to all members of the University.

GENERAL RESOURCES

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

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

The Yale University Art Gallery, America's oldest and one of its most important university art museums, was founded in 1832 when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College. Since then, the gallery's collections have grown to number more than 185,000 objects, selected from around the world and ranging in date from ancient times to the present day. In addition to its celebrated collections of American paintings and decorative arts, the gallery is noted for its important holdings of Greek and Roman art, early Italian paintings, later European art, Asian art, African art, art of the ancient Americas, and impressionist, modern, and contemporary works. In 2006, as part of a renovation and expansion project, the gallery completed the restoration of its iconic Louis I. Kahn 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 Yale Philharmonia, 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, the Faculty Artist Series, and concerts at the Yale Collection of Musical Instruments. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, the Yale Voxtet, 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, and Shubert Performing Arts Center.

Founded in 1971, the Graduate-Professional Student Senate, Inc. (GPSS) is the official student government group representing all thirteen graduate and professional schools. All graduate and professional students are eligible to become senators via elections held each fall. The GPSS meets on alternating Thursdays throughout the academic year, and meetings are open to the graduate and professional school community. Senators serve on and make appointments to University committees, meet with University administrators, sponsor informational workshops and conferences, organize social events and orientation activities, provide modest funding to student groups, and assist in community service events. Additionally, the GPSS is housed at and oversees operation of the Graduate-Professional Student Center at Yale (GPSCY), at 204 York Street, which includes office and meeting spaces for student organizations, and the Gryphon's Pub for those twenty-one and over. For more information, please contact gpss@yale.edu or visit www.yale.edu/gpss.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space and resources for building intellectual, cultural, and social community among graduate students, and for enhancing professional development activities across the departments of the Graduate School. The McDougal Center houses the cooperating offices of

Graduate Career Services, Graduate Student Life, the Graduate Teaching Center, and the Graduate Writing Program as well as the Resource Library, and works collaboratively with the Graduate School Office for Diversity. Graduate Career Services provides individual advising, programs, and a library of resource materials as well as Internet resources to assist Graduate School students and alumni/ae with career planning and decision making. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; public service activities; arts, music, and cultural events; sports and wellness activities; and events for international students and students with children. The Graduate Teaching Center provides in-class observation, individual consultation, and workshops. The Writing Center offers individual consultations with tutors, regular academic writing workshops, dissertation writing groups, and events with invited speakers. The McDougal Center welcomes the participation of postdoctoral fellows, alumni/ae of the Graduate School, students from other Yale professional schools, and members of the larger Yale community. The center has a large common room with comfortable furnishings for study or lounging, an e-mail kiosk, WiFi, newspapers and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large program room with AV equipment, small meeting rooms, a music practice room, a family playroom, and an ITS computer lab with laser printer and copier. The McDougal Center is open weekdays from 9 a.m. to 11 p.m. and weekends from 11 a.m. to 11 p.m. during the academic year. For more information or to sign up for various e-mail notes, please visit www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and non-denominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m. to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. Additional information is available at www.yale.edu/chaplain.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to

fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

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

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third weekend in June through Labor Day and then on September weekends. For more information, telephone 203.432.2492 or visit the Web page at www.yalebulldogs.com (click on Recreational Choices, then on Outdoor Education Center).

Throughout the year, Yale graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, 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 www.yalebulldogs.com.

COURSES IN YALE COLLEGE

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

be listed on the student's School of Nursing course schedule within the prescribed period for course registration.

COURSES IN YALE UNIVERSITY GRADUATE AND PROFESSIONAL SCHOOLS

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

Distribution of Graduates

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

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

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

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

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

School of Nursing Alumnae/i Association

OFFICERS FOR THE YEAR ENDING SEPTEMBER 2009

President

Judy A. Beal '75

President-Elect

Bethany Golden '03

Immediate Past President

Judit R. Lentz '76

Secretary/Treasurer

Peg Cushman '76

Board of Directors

Virginia Brown '50

Ruth Chen '99

Asefeh Faraz '08

Bernadette M. Forget '78

Linda Juszczak '99

Erin Shawn '03

Student Director

Lesley Magnussen '10

Ex-Officio Members

Nina Relin Adams '77, Co-Chairperson, Alumnae/i Fund, Chairperson, Class Agents

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

Margaret Grey '76, Dean and Annie Goodrich Professor

Lisa Hottin, Director of External Relations

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

AYA Representatives

Elizabeth Letts '95

Perry Mahaffy '64

Priscilla Kissick '56

The Work of Yale University

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

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

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

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

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

School of Medicine Est. 1813. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

