

School of Nursing

2019–2020



BULLETIN OF YALE UNIVERSITY

Series 115 Number 15 September 5, 2019

BULLETIN OF YALE UNIVERSITY *Series 115 Number 15 September 5, 2019* (USPS 078-500) is published seventeen times a year (one time in May and October; three times in June and September; four times in July; five times in August) by Yale University, 2 Whitney Avenue, New Haven CT 06510. Periodicals postage paid at New Haven, Connecticut.


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

Managing Editor: Kimberly M. Goff-Crews
Editor: Lesley K. Baier
PO Box 208230, New Haven CT 06520-8230

The closing date for material in this bulletin was July 25, 2019.
The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

©2019 by Yale University. All rights reserved. The material in this bulletin may not be reproduced, in whole or in part, in any form, whether in print or electronic media, without written permission from Yale University.

Website
<https://nursing.yale.edu>

 The School of Nursing Bulletin is primarily a digital publication, available in HTML and pdf at <https://bulletin.yale.edu>. A limited number of copies were printed on 50% postconsumer recycled paper for the School of Nursing and the permanent archive of the Bulletin of Yale University. Individual copies may also be purchased on a print-on-demand basis; please contact Yale Printing and Publishing Services, 203.432.6560.

School of Nursing

2019–2020

BULLETIN OF YALE UNIVERSITY

Series 115 Number 15 September 5, 2019

Contents

Calendar	6
The President and Fellows of Yale University	9
The Officers of Yale University	10
School of Nursing Administration and Faculty	11
A Message from the Dean	17
Yale School of Nursing	19
History	19
Accreditation	20
Mission	20
Values	20
Philosophy	20
Organizational Framework	21
Master's-Level Outcomes	23
Research and Scholarship	25
Clinical and Community Affairs	26
Academic Programs	27
Master's Program (M.S.N.)	29
Aims and Assumptions	29
Requirements for the Degree	29
General Enrollment Information	29
Admission Requirements and Application Procedures for the Master's Program	30
Core Performance Standards for Admission and Progression	32
Curriculum	33
Graduate Entry Prespecialty in Nursing	33
Master in Nursing Specialties	35
Adult/Gerontology Acute Care Nurse Practitioner Specialty	
Adult/Gerontology Primary Care Nurse Practitioner Specialty	
Family Nurse Practitioner Specialty	
Nurse-Midwifery Specialty	
Women's Health Nurse Practitioner Specialty	
Nurse-Midwifery and Women's Health Nurse Practitioner Combined Specialty	
Pediatric Nurse Practitioner Specialty	
Psychiatric–Mental Health Nurse Practitioner Specialty	
Diabetes Care Concentration	45
Gender and Sexuality Health Justice Concentration	46
Global Health Concentration	46
Oncology Concentration	46
Research Concentration	47
Joint Degrees	47
Joint Degree in Nursing and Divinity	47
Joint Degree in Nursing and Public Health	48
M.S.N./Ph.D. Joint-Degree Program	48

Post-Master's Certificates	50
Admission Requirements and Application Procedures	50
Adult/Gerontology Acute Care Nurse Practitioner	51
Family Nurse Practitioner	52
Pediatric Nurse Practitioner	52
Psychiatric–Mental Health Nurse Practitioner	52
Doctor of Nursing Practice (D.N.P.) Program	54
Aims and Assumptions	54
Admission Requirements	55
Application Procedures	56
D.N.P. Project	57
Program Requirements	57
Courses	57
Doctor of Philosophy Program	58
Aims and Assumptions	58
Fields of Study	58
Special Admission Requirements	58
Special Requirements for the Ph.D. Degree	59
Master's Degree	60
Predoctoral and Postdoctoral Research Training Program in Self- and Family Management	61
Courses	64
Nonmatriculated Student Enrollment in Nursing Courses	94
Courses in Yale College	94
Courses in Yale University Graduate and Professional Schools	94
General Information	96
Tuition, Special Fees, and Costs	96
Student Accounts and Bills	96
Financial Aid for the Master's Program	98
Financial Support and Visa Process for International Students	99
Refund and Rebate	99
Student Personal Conduct Policy	100
Freedom of Expression	102
Student Grievances	102
Leave of Absence and Withdrawal	102
U.S. Military Leave Readmissions Policy	105
Grading System	107
Housing	107
Dining	108
The Student Government Organization	108
Awards	109
Clinical Resources	110
Yale University Resources and Services	116
Distribution of Graduates	129
School of Nursing Alumnae/i Association	130

The Work of Yale University 131
Index of Courses 134
Central Campus Map 138
Medical Center Map 140
West Campus Map 141

Calendar

FALL 2019

Aug. 1	TH	Fall-term online course registration begins for GEPN and D.N.P. programs, 9 a.m.
Aug. 19	M	Ph.D. program new student orientation begins, 9 a.m.*
Aug. 19–23	M–F	Orientation week for all new students
Aug. 21	W	Fall-term online course registration begins for M.S.N. and post-master's programs, 9 a.m. Fall term begins for D.N.P. program, 8 a.m.
Aug. 21–23	W–F	First-year D.N.P. students meet at YSN
Aug. 22–23	TH–F	Second-year D.N.P. students meet at YSN
Aug. 23	F	Orientation day for <i>all</i> first-specialty-year students in the M.S.N. program (returning and new)
Aug. 26	M	Fall term begins for GEPN, M.S.N., and post-master's programs, 8 a.m.
Aug. 28	W	Fall term begins for Ph.D. program, 8:20 a.m.*
Aug. 30	F	Friday classes do not meet. Monday classes meet instead (all programs except GEPN)
Sept. 2	M	Labor Day. Classes do not meet
Sept. 11	W	Fall-term online course registration ends, 5 p.m.
Sept. 26–27	TH–F	First-year D.N.P. students meet at YSN
Oct. 1	T	Due date for Ph.D. dissertations to be considered by the Degree Committee for award of the degree in December
Oct. 15	T	October recess begins, 11 p.m. (Ph.D. program only)
Oct. 21	M	Classes resume, 8:20 a.m. (Ph.D. program)
Nov. 13–15	W–F	All D.N.P. students meet at YSN
Nov. 22	F	November recess begins, 5:30 p.m. (all programs except GEPN)
Nov. 27	W	November recess begins, 8 a.m. (GEPN program)
Dec. 2	M	November recess ends, 8 a.m. (all programs) Spring-term online course registration begins for GEPN and D.N.P. programs, 9 a.m.
Dec. 12	TH	Ph.D. program fall-term classes end, 5:30 p.m.
Dec. 13	F	GEPN, M.S.N., post-master's, and D.N.P. program fall-term classes end, 5 p.m., and winter recess begins Ph.D. program final examinations begin
Dec. 18	W	Ph.D. program examinations end, and winter recess begins

*Students enrolled in the Ph.D. program in Nursing should consult the Graduate School academic calendar for additional dates specific to Graduate School programs.

SPRING 2020

Jan. 3	F	Spring-term online course registration begins for M.S.N. and post-master's programs, 9 a.m.
Jan. 6	M	Spring term begins for GEPN and D.N.P. programs, 8 a.m.
Jan. 6–10	M–F	Second-year D.N.P. students meet at YSN
Jan. 8	W	Spring-term online course registration begins for Ph.D. program
Jan. 9–10	TH–F	First-year D.N.P. students meet at YSN
Jan. 13	M	Spring term begins for M.S.N., post-master's, and Ph.D. programs, 8 a.m.*
Jan. 17	F	Friday classes do not meet. Monday classes meet instead (all programs)
Jan. 20	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 24	TH	Spring-term online course registration ends for all programs, 5 p.m.
Feb. 14	F	Due date for graduating Ph.D. students to notify department of intention to submit dissertation for award of the degree in May
Mar. 5–6	TH–F	First-year D.N.P. students meet at YSN
Mar. 6	F	Spring recess begins, 5:30 p.m. (all programs)
Mar. 16	M	Due date for Ph.D. dissertations to be considered by the Degree Committee for award of the degree in May
Mar. 23	M	Spring-term classes resume, 8 a.m. (all programs)
Apr. 22–24	W–F	All D.N.P. students meet at YSN
Apr. 30	TH	Ph.D. program spring-term classes end, 5:30 p.m.
May 1	F	Ph.D. program final examinations begin
May 6	W	Ph.D. program examinations end, 5:30 p.m.
May 8	F	GEPN, M.S.N., post-master's, and D.N.P. program spring-term classes end, 5 p.m.
May 18	M	University Commencement

*Students enrolled in the Ph.D. program in Nursing should consult the Graduate School academic calendar for additional dates specific to Graduate School programs.

SUMMER 2020

May 11	M	Summer-term classes begin, 8 a.m. (GEPN and M.S.N.)
May 25	M	Memorial Day. Classes do not meet
June 1–5	M–F	First-year D.N.P. students meet at YSN
June 3–5	W–F	Second-year D.N.P. students meet at YSN
July 3	F	Independence Day observed. Classes do not meet
July 31	F	GEPN summer-term classes end, 5 p.m.
Aug. 10	M	M.S.N. summer-term classes end, 5 p.m.

