

School of Nursing

2010–2011



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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 in the top ten 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 2010

Aug. 23–25	M–W	Orientation for new students
Aug. 23	M	Graduate School new student orientation (Ph.D. students only)
Aug. 31	T	Orientation for all first-specialty-year students
Sept. 1	W	Fall term begins, 8 a.m.
Sept. 3	F	Deadline for graduating Ph.D. students to defend their dissertation for December graduation
Sept. 6	M	No classes, Labor Day
Sept. 15	W	Course registration deadline, 5 p.m.
Sept. 29	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. 18	M	Deadline for graduating master's students to have their prospectus approved by their praxis adviser
Nov. 19	F	Graduate School fall recess begins, 5:20 p.m. (Ph.D. students only)
Nov. 24	W	YSN Thanksgiving recess begins, 5 p.m.
Nov. 29	M	YSN and Graduate School recess ends, 8 a.m.
Dec. 10	F	YSN and Graduate School classes end, 5 p.m.
Dec. 13	M	YSN final exam week begins, 8 a.m.
Dec. 17	F	Holiday recess for all students begins, 5 p.m.

SPRING 2011

Jan. 10	M	Spring term begins, 8 a.m. (all students)
Jan. 17	M	No classes, Martin Luther King, Jr. Day
Jan. 25	T	Course registration deadline, 5 p.m.
Feb. 11	F	Deadline for graduating Ph.D. students to defend their dissertation for May graduation
Mar. 4	F	Spring recess for all students begins, 5 p.m.
Mar. 14	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. 21	M	Spring recess ends, 8 a.m.
Mar. 25	F	Deadline for graduating master's students to submit a complete, first draft of their praxis to their praxis adviser
May 2	M	Graduate School classes end, 5:20 p.m. (Ph.D. students only)
May 6	F	YSN classes end, 5 p.m.
May 9	M	YSN final exam week begins, 8 a.m.
May 10	T	Graduate School spring term ends (Ph.D. students only)

May 13	F	YSN spring term ends, 5 p.m.
May 18	W	Two hardbound copies of master's thesis, or one softbound copy of praxis, due to Office of Student Affairs, 12 noon
May 23	M	University Commencement

SUMMER 2011

May 16	M	Summer term begins, 8 a.m.
May 30	M	No classes, Memorial Day
July 4	M	No classes, Independence Day
July 29	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

Francisco Gonzalez Cigarroa, B.S., M.D., Austin, Texas (*June 2016*)

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*)

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

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

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

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

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

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

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Suzanne Boissevain, R.N., M.S.N., F.N.P., Assistant Clinical Professor; Nurse Practitioner, Middlesex Hospital

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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

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Yale School of Nursing

HISTORY

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

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

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

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

In April 1970 the Corporation approved development of a three-year curriculum for college graduates from other fields, a program of study now known as the Graduate Entry Prespecialty in Nursing. The first class of twelve enrolled in the fall of 1974; in 2009 the entering class numbered eighty-six.

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: clinical practice, scholarship, and leadership.

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

CLINICAL PRACTICE

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

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

SCHOLARSHIP

Scholarship forms the underpinning and context for advanced practice nursing. Scholarship encompasses the iterative process of generating and testing theories, applying them

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

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

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

LEADERSHIP

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

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

MASTER'S-LEVEL OUTCOMES

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

Clinical Practice

1. Provide evidence-based care integrating holistic perspectives and ethical factors at the advanced practice level specific to the specialty area.

- Employ appropriate methods/strategies/technologies to gather relevant data from multiple sources.
 - Analyze and synthesize data to identify and prioritize problems.
 - Develop and implement management plans using best available evidence, and evaluate outcomes and modify management plans.
2. Engage in scholarship.
 3. Critically evaluate clinical evidence from multiple sources (such as current literature, clinical, and patient) to derive implications for best practices.
 4. Identify clinical challenges and gaps in knowledge, and participate in scholarship to improve health care.
 5. Apply clinical scholarship to improve outcomes in health care.

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

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

YSN faculty are leaders in dissemination and translation of research from the laboratory to practice and into the community. With transdisciplinary colleagues, YSN faculty are conducting cutting-edge translational research to address the most pressing needs of vulnerable people in the community. These include the challenges of HIV/AIDS, obesity, mental health, and diabetes, to name just a few. YSN partners with the Yale Center for Clinical Investigation (YCCI)—Yale's CTSA—through YCCI's Community Outreach and Engagement Core. Yale faculty are also leaders of NetHaven, Yale's Practice-Based Research Network, a component of YCCI. NetHaven is focused on promoting research partnerships between community-based clinicians and researchers on significant health promotion concerns.

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

Center for International Nursing Scholarship and Education

The Center for International Nursing Scholarship and Education, formed in 2006, is the focal point for YSN's international 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.

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 more than 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. In association with YSN's Office of Scholarly Affairs and the Yale Center for Clinical Investigation, the Office of Clinical and Community Affairs also administers NetHaven, Yale's Practice-Based Research Network (PBRN). This interdisciplinary network brings together researchers and clinicians to address community-based health issues, conduct research within the context of busy practice settings, and translate research findings into everyday practice. 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 and Community 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 in the chapter Post Master's Certificates.

Doctoral study at the Yale School of Nursing was launched in 1994 with the Doctor of Nursing Science program. 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 in the chapter Doctor of Philosophy Program.

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. R.N.s have the option of full- or part-time study. The course schedule for part-time study is predetermined and will be either three or four years depending upon the specialty. General descriptions of the part-time study schedule can be obtained from the School's Web site. Conversion from part-time to full-time study or the reverse is not normally permitted.

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

All potential R.N. candidates whose highest degree in nursing is an associate's degree and who also hold a B.S. degree in another field, will be required to take a community health course in order to be enrolled into the Yale School of Nursing's master's degree program. An e-learn course that meets the objectives for N513c, 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 human anatomy, human physiology, statistics, and biophysical sciences are strongly recommended.

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

The following application materials are required:

1. Application form
2. Nonrefundable application fee (\$65)
3. Résumé/Curriculum Vitae
4. Personal statement/essay
5. One official transcript from each college or university attended (*Note:* Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as www.wes.org or www.ece.org. In addition, a certified English translation must accompany all non-English transcripts.)

6. Three letters of recommendation (academic or professional)
7. Graduate Record Examination-General Test (GRE) (see below for additional information)
8. TOEFL or IETLS (see below for additional information)

Application information can be found by visiting <http://nursing.yale.edu/admissions>; by writing to the Office of Admissions, Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; or by calling 203.737.1793.

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

The deadline for R.N. applicants is November 1–March 1 (rolling admissions during this time period). All application materials must be received by the YSN Office of Admissions no later than March 1. Applications submitted after this date will not be considered for admission in the upcoming fall term. It is to the applicant's advantage to complete the application process by the primary November 1 application deadline, as available positions are offered to all qualified applicants from this cycle first. The application procedure and deadlines are the same for both part-time and full-time study.

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

Following the initial review of written credentials, qualified applicants are asked to come to the School for an interview. When distance presents a hardship, candidates are able to arrange a telephone interview. GEPN interviews are conducted at the end of January. Interviews for R.N.s are held during January, February, and March.

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

All applicants are required to take the General Test of the Graduate Record Examination (GRE). Test scores must be submitted electronically by the Educational Testing Service. The YSN GRE code is 3998. Scores that are more than five years old are not acceptable. Additionally, the GRE requirement cannot be waived based on prior GPA or academic achievement. However, individuals with an advanced degree requiring a thesis/dissertation or scholarly published articles may petition to have the requirement waived. Please contact the Office of Admissions for additional details.

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

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

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

English as a Foreign Language

Applicants whose native/primary language is other than English must take the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) as one of the admission requirements. This requirement cannot be waived based on college or university attendance in the United States or other English-speaking country. The following scores are required for admission to the GEPN or M.S.N. programs:

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

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

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

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

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

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, the nurses' association in the foreign country of residence, or by visiting www.cgfns.org.

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.

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

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

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

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

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

PERSONAL CONDUCT POLICY

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

of Nursing are expected to adhere to high standards of behavior in the following areas, and failure to do so will lead to appropriate disciplinary action.

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

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

STUDENT GRIEVANCES

The Yale School of Nursing has a policy and procedure that governs any case in which a student has a complaint, including but not limited to a complaint of 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.