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

For additional information about the School of Public Health (est. 1915), please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, <http://publichealth.yale.edu>

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; tel., 203.432.5360; fax, 203.432.7475; e-mail, divinity.admissions@yale.edu; Web site, www.yale.edu/divinity. Online application, <https://apply.divinity.yale.edu/apply>

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu

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

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

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

School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

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

School of Forestry & Environmental Studies Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu>

School of Architecture Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

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

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

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

School of Drama Est. 1955. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

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

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu>

Index of Courses

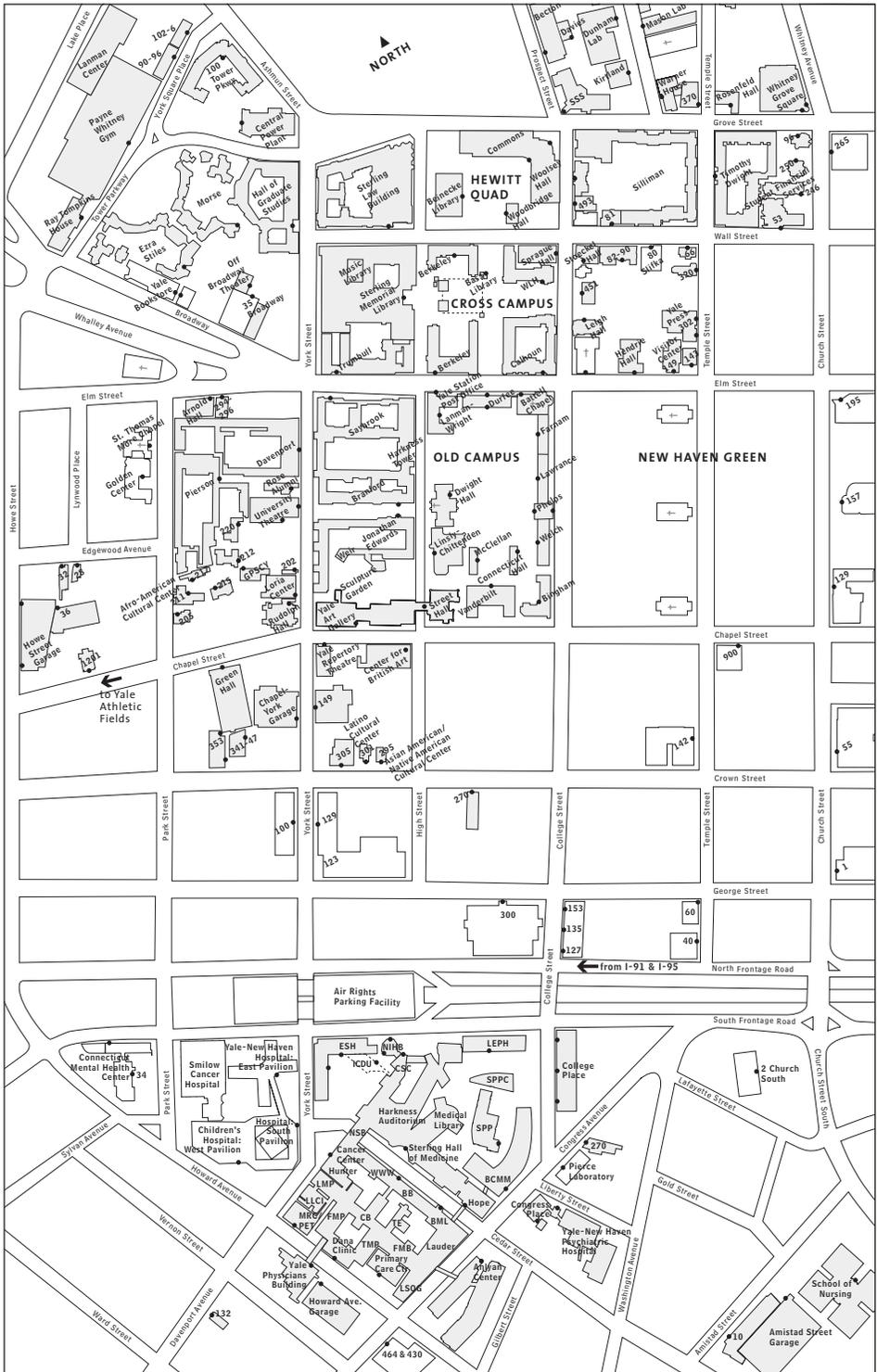
- Adult Development: A Life Span Perspective (559b), 91
- Advanced Adult Psychiatric–Mental Health Nursing Practice (850a/b), 108
- Advanced Assessment (610a), 95
- Advanced Clinical in NMPL (878b), 111
- Advanced Clinical Practice for Adult/Gerontological, Family, and Women’s Health/
Adult Nurse Practitioners (756a/b), 102
- Advanced Clinical Practice in Women’s Health Care (752a/b), 102
- Advanced Clinical Practicum for Acute Care Nurse Practitioners (802a/b), 104
- Advanced Concepts and Principles of Diabetes Care (769a), 104
- Advanced Concepts in Older Adult Care (555b), 91
- Advanced Concepts in Women’s Health Care (753a/b), 102
- Advanced Family Psychiatric Nursing Practicum Syllabus (854a/b), 109
- Advanced Health Assessment across the Life Span (554a), 90
- Advanced Management of Pediatric Problems in the Primary Care Setting
(833a/b), 107
- Advanced Midwifery Care (780a), 104
- Advanced Pathophysiology (533a), 90
- Advanced Practice in Early Care and School Health (825a), 106
- Advanced Psychiatric–Mental Health and Primary Care Nursing Practice
(852a/b), 109
- Advanced Specialty Practicum I (612b), 95
- Advanced Specialty Practicum II (810a/b), 105
- Advanced Specialty Practicum III (812b), 106
- Advanced Statistics for Nursing Research (917), 114
- Aging through Film, Literature, and Art (745a), 102
- Analysis of Issues in Health Care Ethics (727a), 101
- Assessment of the Acutely and Critically Ill Client (609a), 95
- Biomedical Foundations of Health and Disease (503), 87
- Cancer Pharmacology (805a), 105
- Child Development (637a), 97
- Child Developmental Psychopathology and Treatment (663a), 99
- Children with Chronic Conditions/Disabilities and Their Families (625b), 96
- Clinical Applications for Advanced Health Assessment (550a), 90
- Clinical Pharmacology (895b), 112
- Clinical Practice for Adult, Family, Women’s Health, Gerontological, and Oncology
Nurse Practitioners (556b), 91
- Clinical Practice in Adult Psychiatric–Mental Health Nursing (656a/b), 97
- Clinical Practice in Community Health Nursing (512c), 87
- Clinical Practice in Diabetes Care and Management (768a/b), 103
- Clinical Practice in Family Psychiatric–Mental Health Nursing (654a/b), 97
- Clinical Practice in Maternal-Newborn Nursing (514b or c), 88
- Clinical Practice in Medical-Surgical Nursing (516a), 88
- Clinical Practice in Pediatric Nursing (518b or c), 88