FACULTY GRADING CALENDAR

Jan. 2	TH	Final fall-term grades are due
May 8	F	Final spring-term grades are due for graduating students
May 22	F	Final spring-term grades are due for continuing students (all programs except Ph.D.)
May 29	F	Final grades are due for continuing Ph.D. students
July 30	TH	Final GEPN summer-term grades are due
Aug. 14	F	Final M.S.N. summer-term grades are due

The President and Fellows of Yale University

President

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

Fellows

His Excellency the Governor of Connecticut, *ex officio*

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

Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts

Charles Waterhouse Goodyear IV, B.S., M.B.A., New Orleans, Louisiana

Catharine Bond Hill, B.A., B.A., M.A., Ph.D., New York, New York

Paul Lewis Joskow, B.A., Ph.D., Brookline, Massachusetts

William Earl Kennard, B.A., J.D., Charleston, South Carolina

Reiko Ann Miura-Ko, B.S., Ph.D., Menlo Park, California (*June 2025*)

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

Emmett John Rice, Jr., B.A., M.B.A., Bethesda, Maryland

Eve Hart Rice, B.A., M.D., Bedford, New York (*June 2021*)

Joshua Linder Steiner, B.A., M.St., New York, New York

David Li Ming Sze, B.A., M.B.A., Hillsborough, California

Annette Thomas, S.B., Ph.D., Cambridge, England (*June 2022*)

Kathleen Elizabeth Walsh, B.A., M.P.H., Wellesley, Massachusetts (*June 2023*)

Douglas Alexander Warner III, B.A., Hobe Sound, Florida

Michael James Warren, B.A., P.P.E., Washington, D.C. (*June 2024*)

Lei Zhang, B.A., M.A., M.B.A., Hong Kong, China

The Officers of Yale University

President

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

Provost

Benjamin Polak, B.A., M.A., Ph.D.

Secretary and Vice President for Student Life

Kimberly Midori Goff-Crews, B.A., J.D.

Senior Vice President for Operations

Jack Francis Callahan, Jr., B.A., M.B.A.

Senior Vice President for Institutional Affairs and General Counsel

Alexander Edward Dreier, A.B., M.A., J.D.

Vice President for Finance and Chief Financial Officer

Stephen Charles Murphy, B.A.

Vice President for Alumni Affairs and Development

Joan Elizabeth O'Neill, B.A.

Vice President for West Campus Planning and Program Development

Scott Allan Strobel, B.A., Ph.D.

Vice President for Human Resources and Administration

Janet Elaine Lindner, B.S., M.P.A., Ed.D.

Vice President for Global Strategy

Pericles Lewis, B.A., A.M., Ph.D.

Vice President for Facilities and Campus Development

John Harold Bollier, B.S., M.B.A.

Vice President for Communications

Nathaniel Westgate Nickerson, B.A.

School of Nursing Administration and Faculty

Officers of Administration

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

Benjamin Polak, B.A., M.A., Ph.D., Provost of the University

Ann Kurth, Ph.D., M.P.H., C.N.M., FAAN, Dean; and Linda Koch Lorimer Professor of Nursing

Saveena Dhall, B.A., Ed.M., Associate Dean of Student Affairs

LaRon Nelson, Ph.D., R.N., F.N.P., FNAP, FAAN, Associate Dean for Global Health and Equity; and Independence Foundation Associate Professor

Carmen Portillo, Ph.D., R.N., FAAN, Executive Deputy Dean; and Professor of Nursing

Marcia Thomas, Ed.D., M.P.H., M.S., Associate Dean for Finance and Administration

David Vlahov, Ph.D., R.N., FAAN, Associate Dean for Research; Director, Ph.D. Program; and Professor of Nursing

Beth Zapatka, B.A., Associate Dean for Advancement

M. Tish Knobf, Ph.D., R.N., FAAN, Chair, Acute Care/Health Systems Division; Director, GEPN Program; and Professor of Nursing

Martha K. Swartz, Ph.D., R.N., C.P.N.P., FAAN, Chair, Primary Care Division;

Professor of Nursing; and Pediatric Nurse Practitioner, Yale New Haven Hospital

Board of Permanent Officers

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

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

Linda Honan, Ph.D., M.S.N., C.N.S.-B.C., R.N., ANEF, FAAN, Professor of Nursing

Holly Powell Kennedy, Ph.D., C.N.M., FACNM, FAAN, Helen Varney Professor of Midwifery

M. Tish Knobf, Ph.D., R.N., FAAN, Chair, Acute Care/Health Systems Division; Director, GEPN Program; and Professor of Nursing

Ann Kurth, Ph.D., M.P.H., C.N.M., FAAN, Dean; and Linda Koch Lorimer Professor of Nursing

LaRon Nelson, Ph.D., R.N., F.N.P., FNAP, FAAN, Associate Dean for Global Health and Equity; and Independence Foundation Associate Professor

Carmen Portillo, Ph.D., R.N., FAAN, Executive Deputy Dean; and Professor of Nursing

Nancy S. Redeker, Ph.D., R.N., FAHA, FAAN, Beatrice Renfield Term Professor of Nursing

Lois Siebert Sadler, Ph.D., R.N., P.N.P.-B.C., FAAN, Professor of Nursing; and Professor, Yale Child Study Center

Martha K. Swartz, Ph.D., R.N., C.P.N.P., FAAN, Chair, Primary Care Division;

Professor of Nursing; and Pediatric Nurse Practitioner, Yale New Haven Hospital

David Vlahov, Ph.D., R.N., FAAN, Associate Dean for Research; Director, Ph.D.

Program; and Professor of Nursing

Robin Whittemore, Ph.D., A.P.R.N., FAAN, Assistant Dean for Faculty Innovation; and Professor of Nursing

Canhua Xiao, Ph.D., R.N., Associate Professor of Nursing

Faculty Emerita

Patricia Jackson Allen, M.S., R.N., P.N.P., FAAN, Professor Emerita of Nursing
Ann Tomaino Ameling, M.S.N., R.N., Professor Emerita of Nursing
Helen Varney Burst, M.S.N., R.N., C.N.M., FACNM, Professor Emerita of Nursing
Angela Crowley, Ph.D., A.P.R.N., C.S., P.N.P., Professor Emerita of Nursing
Marjorie Funk, Ph.D., R.N., FAHA, FAAN, Professor Emerita of Nursing
Judith Belliveau Krauss, M.S.N., R.N., FAAN, Professor Emerita of Nursing
Ruth McCorkle, Ph.D., R.N., FAAN, Professor Emerita of Nursing
Mary Ellen Rousseau, M.S., R.N., C.N.M., FACNM, Professor Emerita of Nursing

Faculty

Nancy Anderson, M.S.N., A.P.R.N., P.M.H.C.N.S.-B.C., Lecturer in Nursing
Laura Andrews, Ph.D., R.N., A.P.R.N., A.C.N.P.-B.C., Associate Professor of Nursing;
and Specialty Director, Adult/Gerontology Acute Care Nurse Practitioner Program
Kassandra August-Marcucio, R.N., A.P.R.N., A.C.N.P.-B.C., C.U.N.P., Lecturer in
Nursing
Nancy Banasiak, D.N.P., A.P.R.N., P.P.C.N.P.-B.C., Associate Professor of Nursing;
and Pediatric Nurse Practitioner, Yale New Haven Hospital
Veronica Barcelona, Ph.D., M.S.N., M.P.H., R.N., A.P.H.N.-B.C., Assistant Professor
of Nursing
Susan Boorin, Ph.D., A.P.R.N., P.M.H.N.P.-B.C., Lecturer in Nursing
Elyse Borsuk, M.S.N., B.S.N., M.A., Lecturer in Nursing
Allison Cable, D.N.P., A.P.R.N., A.C.N.P., Lecturer in Nursing
Mary Ann Camilleri, J.D., B.S.N., R.N., FACHE, Lecturer in Nursing
Elizabeth Cohen, Pharm.D., Lecturer in Nursing
Nicole Colline, M.S.N., A.P.R.N., R.N., F.N.P.-B.C., Lecturer in Nursing; and
Specialty Director, Family Nurse Practitioner Program
Samantha Conley, Ph.D., R.N., F.N.P.-B.C., Assistant Professor of Nursing
Lisa Corbett, D.N.P., A.P.R.N., A.N.C.S.-B.C., C.W.O.C.N., Lecturer in Nursing
Jessica Shank Coviello, D.N.P., A.P.R.N., A.N.P.-B.C., Associate Professor of Nursing;
and Nurse Practitioner, Smilow Cancer Center Cardiology-Oncology Clinic
Mary Ann Cyr, M.S.N., A.P.R.N., A.C.N.P.-B.C., Lecturer in Nursing
Marianne Davies, D.N.P., M.S.N., R.N., A.P.R.N., C.N.S.-B.C., A.C.N.P.-B.C.,
A.O.C.N.P., Associate Professor of Nursing
Andree de Lisser, D.N.P., A.P.R.N., P.M.H.C.N.S.-B.C., Lecturer in Nursing
Susan E. Devine, A.P.R.N.-B.C., Lecturer in Nursing; Director, New Haven Court
Clinic; and Risk Manager, Connecticut Mental Health Center, New Haven
Jane Karpe Dixon, Ph.D., Professor of Nursing
Elizabeth Doyle, D.N.P., A.P.R.N., P.P.C.N.P.-B.C, B.C.-A.D.M., C.D.E., Assistant
Professor of Nursing
Ashley Draper, M.S.N., C.N.M, W.H.N.P.-B.C., Lecturer in Nursing
Ophelia Empleo-Frazier, M.S.N., A.P.R.N., G.N.P.-B.C., Lecturer in Nursing
Elizabeth Ercolano, D.N.Sc., M.S.N., R.N., A.O.C.N.S., Associate Research Scientist
Deborah Fahs, D.N.P., A.P.R.N., M.S.N, F.N.P.-B.C., R.N., Assistant Professor of
Nursing
Shelli Feder, Ph.D., A.P.R.N., F.N.P.-B.C., A.C.H.P.N., Assistant Professor of Nursing