LEAVE OF ABSENCE AND WITHDRAWAL

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

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

Leave of Absence

A leave of absence is permission granted to a student to interrupt the program of study for a specified time. Since the purpose of a leave is to relieve a student of educational obligations, students will not normally be allowed to enroll in or audit courses during the period of leave, nor will they be allowed to continue or initiate work on the scholarly inquiry praxis.

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

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

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

GRANTING OF A LEAVE OF ABSENCE

Students must complete the appropriate form, available on the School's Web site, before a request can be considered. The request for a leave of absence must be forwarded by the program chair or specialty director to the assistant dean for student affairs after consultation with the student. All leaves must be approved by the dean's office as prerequisite for continued coverage by Yale Health. Approval of leave will be noted by letter to the student, with a copy to the program chair or specialty director, the assistant dean for student affairs, and the financial aid officer.

A leave of absence will be granted only for students in good standing, or in the case of medical leave, for students whose work was satisfactory prior to the onset of illness. There must be sufficient evidence that circumstances, medical or otherwise, exist that make it impossible or difficult for the student to continue with a program of study; and there must be evidence that once these circumstances are resolved, the student would be able and committed to continuing the program of study. Normally, this determination will be made by the program chair or specialty director after an interview with the student and consultation with the assistant dean for student affairs, and review of the clinician's recommendation.

A leave of absence is granted for a fixed and limited term, which will ordinarily be two terms or less. The specific length of the leave is determined by the assistant dean for

student affairs, upon receipt of a recommendation from the program chair or specialty director, with appropriate consultation with the student.

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

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

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the appropriate assistant dean, on the written recommendation of a clinician on the staff of Yale Health and of the student's department.

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

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

RETURN AFTER LEAVE

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

Withdrawal

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

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

Students may withdraw on their own initiative, or upon recommendation of faculty, and may be eligible or ineligible to return. Students who were in good standing at the

time of withdrawal may, upon recommendation of the program chair or specialty director, be considered eligible to return. Students not in good standing may be determined to be ineligible to return upon the program chair's or specialty director's recommendation.

The student who is eligible to return must petition the School for readmission. A deadline will be determined in advance for receipt of the letter of petition. A personal interview with the program chair or specialty director and the assistant dean for student affairs is normally required. The School may determine that intervening curriculum developments or enrollment increases make it impossible to accommodate a student's desire to return from withdrawal. Further, curriculum revision during the student's absence may alter course work required for completion of degree requirements.

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

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

REQUIREMENTS FOR RETURN

All students in clinical programs who are away from YSN for more than two consecutive terms are required to pass a reentry assessment to demonstrate clinical safety and proficiency. This assessment will normally consist of a written exam, written cases, and demonstration of a comprehensive history and physical exam with relevant SOAP note documentation. The assessment will include content from the student's clinical specialty area encompassing relevant didactic and clinical courses completed prior to the leave of absence. Reentry into the program is contingent upon successful achievement (74 percent grade or higher) on each of the three components of the reentry assessment. The reentry assessment may be taken one time only.

U.S. MILITARY LEAVE READMISSIONS POLICY

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

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the assistant dean for student affairs. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a

student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the assistant dean for student affairs to determine if the student remains eligible for guaranteed readmission.

4. The student must notify YSN within three years of the end of the U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify YSN of his or her intent to return; and
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

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

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

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

GRADING SYSTEM

The grading system is Honors, High Pass, Pass, and Fail. The School employs a standard set of definitions for each grade. Criteria for each grade are the prerogative of individual faculty; however, the School uses a standard numerical system for converting scored tests and assignments to the grading system: Honors, 92–100; High Pass, 83–91; Pass, 74–82; Fail, 73 and below. Satisfactory progress is defined as a grade of Pass or higher

in all required courses. Satisfactory completion of all required courses in a given term is prerequisite for progression in the program of study. More information on satisfactory progress can be found 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 chapter 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 courses by "b," and summer-term courses by "c." Yearlong courses have no letter designation.

Elective courses: Students may elect School of Nursing courses offered by specialties other than the one in which they are enrolled or by other schools or departments within Yale University, with the permission of the course instructor and of their specialty director. For nonspecialty-affiliated School of Nursing electives, see the chapter School of Nursing Electives for Matriculated and Nonmatriculated Students.

Graduate Entry Prespecialty in Nursing

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

health nursing settings. The curriculum also includes a course that addresses current issues in nursing and health care and health assessment.

Upon completion of the prespecialty year, the student moves into a clinical specialty and continues with the study of relevant nursing theory, practice, and research. Students are admitted into a designated specialty when accepted into the program. Any change in the choice of specialty is made only with the approval of the specialty 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 1 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 (acute/critical care 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 of 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 adult 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 population focus is adult/gerontology. The ACNP 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.

†Can be waived for students with 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 School of Nursing will not be admitting students to this track for the 2011–2012 academic year. The Acute/Critical Care Clinical Nurse Specialist (CNS) track prepares clinical nurse specialists to manage collaboratively the care of 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. The population focus is adult/gerontology. The CNS 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.

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.

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 adult 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 ONP track curriculum is intended to prepare students to apply for Adult Nurse Practitioner Certification through the American Nurses Credentialing Center with a population focus of adult/gerontology.

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: 557a, 557b, 611b, 615a/b

Year two

Required core courses: 717a, 721a/b

Required clinical course: 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 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 AGNP 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, 641b, 643a, 643b, 723a, 853b*

Year two

Required core courses: 717a, 721a/b

Required clinical course: 756a/b

Required seminars: 757a, 757b, 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. The FNP 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, 633a, 635b, 641b, 643a, 643b

Year two

Required core courses: 717a, 721a/b

Required clinical course: 756a/b

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

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 illnesses 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 WHNP/ANP track curriculum is intended to prepare students to apply for Adult Nurse Practitioner Certification through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners, 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: 556b, 580a, 580b

Required seminars: 557a, 557b, 641b, 643a, 643b

Year two

Required core courses: 717a, 721a/b

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

Required seminars: 753a/b, 757a, 757b, 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 NM 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 seminar: 897b

Year two

Required core courses: 717a, 721a/b

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

Required seminars: 581a, 583a

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

Year one

Required courses: 527a, 563a, 569a, 573b

Required clinical course: 578b

Year two

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

Year three

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

Required clinical course: 878b

PEDIATRIC NURSE PRACTITIONER SPECIALTY

The Pediatric Nurse Practitioner (PNP) specialty prepares graduates for expanded roles in the provision of primary care to children and adolescents. Courses focus on theories and clinical application related to health promotion, health and developmental assessment, pathophysiology, pharmacology, and management of common acute and chronic conditions in children and adolescents with a family-centered approach to care. There is an emphasis on the development of evidence-based research skills fundamental to advanced practice nursing.

Each student, throughout the two years, provides primary health care for children and adolescents in a variety of clinical settings, including community-based and private practices, and school-based health centers. In addition, students select a specialty clinical rotation with relevance to pediatric primary care. In all clinical placements, the role of the PNP as a member of an interdisciplinary team and coordinator across systems of care within the context of family is emphasized. The PNP track curriculum is intended to prepare students to apply for Pediatric Nurse Practitioner Certification in primary care

through the Pediatric Nursing Certification Board or the American Nurses Credentialing Center.

Year one

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

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

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

Year two

Required core courses: 717a, 721a/b

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

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

*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 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 PMH curriculum is intended to prepare students to apply for certification as 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, where students learn psychiatric diagnostic assessment and the 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: 643a (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: 643b (family only), 659a (family only), 851b, 853b* (adult only), 855a, 865b

*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).

Diabetes Care Concentration

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

The concentration is open to students in the Adult 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.

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 applicants 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.

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 Post-M.S.N. admissions application is a paper application form only. Application information can be found by visiting <http://nursing.yale.edu/admissions>; by writing to the Office of Admissions, Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; or by telephoning 203.737.1793.

The following materials are required:

1. Application form
2. Nonrefundable application fee (\$65) (*Note: The application fee is waived for current YSN students.*)
3. Résumé/Curriculum Vitae
4. Personal statement/essay
5. Official transcript from your Master's in Nursing program (*Note: Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as www.wes.org or www.ece.org. In addition, a certified English translation must accompany all non-English transcripts.*)
6. Three letters of recommendation
7. TOEFL or IETLS (see below for additional information)

The deadline for Post-M.S.N. applicants is November 1–March 1 (rolling admissions during this time period). All application materials must be received by the YSN Office of Admissions no later than March 1. Applications submitted after this date will not be considered for admission in the upcoming fall term. It is to the applicant's advantage to complete the application process by the primary November 1 application deadline, as available positions are offered to all qualified applicants from this cycle first. The application procedure and deadlines are the same for both part-time and full-time study.