- Clinical Practice in Psychiatric–Mental Health Nursing (520b), 89
- Clinical Practice in School Health (826a/b), 107
- Clinical Practice in the Primary Care of Adolescents (640a or b), 97
- Clinical Practicum for Oncology Nurse Practitioners (804a/b), 105
- Clinical Psychopharmacology (859b), 110
- Concepts and Principles of Aging (723a), 100
- Conceptual Basis for the Study of Self- and Family Management of Vulnerable Populations (943a), 115
- Conceptual Basis of Nursing Practice (611b), 95
- Contemporary Issues in Health Policy and Politics (961b), 116
- Contexts of Care, The (717a), 100
- Creating Method: Issues in Nursing Research (905b), 113
- Cultural Diversity in Health Care (575a), 93
- Current Concepts in Psychopathology (659b), 98
- Current Issues in Cardiovascular Nursing Research (923a), 114
- Dissertation Advisement (991a/b/c), 116
- Dissertation Seminar (907a/b), 113
- Doctoral Independent Study (904a/b), 113
- Doctoral Research Practicum (911), 114
- Environment and Health (735b), 101
- Ethical Conduct of Clinical Research (929b), 115
- Family Patterns and Systems Relevant to Health Care (849b), 108
- Family Psychotherapy (865b), 110
- Fundamentals of Human Anatomy (511a), 87
- Group Psychotherapy Seminar (855a), 110
- Health Assessment I (504), 87
- Health Care Ethics (725b), 100
- Health Care Financial Management (577b), 93
- Health Policy and Politics (561a), 92
- Health Policy, Leadership, and Systems (941a), 115
- Health Promotion and Disease Prevention in the Adult Continuum (819b), 106
- Health Promotion in Infants and Children (633a), 96
- Human Resource Management (873a), 111
- Individual Psychotherapy Treatment Modalities (661b), 99
- Integration (780b), 104
- Introduction to Antepartum Care (580b), 94
- Introduction to Drug Therapy (509a/b), 87
- Introduction to Intrapartum Care (582b), 94
- Introductory Clinical Practice for Nursing Management, Policy, and Leadership (578b), 93
- Issues in Nursing (501b), 87
- Key Concepts in Role Development (875a), 111
- Leadership in Health Care Organizations (565b), 92
- Living with Dying (733b), 101
- Management of Clinical Problems (803a/b), 105