Jamie Feingold, M.S.N., B.S.N., Lecturer in Nursing
 Loren Fields, D.N.P., M.S.N., A.N.P.-B.C., W.H.N.P.-C., Lecturer in Nursing; and
 Specialty Director, Women's Health Program
 Linda Ghampson, M.S.N., Lecturer in Nursing
 Margaret Grey, Dr.P.H., R.N., FAAN, Annie W. Goodrich Professor of Nursing
 Judith Hahn, Ph.D., R.N., N.E.A.-B.C., Lecturer in Nursing
 Carla Hannon, B.S.N., M.S., A.P.R.N., C.C.R.N., C.C.N.S., Lecturer in Nursing
 Natasha Harris, A.P.R.N., M.S.N., Lecturer in Nursing
 Margaret Holland, Ph.D., M.P.H., M.S., Research Scientist
 Linda Honan, Ph.D., M.S.N., C.N.S.-B.C., R.N., ANEF, FAAN, Professor of Nursing
 Joanne DeSanto Iennaco, Ph.D., P.M.H.N.P.-B.C., A.P.R.N., Associate Professor of
 Nursing; and Specialty Director, Psychiatric–Mental Health Nurse Practitioner
 Program
 Sascha James-Contarelli, D.N.P., C.N.M., Lecturer
 Sangchoon Jeon, Ph.D., Research Scientist
 Joan Kearney, Ph.D., A.P.R.N.-B.C., P.M.H.C.N.S., Associate Professor of Nursing;
 and Director, Doctor of Nursing Practice Program
 Holly Powell Kennedy, Ph.D., C.N.M., FACNM, FAAN, Helen Varney Professor of
 Midwifery
 Michelle Kennedy, M.S.N., A.P.R.N., F.N.P.-B.C., Lecturer in Nursing
 M. Tish Knobf, Ph.D., R.N., FAAN, Chair, Acute Care/Health Systems Division;
 Director, GEPN Program; and Professor of Nursing
 Sarah Korpak, M.S.N., R.N.-B.C., C.N.E., Lecturer in Nursing
 Judith R. Kunisch, M.B.A., R.N., Lecturer in Nursing
 Ann Kurth, Ph.D., M.P.H., C.N.M., FAAN, Dean; and Linda Koch Lorimer Professor
 of Nursing
 Timothy Layman, D.N.P., M.S.N., R.N., N.E.-B.C., Lecturer in Nursing
 Wendy Lord Mackey, M.S.N., A.P.R.N.-B.C., C.O.R.L.N., Lecturer in Nursing
 Geraldine Marrocco, Ed.D., A.P.R.N., C.N.S., A.N.P.-B.C., FAANP, Associate
 Professor of Nursing
 Ami Marshall, Ed.D., M.S.N., A.P.R.N., A.N.P.-C., Lecturer in Nursing; and Specialty
 Director, Adult/Gerontology Primary Care Nurse Practitioner Program
 Philip R. Martinez, Jr., Ed.D., M.S.N., A.P.R.N.-B.C., C.C.R.N.-C.M.C., Lecturer in
 Nursing
 Barbara McCloskey, R.N., D.N.Sc., Lecturer in Nursing
 Sharen McKay, Ph.D., Lecturer in Nursing
 Erin McMahan, Ed.D., M.S.N., C.N.M., R.N., Assistant Professor; and Specialty
 Director, Midwifery Program
 Lisa Meland, Pharm.D., R.Ph., Lecturer in Nursing
 Erin Morelli, R.N., C.N.M., C.L.C., Lecturer in Nursing
 Alison Moriarty Daley, Ph.D., A.P.R.N., P.P.C.N.P.-B.C., FAAN, Associate Professor
 of Nursing; Specialty Director, Pediatric Nurse Practitioner Program; and Pediatric
 Nurse Practitioner, Yale New Haven Hospital
 Ronica Mukerjee, D.N.P., M.S.N., Ms.A., F.N.P.-B.C., L.Ac., AAHIVS, Lecturer in
 Nursing

Soohyun Nam, Ph.D., A.P.R.N., A.N.P.-B.C., Associate Professor of Nursing
LaRon Nelson, Ph.D., R.N., F.N.P., FNAP, FAAN, Associate Dean for Global Health
and Equity; and Independence Foundation Associate Professor
Gina Novick, Ph.D., C.N.M., FACNM, Associate Professor of Nursing
Martha N. Okafor, Ph.D., M.P.A., Lecturer in Nursing
Monica Ordway, Ph.D., A.P.R.N., P.P.C.N.P.-B.C., Associate Professor of Nursing
Monica Philipp, M.S.N., A.P.R.N., A.P.N.-B.C., W.H.N.P.-B.C., Lecturer in Nursing
Carmen Portillo, Ph.D., R.N., FAAN, Executive Deputy Dean; and Professor of
Nursing
Lindsey Powell, D.N.P., P.M.H.N.P.-B.C., A.P.R.N., Lecturer in Nursing
Shannon Pranger, M.S.N., R.N., C.E.N., Lecturer in Nursing
Nancy S. Redeker, Ph.D., R.N., FAHA, FAAN, Beatrice Renfield Term Professor of
Nursing; and Director, Biobehavioral Laboratory
Heather Reynolds, M.S.N., C.N.M., FACNM, Minority Student Coordinator; and
Lecturer in Nursing
Dilice Robertson, D.N.P., A.P.R.N., P.M.H.C.N.S.-B.C., P.M.H.N.P.-B.C., Lecturer in
Nursing
Kaitlin Roche, R.N., M.S.N., N.P.-C., Lecturer in Nursing
Patricia Ryan-Krause, M.S.N., M.S., R.N., P.C.P.N.P.-B.C., Associate Professor of
Nursing; and Pediatric Nurse Practitioner, Yale New Haven Hospital
Lois Siebert Sadler, Ph.D., R.N., P.N.P.-B.C., FAAN, Professor of Nursing; and
Professor, Yale Child Study Center
Gia Santoro, M.S.N., A.P.R.N., P.M.H.N.P.-B.C., Lecturer in Nursing
Polly Sather, M.S.N., A.C.N.P., Lecturer in Nursing
Dena Schulman-Green, B.A., M.A., Ed.M., M.S., Ph.D., Associate Professor of
Nursing; and Title IX Coordinator
Virginia Sherrick, M.S.N., A.P.R.N., F.N.P.-B.C., R.N.-B.C., Lecturer in Nursing; and
Director of the Simulation Lab
Gail M. Sicilia, M.S.N., R.N., Lecturer in Nursing
Lisa Summers, M.S.N., Dr.P.H., FACNM, Lecturer in Nursing
Martha K. Swartz, Ph.D., R.N., C.P.N.P., FAAN, Chair, Primary Care Division;
Professor of Nursing; and Pediatric Nurse Practitioner, Yale New Haven Hospital
Michelle Telfer, D.N.P., M.P.H., C.N.M., Assistant Professor of Nursing
David Vlahov, Ph.D., R.N., FAAN, Associate Dean for Research; Director, Ph.D.
Program; and Professor of Nursing
Tina Walde, D.N.P., P.M.H.N.P.-B.C., P.M.H.C.N.S.-B.C., Lecturer in Nursing
Robin Whitemore, Ph.D., A.P.R.N., FAAN, Assistant Dean for Faculty Innovation;
and Professor of Nursing
Patrice O'Neill Wilhelm, M.S.N., A.P.R.N., Lecturer in Nursing
Julie Womack, Ph.D., C.N.M., F.N.P.-B.C., Associate Professor of Nursing
Canhua Xiao, Ph.D., R.N., Associate Professor of Nursing

Research Staff

Sarah Linsky, Research Assistant
Meghan O'Connell, Research Program Manager

Clinical Staff

Amanda Lendler, Nurse Midwife

Elise Resch, Nurse Midwife

Administrative Staff

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

Dylesha Blackmon, Assistant Administrator, Office of Finance and Administration

Caitlin Blacksmith, Institutional Research Analyst, Office of Finance and Administration

Jana Buck, Associate Director of Academic Services and Registrar

Olivia Buckholz, Senior Administrative Assistant, Office of the Executive Deputy Dean

Gustavo Carrillo, Media Technician, Simulation Lab

Linda Caruso, Senior Administrative Assistant, Acute Care/Health Systems Division

Tracy Chidsey, Director, Clinical Support Unit

Leigh Clemens, Clinical Site Coordinator, Clinical Support Unit

Colleen Colbert, GEPN Program Manager, Acute Care/Health Systems Division

Nancy DeMatteo, Senior Administrative Assistant 2, Primary Care Division

Daniela Dowling, Portfolio and Grant Accountant, Office of Finance and Administration

Niamh Emerson, Associate Director of Advancement, Office of Advancement

Dilan Eroglu, Senior Administrative Assistant, Clinical Support Unit

Sandra Fischer-Storck, Clinical Site Coordinator, Primary Care Division

Lorena Fonte, Senior Administrative Assistant, Office of Research

Jaleesa Freeman, Senior Administrative Assistant, Primary Care Division

Ekaterina Ginzburg, Director, Academic Support Unit

Joshua Gleason, Instructional Technology Specialist, Academic Support Unit

Rochelle Goodwin, Communications Manager, Office of Advancement

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

Neal Greene, Media Technician, Academic Support Unit

Mary Grund, Manager of Facilities and Administrative Services, Office of Finance and Administration