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

Following the initial review of written credentials, qualified applicants are asked to come to the School for an interview. When distance presents a hardship, candidates are able to arrange a telephone interview. Interviews for post-M.S.N. applicants are held during January, February, and March.

Tuition is figured at a rate of \$1,170 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post-M.S.N. students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact the financial aid officer at the School.

English as a Foreign Language

Applicants whose native/primary language is other than English must take the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) as one of the admission requirements. This requirement cannot be waived based on college or university attendance in the United States or other English-speaking country. The following scores are required for admission to the Post-MSN program:

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

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

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

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

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

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 may 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 897a.

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 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 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 adult nurse practitioner students are: 533a, 554a, 556b, 557a, 557b, 641b, 756a/b, 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 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 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, 556b, 557a, 557b, 723a, 756a/b, 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 at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. A plan of study may be obtained from the Student Affairs Office.

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

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 family track must also take 643a, 643b, and 663a.

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 (e.g., 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 bachelor'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

Course Work

Completion of twelve core courses and six cognates in the student's area of specialization (including one advanced analysis course) 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 for a student to be eligible to take the Preliminary Examination. After the first year, no more than one grade of Pass in a core course will be permitted. A grade of Pass or better is required for all cognates, including the required advanced analysis course.

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

Graduate Research Assistant and Teaching Fellow Experience

During the first two years of the program, students are Graduate Research Assistants with faculty mentors and participate in the mentor's ongoing research.

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

Examinations

Successful completion of three examinations is required.

1. The Preliminary Examination is taken in June after the first year of course work has been completed. A grade of High Pass or better in each core course is required. The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral course work. 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 is taken after all required course work is completed. It must be completed by the end of the third year of study. 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 one and a half to two 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.

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 of 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, Self- and Family Management of Vulnerable Populations
- 943b, Methods of Intervention Development and Testing
- [961b, Contemporary Issues in Health Policy and Politics]

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

The purpose of this training program funded by NINR is to prepare nurse researchers to contribute to the science of self- and family management of chronic 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 chapter for course descriptions.

704a/b/c	Master's Independent Study
713a (EMD 557a)	Global HIV/AIDS: Challenges and Response
715a	Mindfulness-Based Stress Reduction Program
[725b]	Health Care Ethics (not offered spring term 2011)
[726]	Practicum in Clinical Ethics (not offered 2010–2011)
733b (REL 977b)	Living with Dying
735b	Environment and Health
[745a]	Aging through Film, Literature, and Art (not offered fall term 2010)

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

Adult 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 across the Adult Continuum

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

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
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
- [961b] Contemporary Issues in Health Policy and Politics (not offered
spring term 2011)

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
- 563a Quality Improvement and Patient Safety
- 567a Uses of Data in Decision Making
- 569a Health Care Ethics: Theory and Practice
- 577b Health Care Financial Management
- 873a Human Resource Management
- 875a Key Concepts in Role Development

Pediatric Nurse Practitioner Specialty

- 633a Health Promotion in Infants and Children
- 635b Management of Common Pediatric Problems
- 825a Advanced Practice in Early Care and School Health
- 833a/b Advanced Management of Pediatric Problems in the Primary Care
Setting
- 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 Current Concepts in Psychopathology
- 659b Personality Theory and Adult Development
- 661b Individual Psychotherapy Treatment Modalities
- 851b Application of Evidence in Advanced Practice Psychiatric Nursing
- 853b Specialty Didactic—The Gerontological Patient, Advanced
Psychogeriatric Nursing
- 855a Group Psychotherapy Seminar
- 859b Clinical Psychopharmacology
- 865b Family Psychotherapy

Courses

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 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 terms 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. 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 meet with the course coordinator at a time to be announced in the fall of the following term. This course is graded on a Pass/Fail basis only. Required for all students in the prespecialty year. Faculty

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. Faculty

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. Faculty

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

519b or c, Seminar in Pediatric Nursing 2 credit hours. This course presents theory essential to promote health and adaptation to illness for children and their families. Emphasis is placed on growth and development, as well as pathophysiological, social, environmental, and cultural factors that influence children's and families' response to health and illness. Required for all students in the prespecialty year. 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. 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-spiritual-cultural theoretical framework of health promotion and disease prevention related to both mental health and mental illness. Course content includes the pathophysiology, assessment, diagnosis, treatment, and evaluation of cognitive, perceptual, emotional, behavioral, and interpersonal symptoms associated with common psychiatric diagnoses for individuals with mental illness and their families across the life span. Students analyze the economic, legal, and ethical issues that influence care in a variety of settings. Four hours per week, first half of spring term. 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 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. Required for 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, K. Booker

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 students in the adult gerontological nurse practitioner and family nurse practitioner tracks. 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. Faculty

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. S. Molony

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

557a, Primary Care Problems of Adults I 2 credit hours. This is the first of four didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion, disease prevention, differential diagnosis, and evidence-based management of common health conditions in diverse populations of patients from adolescence to senescence. Required for students in the adult gerontological nurse practitioner, women's health nurse practitioner/adult nurse practitioner, and oncology nurse practitioner tracks. Prerequisite: 554a (may be taken concurrently). Two hours per week. S. Hawkins

557b, Primary Care Problems of Adults I 2 credit hours. This is the second of four didactic courses designed to enable students to gain the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners; it builds upon content taught in 557a. Classes focus on health promotion, disease prevention, differential 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 adult gerontological nurse practitioner, women's health nurse practitioner/adult nurse practitioner, and oncology nurse practitioner tracks. Prerequisites: successful completion of 550a, 554a, and 557a; concurrent with 556b. Two hours per week. S. Hawkins

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 students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. Web-based instruction with monthly on-campus sessions. Faculty

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 students in the nursing management, policy, and leadership specialty; open 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 in learning what it means to be a leader in multiple health care contexts and playing many organizational roles. The course addresses practices of exemplary leadership; the critical importance of context as a determinant of the leadership challenge; organizational systems dynamics and the underlying role of organizational culture in shaping interactions and behavior; the transition from “doing the work” to “working through others”; and leadership as a lifelong process of self-development. The course utilizes online and intensive in-class instructional methods enabling students to learn about the attributes and behaviors associated with leadership and to identify and cultivate their own leadership capabilities. Required for students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. Includes a three-day intensive workshop format (27 hours) combined with 33 hours of online instruction spread throughout the term. Not offered in spring 2011]

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 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, Health Care Ethics: Theory and Practice 3 credit hours. This course explores dilemmas in health care in their professional, clinical, organizational, and public policy contexts. Participants examine influential theoretical approaches to health care ethics, and how these theories are applied within and influenced by the cultural contexts of professions, clinical settings, institutions, communities, and policy making. Students learn how to draw on ethical theory in analyzing moral dilemmas arising in various health care contexts with particular emphasis on cultural competence. The nurse's perspective on health care ethics, as clinician, administrator, investigator, and advocate, is highlighted through readings, writing assignments, and case study discussions. The course is taught in four monthly three-hour on-campus sessions combined with a total of 33 hours of Web-based instruction. Required for students in the nursing management, policy, and leadership specialty in the first year; open to others with permission of the instructor. N. Berlinger

573b, Project Planning, Management, and Implementation 2 credit hours. This course introduces students to the planning, implementation, and management of projects in institutional, community, and policy settings. Students are taught the process of translating ideas into measurable outcomes. The course familiarizes students with concepts and practices of executive-level project planning and implementation in support of organizational strategic plans. Emphasis is on the rigor of identifying and establishing goals and project objectives; identifying metrics for evaluation; as well as tasks and activities to help achieve desired outcomes. Readings and discussions emphasize perspectives from nursing, health care, and industries outside the health care arena. The course is taught in five monthly on-campus three-hour seminars combined with a total of 15 hours of Web-based instruction between on-campus sessions. Required for students in the nursing management, policy, and leadership specialty in the first year; open to others with permission of the instructor. NMPL faculty

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 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. Faculty

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 students in the nursing management, policy, and leadership specialty. Prerequisites: 561a, 563a. Web-based instruction with monthly on-campus sessions. 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. 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 term of specialization, students apply learning in supervised clinical practice. Required for nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Prerequisite: 580a. 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, and in legislative and policy initiatives for health care of women and others and infants, and to accept responsibility inherent in the profession. Required for students in the nurse-midwifery specialty. Faculty