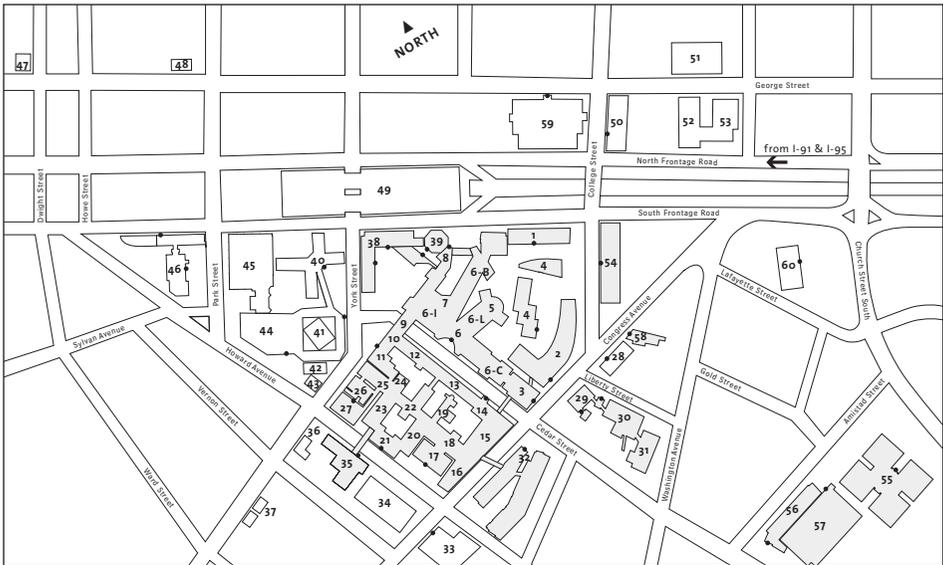
Management of Common Pediatric Problems (635b), 96
Master's Independent Study (704a/b/c), 99
Measurement of Health Variables (903a), 113
Mental Health Assessment across the Life Span (657a), 98
Methods of Intervention Development and Testing (943b), 116
Mindfulness-Based Stress Reduction Program (715a), 99
NMPL Capstone (879b), 112
Nurse-Midwifery Primary Care (583a), 95
Nursing Research as a Basis for Evidenced-Based Practice (525a), 89
Nursing, Health, and Social Welfare in American History (737a), 101
Pathophysiology and Advanced Management of Chronic Health Conditions in
 Children and Adolescents (827a), 107
Pathophysiology and Management of Common Adult Clinical Problems I (607b), 95
Pathophysiology and Management of Common Adult Clinical Problems II (807a), 105
Pediatric Pharmacology (845a), 108
Personality Theory and Adult Development (659a), 98
Philosophical Foundations of Inquiry (909a), 113
Practicum in Clinical Ethics¹. (726a/b), 100
Praxis Seminar (525b), 89
Primary Care of Adolescents (641b), 97
Primary Care of Adults I (557b), 91
Primary Care of Adults II (757a), 103
Primary Care of Adults II (757b), 103
Primary Care of Children I (632a/b), 96
Primary Care of Children II (830a/b), 107
Primary Care Problems of Adults I (557a), 91
Principles and Analysis of Health Care Ethics (569a), 93
Principles and Practice of Oncology (615a/b), 96
Professional Issues and Leadership (581a), 94
Professional Practice Issues for Adult Advanced Practice Nurses (817b), 106
Program and Policy Implementation and Evaluation (877b), 111
Public Health Issues in HIV/AIDS (713b), 99
Qualitative Research in Nursing (925b), 115
Quality Improvement and Patient Safety (563a), 92
Quantitative Methods for Nursing Research (901a), 113
Research Methods for NMPL (579b), 94
Scholarly Inquiry Praxis (721a/b), 100
Seminar in Community Health Nursing and Public Health (513c), 88
Seminar in Maternal-Newborn Nursing (515b or c), 88
Seminar in Medical-Surgical Nursing (517a), 88
Seminar in Pediatric Nursing (519b or c), 89
Seminar in Psychiatric–Mental Health Nursing (521b), 89
Seminar in Psychiatric–Mental Health Nursing: Theoretical and Evidenced-Based
 Perspectives (851b), 108
Seminar on Research in Care of Patients with Diabetes (921b), 114