Christine Kendzierski, Senior Administrative Assistant 2, Acute Care/Health Systems Division

Joseph Korevec, Assistant Dean for Enrollment Services

Michelle Koss, Senior Executive Assistant, Office of the Dean

Lauren Langford, Assistant Director of Communications, Office of Advancement

Triana Lyde, Student Affairs Assistant, Office of Student Affairs

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

Melissa Nixon, Senior Administrative Assistant, Clinical Support Unit

Mary Nusdeo, Senior Administrative Assistant, Clinical Support Unit

Alexandra Oshinskie, Development Coordinator, Office of Advancement

Charlyn Paradis, Program Manager, Annual Giving and Alumnae/i Affairs, Office of Advancement

Jeanetsey Prates, Senior Administrative Assistant, Primary Care Division

Eddie Quiles, Senior Administrative Assistant, Primary Care Division

Lori Rasile, Director of Finance, Office of Finance and Administration

Raven Rodriguez, Director, Office of Diversity, Equity, and Inclusion

Renee Van Alstyne, Senior Administrative Assistant, Office of the Dean

Monica Vella-Angelastro, Director of Academic Operations, Office of the Executive

Deputy Dean

Catherine Wagner, Senior Administrative Assistant, Office of Finance and
Administration

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

A Message from the Dean

Nursing is a calling—an art as well as a science. Yale School of Nursing (YSN) graduates aspire and act to live out our school’s mission to change health for the better, for all people. You are joining an intellectual community that integrates science with practice, in a framework of social justice, to address disparities in health that persist in the United States and around the globe. The need for, and the contribution of, advanced practice nurses and midwives have never been greater.

Our role is increasingly recognized as health systems nationwide engage in change, shifting from acute care and volume, to population health and value, acknowledging the need for prevention as well as specialty services. As nurse scientists and expert clinicians, we utilize new and evidence-based methods, including precision health approaches, to inform the care of children and adults in communities everywhere. Globally, countries are returning to Alma-Ata principles of universal health coverage, and nurses and midwives remain the backbone of health provision in every nation. From our School’s founding in 1923 with Rockefeller Foundation funds following the groundbreaking Goldmark report, to the 2016 American Association of Colleges of Nursing “New Era” report on the key role of nursing schools in academic health centers, innovation in clinical practice, teaching, policy, and science has been part of our DNA at YSN. Our excellence is recognized by national and international rankings that place YSN in the top tier of nursing schools. This is a tribute to our faculty, staff, and student community.

Our Graduate Entry Prespecialty in Nursing (GEPN) program, combining preparation in basic nursing with advanced preparation in a clinical specialty, draws some of the brightest and most creative students of any graduate nursing program. Many of our Master of Science in Nursing (M.S.N.) specialty tracks are among the most highly rated in the United States, preparing registered nurses for a variety of leadership roles. Our highly regarded Ph.D. program prepares expert nurse scholars in understanding health care issues and delivery, while advancing the development of nursing knowledge. Our Doctor of Nursing Practice (D.N.P.) program, focusing on health care systems leadership and health policy, is redefining education at Yale with its pioneering hybrid degree format. It was ranked in the top tier nationally after graduating just one cohort, and it continues to draw a diverse and accomplished group of nurse leaders.

Our curricular innovation integrates the use of our recently expanded clinical simulation facility with other twenty-first-century pedagogical technologies. Our world-class faculty engage in high-impact research and practice, in areas that include self-management of chronic conditions, sleep science, symptom science, palliative care, genomics, maternal-child health, mental health, and global health, among other key areas. Our dedicated staff are highly committed to the School and to our mission. We are committed to building diversity, equity, and inclusion within our community, reflecting the populations that we go on to serve. Finally, but not least, YSN is part of the exceptional Yale University ecosystem, in which the tools of intellectual discourse—available to every student—can become instruments of powerful change in the world. We are one

YSN, and one Yale, committed, in the words of the University’s mission statement, “to improving the world today and for future generations.”

Thank you for your engagement in YSN. Our faculty, staff, alumnae/i, and I welcome you to Yale and to West Campus.

Ann Kurth, Ph.D., M.P.H., C.N.M., FAAN

Dean, Yale School of Nursing

Linda Koch Lorimer Professor of Nursing

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. From 2006 to 2015 the curriculum included a specialty in nursing management, policy, and leadership 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 certificates were awarded at the May 1997 commencement exercises.

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

In November 1992 the Corporation approved the development of a Doctor of Nursing Science program. The first class was admitted and enrolled in September 1994; and the

first graduates were awarded the D.N.Sc. in June 1998. In 2006 the Corporation approved the program's conversion from the Doctor of Nursing Science to a Doctor of Philosophy, awarded by the Graduate School of Arts and Sciences. The first Ph.D. class was admitted and enrolled in September 2006. In April 2011 the Corporation approved the development of a Doctor in Nursing Practice program. The first class of D.N.P. students was admitted and enrolled in September 2012.

ACCREDITATION

The School is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington DC 20001; 202.887.6791; www.aacnnursing.org/ccne. 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 Accreditation Commission for Midwifery Education.

MISSION

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

VALUES

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

PHILOSOPHY

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

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

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

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

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

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

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

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

ORGANIZATIONAL FRAMEWORK

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

The master’s curriculum is designed to offer students an opportunity to become prepared as advanced practitioners in selected health care specialties so that they may assume roles as clinicians, scholars, and leaders and ultimately improve health care for all people. Advanced Practice Nurses are committed to the delivery and the study of high-quality, evidence-based clinical care and work to help shape health care systems. The program of study in the School is viewed as preparation for graduates’ continuing activity in a variety of leadership roles.

Advanced Nursing Practice

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

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

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

Advanced Nursing Practice 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.

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

Scholarship

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.

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.

Research and Scholarship

Yale School of Nursing is within one of the world's most distinguished research universities and proud of its role in advancing scientific knowledge. From the time it was founded, the School has expanded its research and scholarship portfolio by educating nurse leaders and researchers who will affect population health outcomes, demonstrate the highest standards of excellence in research, and innovate evidence-based approaches to health care delivery.

Faculty research at Yale School of Nursing has a sterling history, and our faculty continue to produce research and scholarship that have changed clinical practice in such areas as palliative care, symptom science, self-management of chronic illness, and maternal-child health. This nursing research has focused on cancer, cardiovascular disease, diabetes, mental health, sleep disorders, and HIV/AIDS. Faculty consistently look at research and scholarship through the lens of addressing health inequities worldwide, and their research produces new knowledge on the social determinants of health, health policy, and global and planetary health. Nursing research at Yale will continue to evolve as new areas of science are identified.

Nursing faculty, doctoral students, and postdoctoral fellows collaborate with researchers from other professions and disciplines. With transdisciplinary colleagues, nursing faculty are conducting leading-edge translational research to address the most pressing needs of vulnerable people in the community. Key partners include the Yale Center for Clinical Investigation (YCCI) – Yale's Clinical and Translational Science Award – through YCCI's community outreach and engagement core, as well as the Center for Interdisciplinary Research on AIDS (CIRA), Yale Child Study Center, and Yale Cancer Center. Yale School of Nursing nurse researchers serve as leaders and team members in these multidisciplinary and multisite 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.

Yale School of Nursing is committed to advancing research and scholarship through active mentorship and provision of support services throughout all phases of proposal development, conduct of research, and dissemination of results. An active academic community is the foundation for making progress toward fulfilling the School's mission of "better health for all."

Clinical and Community Affairs

Yale School of Nursing has a long history of and commitment to faculty practice and the provision of direct health care services to the community. Most of our faculty maintain a clinical practice and consult with community-based organizations or nursing systems organizations. As part of our legacy, YSN makes a positive impact in every community where there are YSN students, graduates, or faculty.

For more than ninety-five 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. Examples of new models of care that faculty have developed and implemented include an evidence-based home visitation program, *Minding the Baby*[®]; and a program to improve the management of sleep deficiency for those suffering from acute and chronic conditions, especially in populations from underserved communities.

YSN has long been committed to developing partnerships with community agencies and organizations. In response to the health care needs of women, faculty established a Women's Health and Midwifery practice, which provides comprehensive health, labor, and birth services for women in the Greater New Haven area. Another partnership is with Cornell Scott-Hill Health Center, Connecticut's first federally qualified community health center, to provide midwifery and women's health, HIV, and psychiatric mental health services. This crucial relationship provides health care access to people who are medically underserved. Similarly, our faculty are committed to providing health care to key populations through grant opportunities to provide primary care services and graduate residency training experiences in partnership with Community Health Center, Inc.

The Clinical Support Unit at YSN is an established unit with APRNs representing the master's program specialties and administrative staff. This unit dedicates its efforts to securing the very best clinical placements for students and matching the student and preceptor based on important learning factors as well as understanding students' training needs.

Academic Programs

The Yale School of Nursing is 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 have the unique opportunity to work alongside clinically active faculty members, senior nurse researchers, and experts in health care policy.

The School offers a master's program with nurse practitioner and nurse-midwifery specialties, and students may enter the master's program without previous education in nursing. The majority of current students enroll with an educational background in a liberal arts discipline, and the diverse mix of experience is an asset to our students. The three-year Graduate Entry Prespecialty in Nursing (GEPN) program is designed to provide graduate-level nursing education for those who hold baccalaureate degrees, but who have no previous nursing education.