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 nurse-midwifery students in the first year of specialization. M. Stone-Godena

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 nurse-midwifery students in the final year of specialization. Two hours per week. B. Hackley

607b, Pathophysiology and Management of Common Adult Clinical Problems I 4 credit hours. This course provides a basis for predicting 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 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. R. Ahmadi

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 acute care nurse practitioner and acute/critical care 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 fifteen weeks. L. Andrews, K. Booker

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 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. K. Booker, coordinator

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 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, A. Cable

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 oncology clinical nurse specialist and nurse practitioner students. Two hours per week. R. McCorkle

632a/b, Primary Care of Children I 2 credit hours per term. This course provides clinical experience in well-child care and management of common pediatric problems in a variety of primary care settings. Students provide primary health care, acute care, and beginning case management for pediatric patients in the context of their families. This course is graded on a Pass/Fail basis only. Required for pediatric nurse practitioner students in the first year of specialization. Four and one-half hours in a clinical setting and one and one-half to two hours per week of clinical conference. M. Meadows-Oliver

633a, Health Promotion in Infants and Children 2 credit hours. This course is designed to introduce the student to the primary care of children from infancy through 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 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, evidence-based management, and best-practice guidelines for care of children from birth through adolescence for common pediatric health problems. Required for 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

640a or b, Clinical Practice in the Primary Care of Adolescents 0.7 credit hours. This course is designed to aid the student in gaining elementary skills in the assessment of adolescent development, both physiological and psychological; in the recognition and management of deviations from normal development and health status; and in intermediate-level skill in the care of adolescents, including health promotion and education. Required for 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. This course is designed to provide the student with a conceptual model for assessing normal psychological and physiological adolescent development, an understanding of the clinical relevance of basic deviations from normal development, and an understanding of the diagnosis and clinical care of adolescents in primary care settings. Required for pediatric and adult, women's health, and family nurse practitioner students in the first year of specialization; open to others with permission of the instructor. One and one-half hours per week. A. Moriarty Daley

643a, Individual and Family Development across the Life Span I 1.5 credit hours. This course focuses on a critical overview of conceptual and theoretical perspectives on individual development from infancy through adolescence and family development. Sociocultural, ethnic, gender, genetic, environmental, and political factors that influence individual and family development are reviewed and evaluated. Discussions focus on growth and transitions from infancy through adolescence. Assessment of family

functioning, strengths, vulnerabilities, and normative transitions are presented from clinical and research perspectives. Required for pediatric nurse practitioner, family nurse practitioner, adult/gerontological nurse practitioner, women's health nurse practitioner/adult nurse practitioner, and family psychiatric–mental health nursing students in the first year of specialization; open to other students with permission of the instructor. L. Sadler

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

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 of classroom time and one-half hour per week of clinical/laboratory (1:3 credit to time ratio = 1.5 hours in clinical activities/week). Faculty

659a, 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. Required for psychiatric nursing students; open to others with permission of the instructor. Two hours per week. L. Scahill

659b, 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 659a. Required for 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

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 first-year students in the psychiatric–mental health specialty. Must be taken concurrently with 659b. M. Moller

663a, Child 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 psychiatric–mental health track students in the first year; open to others with permission of the instructors. 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.

713a/EMD 557a, Global HIV/AIDS: Challenges and Response 2 credit hours. This course provides an overview of the critical issues in the global epidemiology and prevention of HIV/AIDS among vulnerable populations. The course emphasizes the importance of multidisciplinary approaches to the comprehension of and response to the HIV/AIDS pandemic. The course is designed to go beyond the mere provision of information by encouraging students to develop the ability to critically access and analyze research, programmatic, policy, and ethical challenges raised by the HIV/AIDS pandemic. Offered through the School of Public Health. 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 and organizational, regulatory, safety, quality, and ethical concepts to care. The course utilizes cases for analysis of the contextual basis of practice in combination with assigned readings, lectures, discussion, and Web-based modules. The cases highlight various concepts that provide the infrastructure of the health care environment, including organizational leadership and culture; ethics; risk and liability; access and coverage; quality and safety; credentialing; and inter- and intra-professional issues. The course is organized into five content areas: Regulation and Scope of Practice; Leadership and Organizational Dynamics; Health Care Access, Coverage, and Finance; Clinical Ethics; and Safety and Quality. Twenty-four hours of the course are conducted in face-to-face sessions; six hours utilize a Web-based format. Required in the final year for all master's degree candidates in the clinical specialties. Faculty

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. Faculty

[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, nonmaleficence, 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 2011]

[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. Four hours per week. Not offered 2010–2011]

[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 2010]

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 that people may take, individually and collectively, to reduce their risks of adverse health effects. This course utilizes an integrative model for environmental health research incorporating four domains: physiology, vulnerability, epistemology, and health protection. Discussions include issues of environmental justice and implications for public health policy. 1.5 hours per week. J. Dixon

[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 fall term 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 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 women's health nurse practitioner/adult nurse practitioner 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. A. Swan

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 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 women's health nurse practitioner/adult nurse practitioner 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 women's health nurse practitioner/adult nurse practitioner track; 753b must be taken concurrently with 752b. Two hours per week of didactic content each term. I. Alexander

756a/b, Advanced Clinical Practice for Adult/Gerontological, Family, and Women's Health/Adult Nurse Practitioners 3.2–5.8 credit hours. This clinical course builds upon the experiences gained in 556b and provides students further opportunity to develop advanced nursing skills, clinical judgment, and evidence-based patient management strategies necessary to manage common acute and chronic health care conditions. Students participate in designated weekly primary care clinical experiences arranged by faculty. In addition, students meet weekly for a one-and-one-half-hour clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the life span. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Prerequisite: 556b (may be taken concurrently); concurrent with 757a/b and, for family nurse practitioner students, with 833a/b. Required for adult geriatric nurse practitioner, family nurse practitioner, and women's health nurse practitioner/adult nurse practitioner students in the final year. Eight to sixteen hours of clinical practice per week (15 weeks) required, and clinical conference one and one-half hours per week each term. A. Marshall

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 adult geriatric nurse practitioner, family nurse practitioner, and women's health nurse practitioner/adult nurse practitioner 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 adult geriatric nurse practitioner, family nurse practitioner, and women's health nurse practitioner/adult nurse practitioner tracks in the final specialty year. Prerequisite: successful completion of 756a and 757a; must be taken concurrently with 756b. Two hours per week. A. Kaisen

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 co-morbidities. 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 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, and primary care areas, extending their abilities through lectures, seminars, case studies, and self-directed learning to provide care in more complicated clinical situations. Students are required to be certified in neonatal resuscitation through the American Academy of Pediatrics course. Required for nurse-midwifery students in the final year of specialization. M. 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 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 in the adult/gerontologic population. 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 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. Lazenby

804a/b, Clinical Practicum for Oncology Nurse Practitioners 5.8 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. V. Dest

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. Lazenby, N. Beaulieu

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

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 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. Faculty

812b, Advanced Specialty Practicum III 4.3 credit hours. This practicum focuses on the implementation of the advanced practice role. Emphasis is on management of care for

specialty patient populations in acute, ambulatory, and/or long-term settings through collaboration, consultation, and strategies for change in health care systems. Required for 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. 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 adult advanced practice nursing students in the final year of specialization. Two hours per week for fifteen weeks. R. McCorkle

819b, Health Promotion and Disease Prevention across the Adult Continuum 1 credit hour. 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 in regards to health promotion, risk screening, and disease prevention of adults. National clinical practice guidelines are also explored in concert with the national health agenda. This course further socializes the student to the role of primary care provider and nurse practitioner. Required for adult advanced practice nursing students. 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 the instructor. Prerequisites: all 600-level first-year specialty pediatric nurse practitioner courses. One and one-half hours per week for ten weeks. A. Crowley

826a/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 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

827b, Pathophysiology and Advanced Management of Chronic Health Conditions in Children and Adolescents 2 credit hours. This course focuses on the pathophysiology and advanced management of chronic health conditions of children and adolescents across settings. Utilizing a systems approach, pathophysiology is reviewed, and then prototype chronic conditions and related interventions and management are discussed. Required for pediatric nurse practitioner students in the final specialty year. 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 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 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 a variety of pediatric conditions encountered in the primary care setting. It focuses on the assessment and management of complex outpatient pediatric problems and the role of the advanced practice nurse in managing these problems. Lectures, discussions, and cases by guest speakers, faculty, and students. Required for pediatric and family nurse practitioner students in the second year of specialization. Prerequisite: successful completion of 635b. Two hours per week. P. Ryan-Krause