Seminar on Research in Care of People with Cancer or at Risk for Cancer and Their Families (927b), 115
Special Didactic—The Gerontological Patient, Advanced Psychogeriatric Nursing (853b), 109
Specialty Care Clinical Pharmacology (897a or b), 112
Specialty Pediatric Clinical Practice (834a/b), 107
Statistics for Clinical Nursing Research (529a), 90
Statistics for Nursing Management, Policy, and Leadership (527a), 90
Theoretical Basis for Nursing Science (913b), 114
Uses of Data in Decision Making (567a), 92
Well Woman Care and Gynecology (580a), 94

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant and Sterling Power Plant Co-Gen
5. Harvey Cushing/John Hay Whitney Medical Library
6. Sterling Hall of Medicine, 333 Cedar St.
Wings: B, C, I & L
7. Mary S. Harkness Memorial Auditorium
8. Child Study Center
9. Nathan Smith Building (Bridge)
10. Yale Cancer Center
11. Hunter Building, 15 York St.
12. William Wirt Winchester Building
13. Boardman Building, 330 Cedar St.
14. Brady Memorial Laboratory, 310 Cedar St.
15. Lauder Hall
16. Laboratory for Surgery, Obstetrics and Gynecology
17. Primary Care Center
18. Farnam Memorial Building
19. Tompkins East
20. Tompkins Memorial Pavilion
21. Charles A. Dana Building, 789 Howard Ave.
22. Clinic Building
23. Fitkin Memorial Pavilion
24. Fitkin Amphitheater
25. Laboratory for Medicine and Pediatrics
26. Lippard Laboratory of Clinical Investigation
27. P.E.T. Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Congress Place, 301 Cedar St.
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 A and D, 367 Cedar St.
39. Neison and Irving Harris Building, Child Study Center, 230 S. Frontage Rd.
40. East Pavilion, 20 York St.
(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. Smilow Cancer Hospital, 20 York St.
46. Connecticut Mental Health Center
47. Ronald McDonald House, 501 George St.
48. 425 George St.
49. **Air Rights Parking Garage**
50. 127, 135, and 153 College St.
51. New Haven Hotel, 229 George St.
52. **Temple Garage**
53. Temple Medical Center, 40–60 Temple St.
54. College Place, 47 College St.
55. Medical Center South, 100 Church St. South
(Yale School of Nursing)
56. 10 Amistad St.
57. **Amistad Garage**
58. 270 Congress Ave.
59. 300 George St.
60. 2 Church St. South

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

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

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

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

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

For all other matters related to admission to the School of Nursing, please telephone the Office of Admissions, 203.737.1793.

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

Periodicals postage paid
New Haven, Connecticut