Students who currently hold a license as a registered nurse can complete their master's education in two years. An innovative curricular redesign, launched in 2017, brought renewed focus to concepts of social justice, health equity/disparity, population health, diversity/inclusiveness, and quality. For further information see Master in Nursing Specialties (under Curriculum), in the chapter Master's Program (M.S.N.): <https://bulletin.yale.edu/bulletins/nursing/masters-program-msn#curriculum>.

Post-master's education is available in four areas: adult/gerontology acute care, family, pediatric, and psychiatric–mental health. Application and curricular specifics for each offering are found in the chapter Post-Master's Certificates: <https://bulletin.yale.edu/bulletins/nursing/post-masters-certificates>.

A doctoral study program was launched in 1994 with the Doctor of Nursing Science program and was converted to a Ph.D. program in 2006, residing in the Yale Graduate School of Arts and Sciences. The program's goal is to prepare expert nurse scholars in understanding health care issues and delivery while advancing the development of nursing knowledge. Upon completion of the program, students are expected to design and conduct research relevant to nursing practice; extend the theoretical base of nursing through empirical investigation; test conceptual models and theories that are derived from the knowledge of nursing and related disciplines; assume leadership roles in the profession and health care systems; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research. The doctoral program is typically 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: <https://bulletin.yale.edu/bulletins/nursing/doctor-philosophy-program>.

The post-master's Doctor of Nursing Practice (D.N.P.) program is designed for mid-career nurses who wish to build upon their previous education and experience to lead organizations that determine health care practice, education, and policy. Combining the Yale on-campus experience with online course work, the part-time Yale D.N.P. is tailored for nurses who also have major professional commitments. The D.N.P. program is designed to be completed within three academic years. A fourth year may be possible with the D.N.P. director's permission. A full description of the program can be found in the chapter Doctor of Nursing Practice: <https://bulletin.yale.edu/bulletins/nursing/doctor-nursing-practice-dnp-program>.

The courses of instruction and plans of study listed in this Bulletin are the official program and degree requirements for students matriculating at the Yale School of Nursing in the 2019–2020 academic year. However, the University reserves the right to withdraw or modify the courses of instruction and plans of study or to change the instructors at any time.

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

AIMS AND ASSUMPTIONS

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

The Yale School of Nursing admits both registered nurses who have a baccalaureate degree and college graduates with no previous nursing education. The graduate nurse moves directly into a chosen area of specialization. The full-time student who is a registered nurse is expected to complete the requirements for the degree in two academic years; 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 the prespecialty year.

The master's curriculum places emphasis upon clinical competence and nursing scholarship. Each student is educated to function in an expanded role in the specialty area of the student's 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 (GEPN) must (1) successfully complete all prespecialty courses, (2) pass the National Council Licensure Examination – Registered Nurse (NCLEX-RN), which is taken at the end of the prespecialty year, and (3) successfully complete all specialty M.S.N. courses. Students who are registered nurses satisfactorily complete a program of study to be eligible for the degree.

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

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

GENERAL ENROLLMENT INFORMATION

New students are enrolled in the master's program only once per year (in August). Fall and spring terms are sixteen weeks in length, and the summer term is eleven weeks long. All students are required to maintain active Connecticut R.N. licensure and Basic Life Support (BLS) for the Healthcare Professional certification through the American Heart Association while enrolled in the School of Nursing. (GEPN students are to obtain their Connecticut R.N. license during the first term of their specialty year.) Full-time study is

required for GEPN 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 dependent upon the specialty. General descriptions of the part-time study schedule can be obtained from the School's website. 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 written 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 associate dean of student affairs.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES FOR THE MASTER'S PROGRAM

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

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

The following application materials are required:

1. Online application form
2. Nonrefundable application fee (\$100)
3. Résumé/curriculum vitae
4. Personal statement/essay
5. One official transcript from each college or university attended (*Note:* Applicants with an international degree transcript must submit a course-by-course evaluation conducted by a credentialing agency such as World Education Services [www.wes.org] or Educational Credential Evaluators [www.ece.org]. In addition, a certified English translation must accompany all non-English transcripts.)
6. Three letters of recommendation (academic or professional)
7. Graduate Record Examination (GRE) General Test (see below for additional information). *Note:* The GRE requirement may be waived for applicants with a previously completed master's or doctoral degree.
8. TOEFL or IELTS for applicants whose native/primary language is not English (see below for additional information)

Application information is available online at <https://apply.nursing.yale.edu/apply>. Program information can be obtained by visiting <http://nursing.yale.edu/admissions>; by writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0974; 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. 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 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 R.N.s.

Following the initial review of written credentials, qualified applicants are asked to participate in a Zoom interview with a faculty member. Interviews are generally held in late November or early December. Please visit the School's website for details on interview dates.

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

Reapplication Policy

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

Graduate Record Examination

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. The GRE requirement may be waived for applicants with a previously completed master's or doctoral degree. Please contact the Office of Admissions for additional details.

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

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

English as a Foreign Language

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

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

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

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

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

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

Commission on Graduates of Foreign Nursing Schools (CGFNS) Examination

Prior to enrolling in the School, graduates of foreign schools of nursing must pass the CGFNS Qualifying Exam as well as the NCLEX-RN examination in order to become a registered nurse (R.N.) in the United States. Several states, however, do not require successful completion of the CGFNS Qualifying Exam in order to take the NCLEX-RN. Information on the CGFNS Qualifying Exam can be obtained from the United States Embassy, the nurses' association in the foreign country of residence, or www.cgfns.org. Information on the NCLEX-RN examination is available online at www.ncsbn.org/nclex.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

To complete most of the nursing programs at the Yale School of Nursing, a student must complete a clinical/practicum component that involves caring for actual patients. By accepting admission and enrolling in the School of Nursing, students certify that they have read and understand the essential eligibility requirements of the program.

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

Intellectual Critical thinking ability sufficient for clinical and academic judgment.

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

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

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

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

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

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

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

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

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

YSN does not discriminate on the basis of disability. If reasonable accommodations will allow an otherwise qualified student with a disability to meet the essential eligibility requirements for participation in its nursing programs, the School will assist the student in making the reasonable accommodations. Students who would like to receive accommodations on the basis of disability must self-identify, must provide documentation of the disability, and must request accommodation. Please refer to the Yale University Resource Office on Disabilities' website at <https://rod.yale.edu>.

CURRICULUM

The master's curriculum is organized by 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 Courses. Required courses for each specialty are listed in the description of each specialty. The listings describe schedules for full-time study. The course plan for scheduled part-time study may be obtained from the Office of Student Affairs (OSA). The School reserves the right to offer course substitutions and to amend the overall curriculum.

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

Elective courses: Students may elect School of Nursing courses offered by specialties other than the one in which they are enrolled or by other schools or departments within Yale University, with the permission of the course instructor and their specialty director. The School of Nursing also offers electives and concentrations. More information can be found in the chapter Courses and in the sections on concentrations, below.

Graduate Entry Prespecialty in Nursing

The Graduate Entry Prespecialty in Nursing (GEPN) is a one-year, full-time course of study focused on preparation in basic nursing, followed by two years of study in the School's master's program in an evidence-based 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 courses that address current issues in nursing interprofessional collaboration and teamwork, and health assessment. The prespecialty year must be completed full-time over the course of two consecutive terms and one summer session term.

Upon completion of the prespecialty year, the student moves into a specialty and continues with the study of relevant nursing theory, practice, and research. The specialty portion is a full-time, two-year program; part-time study is available during the specialty years. Students are admitted into a designated specialty when accepted into the GEPN program, and changes in specialty are not allowed.

The Certificate in Nursing is awarded upon successful completion of all required courses and experiences in the prespecialty year, but it is not intended as an exit point. The Certificate in Nursing satisfies Connecticut General Statutes requirements, allowing the student to become eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students are required to pass the NCLEX-RN and submit proof of their Connecticut RN licensure by the last day of classes of the first term of their specialty program of study. The Certificate in Nursing and a license to practice nursing in Connecticut are two prerequisites for enrollment in the second term of the first specialty year.

In addition to courses taken in their required plan of study, students may take electives 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

- 503a, Biomedical Foundations of Health and Disease
- 504a, Advanced Health Assessment
- 506a, Interprofessional Longitudinal Clinical Experience
- 509a, Introduction to Drug Therapy
- 511a, Clinical Applications of Human Anatomy
- 516a, Clinical Practice in Medical-Surgical Nursing
- 517a, Seminar in Medical-Surgical Nursing

Spring and Summer Terms

- 501b, Issues in Nursing
- 503b, Biomedical Foundations of Health and Disease
- 504b, Advanced Health Assessment
- 506b, Interprofessional Longitudinal Clinical Experience
- 513c, Community Health Nursing and Public Health
- 514b or c, Clinical Practice in Maternal-Newborn Nursing
- 515b or c, Seminar in Maternal-Newborn Nursing
- 517b, Seminar in Medical-Surgical Nursing
- 518b or c, Clinical Practice in Pediatric Nursing
- 519b or c, Seminar in Pediatric Nursing

520b, Clinical Practice in Psychiatric–Mental Health Nursing
 521b, Seminar in Psychiatric–Mental Health Nursing

Master in Nursing Specialties

The master's program is designed to prepare advanced practice nurses to provide high-quality evidence-based care, to engage in scholarly inquiry, and to be leaders in the profession. The first year includes assessment of clinical skill development, foundational knowledge in pathophysiology of common diseases, and principles of evidence-based practice. The final year provides advanced clinical management skills, role development, integration of practice and policy theory, and leadership. Students are expected to remain in the specialty to which they were accepted.