834b, 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 spring term of the final year of specialization. Four and one-half hours clinical practice per week and eight hours of clinical conference per term. 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 pediatric nurse practitioner students in the second year of specialization; open to others with permission of the instructor. Prerequisite: 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 pediatric nurse practitioner, family nurse practitioner, and adult nurse practitioner students; open to others with permission of the instructor. Prerequisites: 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. J. Iennaco

851b, Application of Evidence in Advanced Practice Psychiatric Nursing 1.5 credit hours. The provision of mental health services is determined by many factors including policy, public demand, research evidence, ideas among general practitioners and mental health professionals, and the financial pressures under which purchasers and providers of services work. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. In providing services to individuals, families, groups, systems, and organizations, the advanced practice psychiatric nurse functions as clinician, consultant, leader, educator, and researcher in the analysis of critical issues important to decision making and intervention. The assumption underlying the course is that all advanced practice mental health services should be fundamentally theoretical and evidence-based. In this course students define clinical problems and system implications, analyze evidence, and devise realistic plans for intervention. Discussion about what constitutes the best available evidence to clarify decision making with regard to a variety of mental health and health promotion needs. Required for students in the final year of the psychiatric–mental health nursing specialty. J. Iennaco

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. Faculty

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 first-year students in the psychiatric–mental health nursing specialty; open to others with permission of the instructor. One and one-half hours per week. Faculty

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

877b, Evaluation of Programs and Policies 2 credit hours. This course introduces students to evaluation of health care programs and policies in institutional, community, and policy settings. Emphasis is on matching evaluation methods to evaluation purposes within the context of program life cycle in order to be relevant to decisions to be made. Methods for analyzing effectiveness of programs, and also formative evaluation, are addressed. Students select a report of a program or policy evaluation for critique and adaptation. The course is taught in five half-day seminars (three hours each) with interactive Web-based learning between on-campus seminar sessions (15 hours). Required for students in the nursing management, policy, and leadership specialty; open to others with permission of the instructor. J. Dixon

878b, Advanced Clinical in NMPL 4 credit hours. This clinical practicum enables students in the last year of the nursing management, policy, and leadership (NMPL) specialty to apply knowledge and skills learned in all prior course work and experiences. Each student's clinical placement is individualized to match the student's interest, professional experiences and accomplishments, and career goals. It provides the opportunity for the student to engage at a leadership level under the direct supervision of a senior-level administrator/analyst/nurse consultant in a health care delivery, policy setting, or other related setting. Based upon mutual decision of the student, preceptor, and faculty, students undertake and complete at least one major initiative that requires the development of stated goals, a strategy for implementation and completion, utilization of tools for organizational analysis, change management, and project planning. Each student evaluates the organizational culture and group dynamics using tools acquired throughout the program. Students are expected to develop a 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, gives students the opportunity to share experiences throughout the term. A formal presentation of students' final projects demonstrates mastery of critical management and leadership skills to accomplish organizational goals. Required for students in NMPL. Faculty

879b, Capstone 3 credit hours. This course provides students in the final term of the nursing management, policy, and leadership program with an opportunity to study and dissect complex management, leadership, and policy issues in nursing and health care. Online discussion forums on selected contemporaneous issues and Master Classes with invited guests are intended to create a learning environment of reflection and analysis. Topics emphasize nursing in the context of professional, political, and policy considerations, especially the role of values in analysis and decision making. Topics change as contemporary events change but always include organizational behavior, advanced practice in nursing, role of the chief nursing officer, governance, strategy, and communication about nursing. Students build upon their experiences in 878b to produce a significant capstone paper. The course is taught in five monthly on-campus seminars combined with 30 hours of Web-based instruction. Required for students in the nursing management, policy, and leadership specialty in the final year. D. Diers

895b, Clinical Pharmacology 2 credit hours. This course is designed for APRN and master's-level students to build on the 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 the 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 with pharmacist). Required for 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. Prerequisite: 895b; 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. Required for Ph.D. students in nursing; 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. Required for second-year Ph.D. students in nursing; 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. Faculty

[905b, Creating Method: Issues in Nursing Research In this doctoral seminar, cutting-edge 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. Three hours per week. Not offered spring term 2011]

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. 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, and 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 of 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 Ph.D. students. Three hours per week. R. Whittemore

917, Advanced Statistics for Nursing Research This yearlong 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. Required for Ph.D. students in nursing; may be elected by M.S.N. students with permission of the instructor. Three hours per week for academic year. K. Fennie

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

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 instructor. 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

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 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. R. McCorkle

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 Ph.D. 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 online Yale University School of Nursing Health Policy Module. Required for Ph.D. students in nursing. Three hours per week. M. Moss

943a, 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, M. Knobf

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 students in the clinical research focus area and fellows in the research training program in self- and family management; open to others with permission of the instructor. 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 Ph.D. students; open to others with permission of the instructor. Three hours per week. Not offered spring term 2011]

General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$15,400 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 \$12,100. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. Nonmatriculated part-time study is available at \$1,170 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 \$1,836 per year for single student coverage with Yale Health. This fee may be waived with proof of alternative coverage for each year of enrollment. Students are also responsible for the cost of equipment, uniforms, books, photocopying, transportation to and from clinical sites, and on-site parking, if needed. Physical assessment courses have a lab fee of up to \$335, and some clinical courses may also have a lab fee. Every student also pays a technology fee of \$335.

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 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 at their official Yale e-mail addresses and to all student-designated authorized payers. It is imperative that all students monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose late fees of \$125 per month (up to a total of \$375 per term) if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

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

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

Charge for Rejected Payments

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

1. If the payment was for a term bill, a \$125 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale University eBill-ePay

There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep. Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern 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 18. 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 4, 2011. R.N.s applying to the master's program must file for aid by March 4, 2011. 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 Federal Direct Subsidized and Unsubsidized loans, Direct Graduate PLUS Loans, Perkins Loans, and Nursing Student Loans to the maximum eligibility the funds allow. International students are eligible for School scholarship, but not federal student loans. Part-time students are eligible for loans only.

School of Nursing scholarships are awarded to full-time students with demonstrated need beyond federal loans. The Yale School of Nursing also offers a limited number of merit-based scholarships to incoming students who demonstrate outstanding academic achievement, leadership capacity, and overall excellence. These merit scholarships are awarded upon matriculation into the program and continue as long as students are enrolled full-time and maintain a cumulative grade point average (GPA) of 3.40 or higher. These scholarships are awarded in addition to the School's need-based scholarships.

Federal Direct 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%, and borrowers have ten or more years to repay.

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

The Direct Graduate PLUS Loan is a federal student loan with a fixed interest rate of 7.9%. 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 are eligible for scholarships to cover a portion of their tuition.

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

Students who withdraw from the School *for any reason* during the first 60 percent of the term will receive a pro rata rebate of tuition. No adjustment is made after 60 percent of the term has expired. In 2010–2011, no portion of tuition will be rebated in the fall term after November 3, 2010. In the spring term, that date is March 30, 2011. For summer term, the 60 percent date is June 28, 2011.

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 2010–2011, 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 Direct Loan, Subsidized Federal Direct 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 2010–2011, 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 Schools 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 2010–2011 academic year (August 2010 to May 2011). 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 or other Yale graduate residences, contact the Graduate Housing Office at 203.432.2167; or visit the Web site www.yale.edu/gradhousing/incoming/buildings.html.

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 2010–2011 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing/incoming/application.html). 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 Yale Off-Campus Housing Service is available to the Yale community. A new system has been designed to allow incoming affiliates to the University access to the online database by visiting the Web site at www.yale.edu/offcampushousing. The use of your University NetID allows you immediate access to search the listings. Those who do not have their NetID can set themselves up as guests by following the simple instructions. For answers to questions, please e-mail ofc@yale.edu or call 203.432.9756.

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 2010–2011 academic year is \$2,858 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 Dining location, seven days a week. Pricing is à la carte.