The specialties offered in the master's program are (1) Adult/Gerontology Acute Care Nurse Practitioner; (2) Adult/Gerontology Primary Care Nurse Practitioner; (3) Family Nurse Practitioner; (4) Midwifery and/or Women's Health Nurse Practitioner; (5) Pediatric Nurse Practitioner; and (6) Psychiatric–Mental Health Nurse Practitioner. Each student is assigned a faculty adviser who is a clinical expert in the student's chosen field of specialization. Within the specialty area, emphasis is placed upon the development of clinical judgment. In addition to clinical experience, conferences with individual faculty advisers, group conferences with specialty faculty members, and courses presenting scientific data and content relevant to the specialty area provide opportunity for in-depth study. In their final year, students may also have an opportunity to pursue clinical concentrations in the areas of diabetes, oncology, and global health. Students will be required to have access to transportation for their clinical site placements, including sites away from the State of Connecticut.

The following is a list of core courses for all specialties of the master's program. In addition, each specialty requires specific didactic and clinical courses, which are listed in the plans of study for each specialty. Course descriptions can be found in the chapter Courses.

Core Courses

600c, Advanced Health Assessment for Entering RN Students (required of incoming RNs only)
 601a, Advanced Pathophysiology
 602b, Advanced Pharmacology
 604b, Statistics and Research for Evidence-based Practice Nursing
 605a, Transitions to Professional Practice
 606a, Promoting Health in the Community

The required research methods and evidence-based practice courses in the first year of specialization provide the foundation for evidence-based, patient-centered care.

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

ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER SPECIALTY

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

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 and critically 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.

AGACNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking an AGACNP specialty course must consult with the specialty director.

Year One

Fall Term

- 600c, Advanced Health Assessment for Entering RN Students
- 601a, Advanced Pathophysiology
- 780a, Advanced Health Assessment in Adult/Gerontology Acute Care
- 781a, Advanced Diagnostics in Acute Care Seminar
- 782a, Critical Care Clinical Immersion

Spring Term

- 602b, Advanced Pharmacology
- 604b, Statistics and Research for Evidence-based Practice Nursing
- 783b, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar I
- 784b, Adult/Gerontology Acute Care Clinical Practice I
- 788b, Advanced Acute Care Pharmacology

Year Two

Fall Term

- 605a, Transitions to Professional Practice
- 606a, Promoting Health in the Community

785a, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar II

786a, Adult/Gerontology Acute Care Clinical Practice II

Spring Term

787b, Adult/Gerontology Acute Care Clinical Practice III

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

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

The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty emphasizes primary care of the entire adult-older adult age spectrum from wellness to illness across a variety of health care settings. The population of AGPCNP practice includes young adults (late adolescents and emancipated minors), adults, and older adults. The AGPCNP curriculum is intended to prepare students to apply for Adult/Gerontology Primary Care Nurse Practitioner Certification through the American Nurses Credentialing Center or the American Association of Nurse Practitioners.

AGPCNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking an AGPCNP specialty course must consult with the specialty director.

Year One

Fall Term

600c, Advanced Health Assessment for Entering RN Students

601a, Advanced Pathophysiology

700a, Advanced Specialty Health Assessment

701a, Individual and Family Development during Adulthood

702a, Primary Care I Seminar A

703a, Primary Care I Seminar B

720a, Women's Health I Seminar

744a, Primary Care of Adolescents Seminar

Spring Term

602b, Advanced Pharmacology

604b, Statistics and Research for Evidence-based Practice Nursing

704b, Primary Care II Seminar

705b, Primary Care II Clinical Practice

711b, Advanced FNP/AGPCNP Pharmacology

723b, Women's Health III Seminar

Year Two

Fall Term

605a, Transitions to Professional Practice

606a, Promoting Health in the Community

607a, Mental Health Management Seminar for Advanced Practice Nurses

706a, Primary Care III Seminar
707a, Primary Care III Clinical Practice

Spring Term

709b, Primary Care IV Clinical Practice
710b, Aging in the United States

The course plan for part-time study can be obtained from the specialty director.

FAMILY NURSE PRACTITIONER SPECIALTY

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

FNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking an FNP specialty course must consult with the specialty director.

Year One

Fall Term

600c, Advanced Health Assessment for Entering RN Students
601a, Advanced Pathophysiology
700a, Advanced Specialty Health Assessment
701a, Individual and Family Development during Adulthood
702a, Primary Care I Seminar A
703a, Primary Care I Seminar B
720a, Women's Health I Seminar
741a, Individual and Family Development during Childhood
742a, Primary Care of Children I Seminar: Health Promotion
744a, Primary Care of Adolescents Seminar

Spring Term

602b, Advanced Pharmacology
604b, Statistics and Research for Evidence-based Practice Nursing
704b, Primary Care II Seminar
705b, Primary Care II Clinical Practice
711b, Advanced FNP/AGPCNP Pharmacology
723b, Women's Health III Seminar
746b, Primary Care of Children II Seminar

Year Two

Fall Term

605a, Transitions to Professional Practice
606a, Promoting Health in the Community
607a, Mental Health Management Seminar for Advanced Practice Nurses
706a, Primary Care III Seminar
707a, Primary Care III Clinical Practice
748a, Primary Care of Children III Seminar

Spring Term

709b, Primary Care IV Clinical Practice

750b, Primary Care of Children IV Seminar

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

NURSE-MIDWIFERY SPECIALTY

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

Courses and clinical work focus on the independent management of primary care; care for women and newborns during pregnancy, birth, and postpartum periods; and family planning and gynecological care. Students learn collaborative, interdisciplinary management of the care of women and newborns with health complications. Clinical practice takes place within health care systems that provide for medical consultation, collaborative management, and referral in accord with the Standards for the Practice of Midwifery promulgated by the American College of Nurse-Midwives. The curriculum meets the Core Competencies for Basic Midwifery Practice promulgated by the American College of Nurse-Midwives. Elective and independent study courses offer opportunities for students to pursue individual educational and professional goals. Completion of the NM curriculum qualifies students for the national certification examination offered by the American Midwifery Certification Board (AMCB).

The NM program of study is fully accredited by the Accreditation Commission for Midwifery Education (ACME), www.midwife.org/Accreditation; and by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing, www.aacn.nche.edu/ccne-accreditation.

NM courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking an NM specialty course must consult with the specialty director.

Year One*Fall Term*

600c, Advanced Health Assessment for Entering RN Students

601a, Advanced Pathophysiology

607a, Mental Health Management Seminar for Advanced Practice Nurses

702a, Primary Care I Seminar A

703a, Primary Care I Seminar B

720a, Women's Health I Seminar

721a, Women's Health II Seminar

722a, Women's Health I and II Advanced Health Assessment and Clinical Practice*
735a, Childbearing Care I Seminar

Spring and Summer Terms

602b, Advanced Pharmacology
604b, Statistics and Research for Evidence-based Practice Nursing
704b, Primary Care II Seminar
722b, Women's Health I and II Advanced Health Assessment and Clinical Practice*
723b, Women's Health III Seminar
724b, Women's Health IV Seminar
725b or c, Women's Health III and IV Clinical Practice
726b, Childbearing Care II Seminar
727b or c, Childbearing Care II Clinical Practice
734b, Midwifery and Women's Health Pharmacology

Year Two

Fall Term

605a, Transitions to Professional Practice
606a, Promoting Health in the Community
728a, Women's Health V Seminar
729a, Women's Health V Clinical Practice
730a, Childbearing Care III Seminar
731a, Childbearing Care III Clinical Practice

Spring Term

732b, Integration of Midwifery Care
733b, Integration of Women's Health Care

*722 may be taken in the fall or spring term of the student's first year.

WOMEN'S HEALTH NURSE PRACTITIONER SPECIALTY

The Women's Health Nurse Practitioner (WHNP) specialty prepares students for the role of a patient-centered primary health care provider who focuses on gender-related health care needs. WHNP students are prepared to care for women from adolescence through their later life, with expertise in gynecology, prenatal care, and primary care. They are also prepared to provide sexual and reproductive-related health care to men and patients across gender identities. Relevant research and concepts from nursing, midwifery, medicine, the sciences, and the humanities provide a base for classroom education and clinical practice. Clinical practice experiences take place across a variety of outpatient health care systems from community health centers to public and private women's health and primary care offices.

WHNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking a WHNP specialty course must consult with the specialty director.

Year One*Fall Term*

- 600c, Advanced Health Assessment for Entering RN Students
- 601a, Advanced Pathophysiology
- 607a, Mental Health Management Seminar for Advanced Practice Nurses
- 702a, Primary Care I Seminar A
- 703a, Primary Care I Seminar B
- 705a, Primary Care II Clinical Practice*
- 720a, Women's Health I Seminar
- 721a, Women's Health II Seminar
- 722a, Women's Health I and II Advanced Health Assessment and Clinical Practice†

Spring and Summer Terms

- 602b, Advanced Pharmacology
- 604b, Statistics and Research for Evidence-based Practice Nursing
- 704b, Primary Care II Seminar
- 705b or c, Primary Care II Clinical Practice*
- 722b, Women's Health I and II Advanced Health Assessment and Clinical Practice†
- 723b, Women's Health III Seminar
- 724b, Women's Health IV Seminar
- 725b or c, Women's Health III and IV Clinical Practice
- 734b, Midwifery and Women's Health Pharmacology

Year Two*Fall Term*

- 605a, Transitions to Professional Practice
- 606a, Promoting Health in the Community
- 705a, Primary Care II Clinical Practice*
- 728a, Women's Health V Seminar
- 729a, Women's Health V Clinical Practice

Spring Term

- 705b, Primary Care II Clinical Practice*
- 733b, Integration of Women's Health Care

*705 may be taken in any term of the student's course of study.