HEALTH SERVICES

The new Yale Health Center opens on campus at 55 Lock Street in late summer 2010 (until then, services will be provided at the 17 Hillhouse Avenue location). The center is home to Yale Health, a not-for-profit, physician-led health coverage option that offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a seventeen-bed inpatient care facility (ICF), a round-the-clock acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at 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 Yale Health Basic Coverage. Yale Health Basic Coverage is

offered at no charge and includes preventive health and medical services in the departments of Student 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 Acute Care.

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

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

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

Health Coverage Enrollment

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

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, see the *Yale Health Student Handbook*, which is available online at www.yale.edu/yhp/handbooks/documents/student_handbook.

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

Waiving Yale Health Hospitalization/Specialty Coverage Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver

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

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

YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Yale Health Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (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.

YALE HEALTH STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the Member Services Department or can be downloaded from the 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.

YALE HEALTH PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase Yale Health Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. Yale Health Prescription Plus Coverage provides protection for some types of medical expenses not covered under Yale Health 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 *Yale Health 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 Yale Health Hospitalization/Specialty Coverage and/or Yale Health Prescription Plus Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal 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 Yale Health Student Affiliate Coverage.

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

Required Immunizations

Measles (rubeola) 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, 2006. 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, 2010. 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 Yale Health and will be charged accordingly.

Any students who will be traveling abroad should make an appointment in the Travel Clinic at Yale Health at least six to eight weeks prior to departure. 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 Yale Health. 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 4. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax

at 203.432.8250. The Resource Office may also be reached by e-mail (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 cochair 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 cochair 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 the selection is made by a committee.

The *Milton and Anne Sidney Prize* is awarded to the graduating student whose scholarly inquiry praxis, in the judgment of the faculty, best exemplifies 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, and the selection is made by a committee.

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

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

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 for 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, postdoctoral associates, 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 local hosts for international students and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

OISS maintains an extensive Web site (www.yale.edu/oiss) 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. 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 the Office of International Students and Scholars (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 during the academic year, 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, call 203.432.2305 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 School of Nursing, the Yale School of Public Health, the Yale Child Study Center, the Yale-New Haven Hospital, and the Yale Psychiatric Institute constitute the Yale-New Haven Medical Center. The Connecticut Mental Health Center is closely affiliated with this complex.

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

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

The 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.*

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, Nursing, and Public Health, ranks among the premier medical centers in the nation. The Yale-New Haven Children's Hospital, which opened in 1993, features new maternity facilities and the most comprehensive pediatric services between Boston and New York. Smilow Cancer Hospital at Yale-New Haven—a partnership between Y-NHH, Yale School of Medicine, and Yale Cancer Center—opened in fall 2009 and consolidates all of the hospital's cancer services, both inpatient and outpatient, into a single facility. Both an academic medical center hospital and a community hospital, Yale-New Haven Hospital provides primary and specialized care for 944 beds in three inpatient pavilions. In 2009, 54,507 inpatients were discharged and there were 610,936 ambulatory visits, including 132,565 emergency visits. Yale-New Haven Hospital offers more than ninety 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.*

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

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

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

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

OTHER CLINICAL RESOURCES

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

Cornell Scott Hill Health Center, established in 1968, is a community-oriented family health service that provides comprehensive care to the people in the New Haven area.

The center also operates four satellite clinics: Dixwell Health Center, which specifically serves the Dixwell, Newhallville, and West Rock areas; Women's Health Services; the West Haven Health Center; and the Community Health Connection in Ansonia, serving the Lower Naugatuck Valley.

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

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

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.*

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.

Saint Raphael's provides clinical laboratory experience facilities for Yale 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, Christopher M. O'Connor; Vice President of Patient Services, Mary Kuncas, R.N., M.S.*

The Veterans Affairs Connecticut Health Care 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*

VNA Community Healthcare is a state-licensed, Medicare/Medicaid-certified agency dedicated to providing a full range of health care services in the home and community.

An interdisciplinary team of professionals provides in-home management and coordination of health care, including skilled nursing; physical, speech, and occupational therapy; home health aide service; homemakers; medical social work; and medical nutrition therapy provided by a registered dietitian. Specialty programs include cardiac rehabilitation with home telemonitoring, behavioral health, home infusion therapy, maternal/child health, and early maternity discharge. Health promotion programs include adult health guidance clinics, well-child clinics, and flu and pneumonia clinics. VNA Community Healthcare delivers home visits to patients throughout New Haven County and the Connecticut shoreline. *President and Chief Executive Officer, Susan Faris, R.N., M.P.H.*

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

Advanced Cardiovascular Specialists, Bridgeport, Connecticut
 Advocacy Solutions, LLC, Providence, Rhode Island
 Sanjay Aggarwal, M.D., New Haven, Connecticut
 Alliance Medical Group, Middlebury, Connecticut
 Alzheimer's Resource Center of Connecticut, Plantsville, Connecticut
 APT Foundation, New Haven, Connecticut
 Aspire Family Medicine & Wellness Center, LLC, Wallingford, Connecticut
 AtStaff, Inc., Durham, North Carolina
 Avery Heights, New Britain, Connecticut
 Avon Health Group, Avon, Connecticut
 Avon Medical Group, Avon, Connecticut
 Back to Health, Branford, Connecticut
 Backus Home Health Care, Norwich, Connecticut
 Banner Health, c/o North Colorado Medical Center, Greeley, Colorado
 The Barton Center for Diabetes Education, Inc., North Oxford, Connecticut
 Bellevue Hospital, New York, New York
 Benchmark Assisted Living, LLC, d/b/a The Village at Mariners Point, East Haven, Connecticut
 Saundra Bialos, RN, MSN, APRN, Madison, Connecticut
 Birmingham Group Health Services, Ansonia, Connecticut
 The Birth Center, Wilmington, Delaware
 Boston Health Care for the Homeless, Boston, Massachusetts
 Bradley Memorial Hospital, New Britain, Connecticut
 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
 Bristol Hospital Home Care Agency, Bristol, Connecticut
 Brockton Neighborhood Health Center, Brockton, Massachusetts

Buffalo County Detention Center, Kearney, Nebraska
 John D. Cahill, M.D., Bronx, New York
 Cambridge Birth Center/Cambridge Health Alliance, Cambridge, Massachusetts
 Candlewood OB/GYN, Danbury, Connecticut
 Cardiac Specialists, P.C., Fairfield, Connecticut
 CareLink, Inc., Providence, Rhode Island
 The Carriage House, Wallingford, Connecticut
 Domenic Casablanca, M.D., Shelton, Connecticut
 CCOG Women's Health Group, Bristol, Connecticut
 Center for Advanced Pediatrics, Norwalk, Connecticut
 Center for Advanced Reproductive Medicine, Norwalk, Connecticut
 Center for Pediatric Medicine, Danbury, Connecticut
 Central Area Health Education, Hartford, Connecticut
 Central Utah Clinic, Provo, Utah
 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
 The Childbirth Center, Fort Lee, New Jersey
 The Children's Center of Hamden, Hamden, Connecticut
 Children's Medical Group, Hamden, Connecticut
 Children's Medical Group, Rocky Hill, Connecticut
 Choate Rosemary Hall-Pratt Health Center, Wallingford, Connecticut
 Young Chyun, M.D., Bristol, Connecticut
 City of Hartford Health Department, Hartford, Connecticut
 Coastal Chiropractic and Family Wellness Centre, Mystic, Connecticut
 Coastal Women's Care, New London, Connecticut
 College of Nursing, Medical University of South Carolina, Charleston, South Carolina
 Collins Medical Associates 2, P.C., Hartford, Connecticut
 The Community Foundation for Greater New Haven/New Haven Healthy Start, New Haven, Connecticut
 Community Health & Wellness Center of Greater Torrington, Torrington, Connecticut
 Community Health Center, Inc., Middletown, Connecticut
 Community Health Services, Inc. (Hartford), Hartford, Connecticut
 Complete Pediatrics, North Haven, Connecticut
 Connecticut Children's Medical Center, Hartford, Connecticut
 Connecticut County OB/GYN Group, Branford, Connecticut
 Connecticut Health Policy Project, New Haven, Connecticut
 Connecticut Heart Group, New Haven, Connecticut
 Connecticut Hospice, Branford, Connecticut
 Connecticut Hospital Association, Wallingford, Connecticut
 Connecticut Image Guided Surgery, Fairfield, Connecticut
 Connecticut Medical Group, Hamden, Connecticut
 Connecticut Medical Group, New Haven, Connecticut
 Connecticut Medical Group, Woodbridge, Connecticut