†722 may be taken in the fall or spring term of the student's first year.

The course plan for part-time study is available on the YSN website.

NURSE-MIDWIFERY AND WOMEN'S HEALTH NURSE PRACTITIONER COMBINED SPECIALTY

Students applying to YSN can apply to do the NM program, the WHNP program, or a combined program of the two. Students who are accepted into the combined program will pay an additional \$15,000 tuition, split over four terms, beginning in the fall of the first specialty year. If at the end of the first two terms, a student elects to drop one of the specialty tracks, the student will not need to pay the second-year tuition. If the student drops a specialty track in the second year, the tuition will not be refunded. Students in

the combined program must commit to the NM/WHNP program prior to the start of the specialty years and are not permitted to join the combined program during their specialty years of study. In addition, students will need to be enrolled in an extra term, usually but not always completed during the summer, in order to complete both tracks. Graduation in May of the second specialty year cannot be guaranteed. It will be influenced by availability of clinical sites and student flexibility in clinical placements. (*Note: Dual specialty cost is waived for class of 2020 only*).

NM/WHNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking an NM/WHNP specialty course must consult with the specialty director.

Year One

Fall Term

600c, Advanced Health Assessment for Entering RN Students

601a, Advanced Pathophysiology

607a, Mental Health Management Seminar for Advanced Practice Nurses

702a, Primary Care I Seminar A

703a, Primary Care I Seminar B

705a, Primary Care II Clinical Practice*

720a, Women's Health I Seminar

721a, Women's Health II Seminar

722a, Women's Health I and II Advanced Health Assessment and Clinical Practice†

735a, Childbearing Care I Seminar

Spring and Summer Terms

602b, Advanced Pharmacology

604b, Statistics and Research for Evidence-based Practice Nursing

704b, Primary Care II Seminar

705b or c, Primary Care II Clinical Practice*

722b, Women's Health I and II Advanced Health Assessment and Clinical Practice†

723b, Women's Health III Seminar

724b, Women's Health IV Seminar

725b or c, Women's Health III and IV Clinical Practice

726b, Childbearing Care II Seminar

727b or c, Childbearing Care II Clinical Practice

734b, Midwifery and Women's Health Pharmacology

Year Two

Fall Term

605a, Transitions to Professional Practice

606a, Promoting Health in the Community

705a, Primary Care II Clinical Practice*

728a, Women's Health V Seminar

729a, Women's Health V Clinical Practice

730a, Childbearing Care III Seminar

731a, Childbearing Care III Clinical Practice

Spring Term

705b, Primary Care II Clinical Practice*
 732b, Integration of Midwifery Care
 733b, Integration of Women's Health Care

*705 may be taken in any term of the student's course of study.

†722 may be taken in the fall or spring term of the student's first year.

PEDIATRIC NURSE PRACTITIONER SPECIALTY

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

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

PNP courses are only for subscribed specialty students in the program. Students from other specialties who are interested in taking a PNP specialty course must consult with the specialty director.

Year One*Fall Term*

600c, Advanced Health Assessment for Entering RN Students
 601a, Advanced Pathophysiology
 702a, Primary Care I Seminar A
 740a, Advanced Pediatric Health Assessment and Clinical Reasoning
 741a, Individual and Family Development during Childhood
 742a, Primary Care of Children I Seminar: Health Promotion
 743a, Primary Care of Children I Clinical Practice
 744a, Primary Care of Adolescents Seminar

Spring Term

602b, Advanced Pharmacology
 604b, Statistics and Research for Evidence-based Practice Nursing
 745b, Primary Care of Adolescents Clinical Practice; *or*
 753b, School Health Clinical Practice
 746b, Primary Care of Children II Seminar
 747b, Primary Care of Children II Clinical Practice
 755b, Advanced Pediatric Pharmacology

Year Two*Fall Term*

- 605a, Transitions to Professional Practice
- 606a, Promoting Health in the Community
- 745a, Primary Care of Adolescents Clinical Practice; *or*
753a, School Health Clinical Practice
- 748a, Primary Care of Children III Seminar
- 749a, Primary Care of Children III Clinical Practice
- 754a, Specialty Pediatric Clinical Practice

Spring Term

- 750b, Primary Care of Children IV Seminar
- 751b, Primary Care of Children IV Clinical Practice
- 752b, Chronic Health Conditions in Children and Adolescents
- 754b, Specialty Pediatric Clinical Practice

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

**PSYCHIATRIC—MENTAL HEALTH
NURSE PRACTITIONER SPECIALTY**

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

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

PMHNP courses are only for subscribed students in the program. Students from other specialties who are interested in taking a PMHNP specialty course must consult with the specialty director.

Year One*Fall Term*

- 600c, Advanced Health Assessment for Entering RN Students
- 601a, Advanced Pathophysiology
- 760a, Mental Health Assessment across the Lifespan
- 761a, Psychopathology across the Lifespan I
- 763a, Psychiatric–Mental Health Clinical Practice across the Lifespan I
- 765a, Individual Psychotherapy Seminar I

Spring Term

- 602b, Advanced Pharmacology
- 604b, Statistics and Research for Evidence-based Practice Nursing
- 762b, Psychopathology across the Lifespan II
- 764b, Psychiatric–Mental Health Clinical Practice across the Lifespan II
- 766b, Individual Psychotherapy Seminar II
- 767b, Clinical Psychopharmacology across the Lifespan

Year Two*Fall Term*

- 605a, Transitions to Professional Practice
- 606a, Promoting Health in the Community
- 768a, Clinical Outcome Management in Psychiatric–Mental Health Nursing Seminar
- 769a, Group Psychotherapy Seminar
- 770a, Psychiatric–Mental Health Clinical Practice across the Lifespan III

Spring Term

- 771b, Psychiatric–Mental Health Clinical Practice across the Lifespan IV
- 772b, Applied Psychopharmacology across the Lifespan
- 773b, Family Psychotherapy Seminar

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

Diabetes Care Concentration

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

The concentration is open to students in the Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Midwifery/Women's Health Nurse Practitioner, and Pediatric Nurse Practitioner specialties. The concentration is designed to prepare specialists in these fields for practice in diabetes care and management.

All students in the concentration are required to take 610a, Advanced Concepts and Principles of Diabetes Care Seminar, and 611a/b, Clinical Practice in Diabetes Care and Management, which requires four hours per week of clinical practice. Enrollment in the

concentration is limited. Applications for the concentration are submitted in the spring term of the first specialty year. Faculty permission is required. Concentration coordinator: Elizabeth Doyle

Gender and Sexuality Health Justice Concentration

The Gender and Sexuality Health Justice concentration is designed to educate current M.S.N. students about the health disparities of LGBTQIA+ patients through a racial and economic justice lens. Students are taught about trans hormonal care, incarceration, substance use, and mental health issues in LGBTQIA+ communities. Upon completion of the concentration, students may be eligible to take the AAHIVM-specialist examination and be certified as buprenorphine-naloxone (suboxone) prescribers upon NP/CNM certification.

All students in this concentration are required to take Gender and Sexuality Health Justice I, II, and III (618c, 619a, and 620b), in addition to the approved clinical conference course, 622a/b. Students may elect to enroll in the didactic courses only without applying to the concentration. The concentration is open to all students entering their second specialty year.

Applications are available in the spring term of the first specialty year, and students are selected by the end of the spring term. Students are encouraged to speak with the concentration faculty to learn more about this concentration. Concentration coordinator: Ronica Mukerjee

Global Health Concentration

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

All students in the concentration take two approved graduate-level courses in global health in various Yale schools or departments and complete a minimum of 60 additional clinical hours either in an international setting with YSN-approved preceptors or in a domestic site serving global populations by taking 623b and 624a, Clinical Practice I and II for Global Health Concentration. Domestic experiences with local resettlement organizations are also available as clinical opportunities. These experiences include developing and presenting educational programs to groups of refugees, immigrants, or asylum seekers; creating training materials for resettlement agencies; or serving as a cultural companion or health navigator for newly arrived families.

The concentration is open to students in their first year of specialty study in the M.S.N. program. Enrollment is limited. Students are encouraged to complete a concentration application in the first term of the first specialty year. Specialty faculty recommendation is required. Concentration coordinator: Patricia Ryan-Krause

Oncology Concentration

The Oncology concentration consists of didactic courses and clinical experience to provide a foundation of knowledge and skill for an advanced practice nursing role in the care of patients with cancer. Students enrolled in this concentration are expected to complete

the designated seminars and clinical practicum. Opportunities for scholarly activities with faculty will be available and encouraged.

The concentration is open to students in the Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner specialties. Students in the Psychiatric–Mental Health Nurse Practitioner and Pediatric Nurse Practitioner specialties must obtain permission from the concentration coordinator prior to applying to ensure placements are available. The concentration is not available to Nurse-Midwifery/Women's Health Nurse Practitioner students. Students are required to take 612b, Principles of Advanced Oncology Practice Seminar, in spring of the first year; and 613a/b, Advanced Management of Clinical Problems in Oncology Seminar, and 614a/b, Clinical Practicum for Oncology Nurse Practitioners, in the final year. Students are encouraged to complete a concentration application in the fall term of their first specialty year. Concentration coordinator: Marianne Davies

Research Concentration

The Research concentration is designed to further expose current M.S.N. students to nursing research and foster an interest in future doctoral study. The concentration includes a seminar in which students learn how to review the literature and develop a preliminary proposal that can be used in their application to a Ph.D. program. The concentration includes a research practicum in which students work on faculty research to gain research skills.