Connecticut Multi-Specialty Group, Hartford, Connecticut
 Connecticut Nurses' Association, Meriden, Connecticut
 Connecticut OB/GYN, LLC, East Hartford, Connecticut
 Connecticut Oncology Hematology Associates
 Connecticut Pediatric Otolaryngology, Madison, Connecticut
 Connecticut Voices for Children, New Haven, Connecticut
 Connecticut Women Obstetrics and Gynecology, LLC, South Windsor, Connecticut
 Cooley Dickinson Health Care Corporation, Northampton, Massachusetts
 Cornerstones, P.C., Branford, Connecticut
 County OB/GYN Group, Branford, Connecticut
 Karen J. Dahlgard, Orange, Connecticut
 Dana Farber Cancer Institute, Boston, Massachusetts
 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, M.D., LLP, Manchester, Connecticut
 Department of Veterans Affairs, West Haven, Connecticut
 Department of Veterans Affairs/Veterans Home & Hospital – Rocky Hill, Rocky Hill, Connecticut
 Diabetes Treatment & Training Center, New Haven, Connecticut
 Digestive Health Specialist/Internal Medicine Associates, P.C., Meriden, Connecticut
 East Granby Family Practice, East Granby, Connecticut
 East Hartford Community HealthCare, Inc., East Hartford, Connecticut
 East Hartford Medical Center, East Hartford, Connecticut
 East Haven Pediatrics, P.C., East Haven, Connecticut
 Eastern Connecticut Health Network, Manchester, Connecticut
 Eastern Connecticut Hematology & Oncology Associates, Norwich, Connecticut
 Elmwood Medical Group, West Hartford, 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
 Faculty of Nursing, Midwifery & Health, University of Technology, Sydney, Australia
 Fairfield County Medical Group, Trumbull, Connecticut
 Fair Haven Community Health Clinic – School-Based Health Clinic, New Haven, Connecticut
 Family & Children's Aid, Danbury, Connecticut
 Family Center, Stamford, Connecticut
 Family Medical Associates, Ridgefield, Connecticut
 Family Medicine Associates of Stamford, Stamford, Connecticut
 Family Orthopedics, LLC, Guilford, Connecticut
 Family Practice & Internal Medicine, Hamden, Connecticut
 Family Practice of Greater New Haven, Wallingford, Connecticut
 Federal Corrections Institute, Danbury, Connecticut

Emily Fine M.D. & Elizabeth Gillette, M.D., Hamden, 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, P.C., Hamden, Connecticut
 Generations Family Health Center, Willimantic, Connecticut
 Geriatric and Adult Psychiatry, LLC, Hamden, Connecticut
 Good Samaritan Hospital Home Care, Kearney, Nebraska
 Jeffrey Goodman Special Care Clinic/Lambda Medical Group, Los Angeles, California
 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
 Hamden Health Care Center, Hamden, Connecticut
 Hampden County Physician Associates, LLC, Springfield, Massachusetts
 Harbor Health Services, Inc., Branford, Connecticut
 Harbor Health Services, Inc., Dorchester, Massachusetts
 Harborside Connecticut, L.P., d/b/a Arden House Care and Rehabilitation Center,
 Hamden, Connecticut
 Hartford Board of Education/School-Based Health Clinics, Hartford, Connecticut
 Hartford Hospital, Hartford, Connecticut
 Hartford Medical Group, Avon, Connecticut
 Hartford Medical Group, Wethersfield, Connecticut
 Hartford OB/GYN Group, P.C., Hartford, Connecticut
 HealthCare Connecticut, Inc , Stamford, Connecticut
 HealthCare Connections, Inc , Stamford, Connecticut
 Health Wise Medical Associates, LLC, Vernon, Connecticut
 Heart Care, Hamden, Connecticut
 Charles Hemenway, Jr., M.D., Southport, Connecticut
 High Watch Farms, Kent, Connecticut
 Hill Health Center, New Haven, Connecticut
 Hilltown Community Health Center, Inc., 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, New Britain, Connecticut
 Hospital for Special Care, 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, Inc., c/o EHHS SBHC Program, East Hartford, Connecticut
 InterCommunity Mental Health Group, Inc., East Hartford, Connecticut
 The Jewish Home for the Elderly, Inc., Fairfield, Connecticut
 John Dempsey Hospital/University of Connecticut Health Center, Farmington, Connecticut
 The John D. Thompson Hospice Institute, Inc., Branford, Connecticut
 Peter Jones, M.D., Willimantic, Connecticut
 Joslin Diabetes Center, Boston, Massachusetts
 Laboure Center VNS & Adult Day Health, South Boston, Massachusetts
 La Escuelita, Nicaragua
 Robert Lang, M.D., PC, Hamden, Connecticut
 Lawrence & Memorial Hospital, New London, Connecticut
 Leeway, Inc., New Haven, Connecticut
 Andrew Levi, M.D., Trumbull, Connecticut
 Litchfield County Gastroenterology Associates, Torrington, Connecticut
 Litchfield Hill Pediatric, Bantam, Connecticut
 Loomis Chaffee School, Windsor, Connecticut
 Mamatoto Resource & Birth Centre, Trinidad & Tobago
 Mansfield Obstetrics and Gynecology Associates, P.C., Mansfield, Connecticut
 Marrakech, Inc., Woodbridge, Connecticut
 Geraldine Marrocco, LLC—Primary Care, Fairfield, Connecticut
 Mary Hitchcock Memorial Hospital/Dartmouth-Hitchcock Clinic, Lebanon, New Hampshire
 Mashantucket Pequot Tribal Health Department, Mashantucket, Connecticut
 Masonic Home Health & Hospice, Wallingford, Connecticut
 Massachusetts General Hospital, Boston, Massachusetts
 Maternal Fetal Care, Stamford, Connecticut
 Medical Associates of North Haven, North Haven, Connecticut
 Medical Healthcare Specialists, Chelmsford, Massachusetts
 Medical Oncology & Hematology, P.C., Woodbridge, Connecticut
 MedOptions, Inc., Old Saybrook, Connecticut
 Memorial Hospital for Cancer & Allied Diseases, New York, New York
 MHS Primary Care Inc., Middletown, Connecticut
 MidCentral Health, New Zealand
 Middlesex Cardiology Associates, Middletown, Connecticut
 Middlesex Health Systems, Middletown, Connecticut
 Middlesex Hospital, Middletown, Connecticut
 Middlesex Hospital Homecare and Hospice, 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
 Mountain Midwifery Center, Inc., Englewood, Colorado
 Mount Holyoke College, South Hadley, Massachusetts
 Mount Sinai Hospital, New York, New York
 Mt. Timpanogos Women's Health Care, Pleasant Grove, Utah
 National Rural Health Association, DC
 Naugatuck Valley OB/GYN, Waterbury, Connecticut
 Nebraska Hospital Association, Lincoln, Nebraska
 Nephrology and Hypertension Associates, P.C., Inc., Middlebury, Connecticut
 New Britain Health Department, New Britain, 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 Bronx Health Care Network, Bronx, New York
 North East Hospital Corporation (Addison Gilbert Hospital, Bay Ridge Hospital, Beverly Hospital), Beverly, Massachusetts
 North Houston Birth Center, Houston, Texas
 Northeastern Vermont Regional Hospital, St. Johnsbury, Vermont
 Norwalk Hospital, Norwalk, Connecticut
 Norwalk Medical Group, 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
 Office of The Child Advocate, Hartford, Connecticut
 Optimus Health Care, Inc., Bridgeport, Connecticut
 Hemant K. Panchal, M.D., Enfield, 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, P.C., New Haven, Connecticut
 Pediatric Associates of Western Connecticut, Danbury, Connecticut
 Pediatric Medicine of Wallingford, LLC, Wallingford, Connecticut
 Pediatric Plus, North Haven, Connecticut
 Physicians for Women's Health, d/b/a CCOG Women's Health Group, Connecticut
 Pine Ridge Hospital/Women's Health, Pine Ridge, South Dakota
 Planned Parenthood of Connecticut, Inc., New Haven, Connecticut
 Practitioner Support Services, LLC, Oxford, Connecticut
 Pride Medical, PLLC, New York, New York
 PriMed, Bridgeport, Connecticut

PriMed, Trumbull, Connecticut
 ProHealth Physicians, Farmington, Connecticut
 ProHealth Physicians, North Haven, Connecticut
 ProHealth Physicians, Sparrow Commons Family Practice, Colchester, Connecticut
 ProHealth Physicians, University of Hartford Health Services, West Hartford, Connecticut
 Quinnipiac Valley Health District, North Haven, Connecticut
 Ridgefield Pediatric Associates, P.C., Ridgefield, Connecticut
 Rite of Passage Women's Health & Birth Center, Pearland, Texas
 River Valley Counseling Center, Inc., Holyoke, Massachusetts
 Roaring Brook Family Practice, Avon, Connecticut
 Rockville Hospital, Rockville, Connecticut
 Clifford Rosenberg, M.D., Torrington, Connecticut
 Jacqueline Rugg, APRN, MSN, BC, Hamden, 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 John's Well Child & Family Center, Los Angeles, California
 Saint Joseph College Health Services, West Hartford, Connecticut
 Saint Mary's Health Care System, Inc., Athens, Georgia
 Saint Mary's Hospital, Waterbury, Connecticut
 Saint Raphael, Hospital of, New Haven, Connecticut
 Salem Hospital, Salem, Oregon
 Samaritan Health Center, Danbury, Connecticut
 School of Health & Social Services, Massey University, Albany, New Zealand
 Senate Finance Committee, Washington, D.C.
 S.H.E. Medical, Hartford, Connecticut
 Robert Shoen, M.D., New Haven, Connecticut
 Shoreline Pediatrics and Adolescent Medicine, P.C., Madison, Connecticut
 Silver Hill Hospital, New Canaan, Connecticut
 Dr. Jeffrey Simpson, New London, Connecticut
 Sobelman Pediatrics, South Windsor, Connecticut
 Sound Medical Associates, P.C., Ledyard, Connecticut
 South Boston Community Health Center, South Boston, Massachusetts
 Southeastern Visiting Nurse Association, Waterford, Connecticut
 Southington Pediatrics, Southington, Connecticut
 Judy Splittgerber, APRN, Chester, Connecticut
 Stamford Hospital, Stamford, Connecticut

Mary Ann Starkes, MSN, APRN, Hamden, 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 Therapeutic Center for Children and Families, Westport, Connecticut
 Timpanogos Regional Hospital, Orem, Utah
 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, Inc., 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
 Verna J. Harris Health Center, Richmond, Virginia
 The Village for Families & Children, Inc., Hartford, Connecticut
 Visiting Nurse & Hospice Care Services of Northern Carroll County, North Conway, New Hampshire
 Visiting Nurse Association of Central Connecticut, New Britain, Connecticut
 Visiting Nurse Association of South Central Connecticut, New Haven, Connecticut
 VNA Health Care, Inc., Hartford, Connecticut
 Waterbury Hospital, Waterbury, Connecticut
 Watermark 3030 Park, LLC, Bridgeport, Connecticut
 Kalman L. Watsky, M.D., New Haven, Connecticut
 Wellpath, Inc., Waterbury, Connecticut
 Western Massachusetts GI Associates, Springfield, Massachusetts
 Western New England College, Springfield, Massachusetts
 Westfield State College, Westfield, Massachusetts
 West Valley Hospital, Dallas, Oregon
 Wheeler Clinic, Plainville, Connecticut
 Whitman-Walker Clinic, Inc., Washington, D.C.
 Whitney Center, Inc., Hamden, Connecticut
 Whitney Pediatrics, P.C., Hamden, Connecticut
 Whitney Pediatrics & Adolescent Medicine, P.C., Hamden, Connecticut
 Wildwood Pediatrics, Essex, Connecticut
 Windham Hospital, Willimantic, Connecticut
 Windham Medical Group, P.C., Willimantic, Connecticut
 Windham Pediatrics, LLC, North Windham, Connecticut
 Women's Cancer Care Associates, LLC, Albany, New York

Women's Care, Inc., Providence, Rhode Island
Women's Health Associates, North Branford, Connecticut
Women's Health Associates, Westfield, Massachusetts
Women's Health Care of New England, Norwalk, Connecticut
Women's Healthcare Associates, Athens, Georgia
Women's Health Group, LLC, 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 “International Framework: Yale’s Agenda for 2009 to 2012,” which is available online at www.world.yale.edu/framework/index.html.

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. See 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 www.ycsg.yale.edu.

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

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. See 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 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 best to 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, paintings, 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 approximately thirteen 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)* newspaper 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.

Founded in 1832, when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College, the Yale University Art Gallery is the oldest college art museum in the United States. Today the gallery's encyclopedic collection numbers more than 185,000 objects ranging in date from ancient times to the present day. These holdings comprise a world-renowned collection of American paintings and decorative arts; outstanding collections of Greek and Roman art, including the artifacts excavated at the ancient Roman city of Dura-Europos; the Jarves, Griggs, and Rabinowitz collections of early Italian paintings; European, Asian, and African art from diverse cultures, including the recently acquired Charles B. Benenson Collection of African art; art of the ancient Americas; the Société Anonyme Collection of early-twentieth-century European and American art; and Impressionist, modern, and contemporary works. The gallery is currently embarking on the next phase of its expansion project, which includes the renovation of the Swartwout building and Street Hall, the two historic structures adjacent to the recently renovated Kahn building. The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. Learn more from the gallery's Web site: <http://artgallery.yale.edu>.

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. In addition to recitals by graduate and faculty performers, the School of Music presents the Yale Philharmonia, the Chamber Music Society at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments. Undergraduate organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, 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, 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 Center, 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, a small meeting room, a music practice room, a family playroom, and an ITS computer lab with printer and copier. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. For more information or to sign up for various e-mail notes, please visit www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. 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. Kipphuth Exhibition

Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, 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, 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 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 fourth week of June through Labor Day. 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, ultimate, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at 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 School of Medicine; 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

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President-Elect

Asefeh Faraz '08

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Peg Cushman '76

Linda Juszczak '99

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Lisa Summers '83

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Jennifer Corum '11

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

Margaret Grey '76, Dean and Annie Goodrich Professor

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

AYA Representatives

Beth Cheney '89

Shirley Girouard '77

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.). 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>

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

For additional information, please write to the Office of Graduate Admissions, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267; tel., 203.432.4250; e-mail, grad.engineering@yale.edu; Web site, <http://seas.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, <http://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.) awarded by the Graduate School of Arts and Sciences.

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, www.environment.yale.edu

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

For additional information, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; tel., 203.785.2844; e-mail, ysph.admissions@yale.edu; Web site, <http://publichealth.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.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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.) awarded by the Graduate School of Arts and Sciences.

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.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu>

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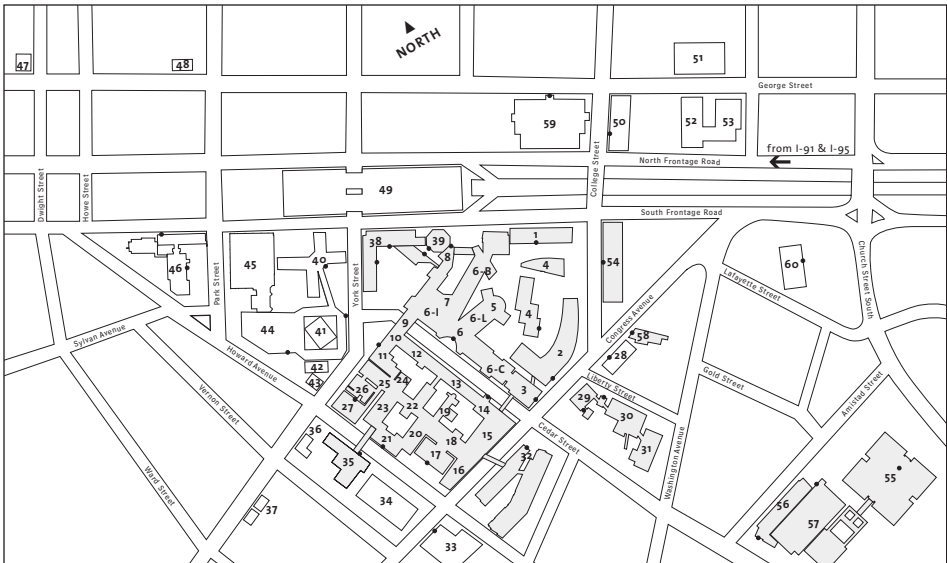
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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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.
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, 221 Whitney Avenue, 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 Vice President for Human Resources and Administration, PO Box 208322, New Haven CT 06520-8322, 203.432.8049, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to the School of Nursing, please telephone the Office of Admissions, 203.737.1793.

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