All students in this concentration take two approved graduate-level Research Seminar courses (615a and 616b). The concentration is open to students in their final year of study in the M.S.N. program.

Applications are available in the spring term of the first specialty year, and students are selected by the end of the spring term. Students are encouraged to speak with the concentration faculty to learn more about this concentration. Concentration coordinator: Margaret Grey

JOINT DEGREES

Joint Degrees in Nursing and Divinity

In recognition of the relationship between nursing and religious studies, the Yale School of Nursing and the Yale Divinity School offer a joint-degree program in nursing and divinity. This option, established in 2003, is especially oriented to individuals who wish to combine careers in advanced nursing practice and social ministry that might involve direct practice, planning, and policy making and religious ministry in a variety of health care systems. There are two joint-degree options between the Divinity School and the School of Nursing. The first option, a joint degree leading to the Master of Science in Nursing (M.S.N.) and the Master of Arts in Religion (M.A.R.), requires three years of study (four years for students in the Graduate Entry Prespecialty in Nursing [GEPN]). The second option, a joint degree leading to the M.S.N. and Master of Divinity (M.Div.), requires four years of study (five years for GEPN students) and is designed for those students who wish to prepare for the lay or ordained ministries of Christian churches. Admissions decisions are made independently by the Divinity School and the School of

Nursing. Students are required to apply simultaneously to both schools. Applicants must indicate on each application form that they are applying to the joint-degree program. This joint-degree program is not open to YSN students enrolled in or applying to the Midwifery/Women's Health Nurse Practitioner specialty. All applicants must meet with the associate dean of student affairs and the specialty director prior to applying to discuss the feasibility of the program of study. More information, including the Joint Degree Agreement between the Yale School of Nursing and the Yale Divinity School, can be found at <https://nursing.yale.edu/admissions/how-apply/joint-degrees>.

Joint Degrees in Nursing and Public Health

Recognizing the relationship between nursing and public health, the Yale School of Nursing and the Yale School of Public Health offer a joint-degree program in nursing and public health. This option, established in 1997, 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 program requires three years of study (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Public Health (M.P.H.). Admissions decisions are made independently by the School of Public Health and the School of Nursing. Students are required to apply simultaneously to both schools. Applicants must indicate on each application form that they are applying to the joint-degree program. This joint-degree program is not open to YSN students enrolled in or applying to the Midwifery/Women's Health Nurse Practitioner specialty. All students are required to begin their first academic year at the School of Public Health. More information, including the Joint Degree Agreement between the Yale School of Nursing and the Yale School of Public Health, can be found at <https://nursing.yale.edu/admissions/how-apply/joint-degrees>.

M.S.N./Ph.D. Joint-Degree Program

This joint-degree program, established in 2018, combines the two-year Master of Science in Nursing degree from the Yale School of Nursing and the Ph.D. in Nursing from the Yale Graduate School of Arts and Sciences. It allows students to complete requirements for both degrees in five years. Applicants for admission to the joint program must be admitted to both schools. Students typically enter the joint program at matriculation, but M.S.N. students who are completing the Research Concentration may apply to the Ph.D. program while enrolled in the fall of year two of the M.S.N. degree. Upon enrollment, the student is assigned a Ph.D. adviser who will work closely with the student to determine a plan of study, course selection (aligned with the student's research interests), and the development of research ideas. The first two years of the program are spent in the School of Nursing, completing all requirements for the M.S.N. degree. In the second year, students will complete the Research Concentration, which provides mentored research experience and the development of a research proposal. The M.S.N. Research Concentration will fulfill one half of the first-term Research Assistantship in the Ph.D. program. Students are eligible to take Graduate School courses while enrolled at the School of Nursing, with up to three courses counting toward both degrees. One

didactic or clinical course, aligned with the student's proposed research topic, may count as a cognate course toward the Ph.D. Students may have the opportunity to undertake additional mentored research experiences in the summers following years one and two, including research assistantship hours.

The minimum residence requirement in the program is five years. The tuition requirement is two years in the School of Nursing and three years in the Graduate School. Financial aid is awarded by each school according to its own criteria. While enrolled at the School of Nursing, students are eligible to compete for financial aid available to master's students, but are not eligible for Graduate School aid. Once they have completed the M.S.N. degree and enroll in the Graduate School in year three, students in the joint-degree program receive a full doctoral financial aid package during those terms in which they are enrolled in the Graduate School, including up to three years of tuition, stipend, and a health award to cover the cost of Yale Health Hospitalization/Specialty Coverage. Students are expected to complete the joint-degree program within six years.

The M.S.N. and Ph.D. degrees are awarded separately, upon completion of the M.S.N. requirements (at the end of the second year of study in the M.S.N program by the School of Nursing), and upon completion of the requirements for the Ph.D. by the Graduate School of Arts and Sciences. To qualify for the M.S.N. and Ph.D. degrees, students must satisfy all degree requirements of both schools. Any exception to this pattern of study must be approved by the director of graduate studies and the appropriate associate dean.

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 specialty area, and at least one year of post-master's clinical nursing experience (preferred). Applicants to the Post-Master's Certificate program must be licensed advanced practice nurses or certified nurse midwives. The duration of study for a post-master's certificate for full-time study can be one or two years and is determined by the specialty directors, course requirements, and the incoming student's graduate academic record. Part-time study is available; the duration of study is determined in the same manner as for full-time study.

The Post-Master's Certificate admissions application is an online application only, accessible at <https://apply.nursing.yale.edu/apply>. Program information can be found by visiting <http://nursing.yale.edu/admissions>; writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0974; or telephoning 203.737.1793.

The following materials are required:

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

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

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

Following the initial review of written credentials, qualified applicants are asked to participate in a Zoom interview with a faculty member. Interviews are generally held in late November or early December.

Tuition is calculated at a rate of \$1,735 per credit. Students are not charged for courses that are waived by either transcript or challenge examination. Post-Master's Certificate students are not eligible for scholarship aid, but may be eligible for loan assistance based on individual need. For more information, contact Enrollment Services at the School.

English as a Foreign Language

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

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

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

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

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

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

ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

The Post-Master's Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate option is intended to prepare the master's-prepared clinical nurse specialist who desires formal education and clinical training in acute care in order to become eligible to apply for certification and advanced practice licensure as an adult/gerontology acute care nurse practitioner. The Post-Master's Certificate option builds on the existing curriculum of the Adult/Gerontology Acute Care Nurse Practitioner specialty. Upon completion, students will be eligible to take the Adult/Gerontology Acute Care Nurse Practitioner examinations from the American Nurses Credentialing Corporation and the American Association of Critical-Care Nurses.

The plan of study includes all the required courses currently offered in the AGACNP specialty except for the research courses. For purposes of student eligibility for certification, all AGACNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. A plan of study may be obtained from the specialty director.

Required courses for all post-master's AGACNP students will be determined based on the incoming student's graduate academic record.

FAMILY NURSE PRACTITIONER

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

The plan of study includes all the required courses currently offered in the FNP specialty except for the research courses. For purposes of student eligibility for certification, all FNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. Plans for full-time and part-time study may be obtained from the specialty director.

Clinical courses are supervised by the Family Nurse Practitioner Specialty faculty.

Required courses for all post-master's FNP students will be determined based on the incoming student's graduate academic record.

PEDIATRIC NURSE PRACTITIONER

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

The plan of study includes all the required courses currently offered in the PNP specialty except for the research courses. For purposes of student eligibility for certification, all PNP required courses must be taken at the Yale School of Nursing or challenged by either examination or demonstration of similar course content in the student's previous master's program. A plan of study may be obtained from the specialty director.

Required courses for all post-master's PNP students will be determined based on the incoming student's graduate academic record.

PSYCHIATRIC—MENTAL HEALTH NURSE PRACTITIONER

The Post-Master's Psychiatric–Mental Health Nurse Practitioner (PMHNP) Certificate option is intended for the master's or doctoral-prepared advanced practice nurse who desires formal education and clinical training as a Psychiatric–Mental Health Nurse Practitioner.

The Post-Master's Certificate option builds on the existing curriculum of the Psychiatric–Mental Health Nurse Practitioner specialty. The plan of study includes all the

required courses currently offered in the PMH specialty and is determined through completion of a gap analysis. A plan of study is available on the YSN website. Required courses for all post-master's PMHNP students will be determined on the gap analysis and review of the incoming student's graduate academic record.

The Post-Master's Psychiatric–Mental Health Certificate option is intended to prepare students to apply for certification as a psychiatric–mental health nurse practitioner with a life-span focus through the American Nurses Credentialing Center.

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

AIMS AND ASSUMPTIONS

Yale School of Nursing's founding dean, Annie W. Goodrich, wrote that nursing combines "the adventure of thought and the adventure of action."^{*} The post-master's Doctor of Nursing Practice (D.N.P.) program, like the Yale Ph.D. and master's degree programs, is built upon this rich history and tradition of encouraging innovative and progressive thought as a guide for adventurous action and practice. The Yale School of Nursing's D.N.P. program focuses on aggregates, systems, and health care organizations. Nursing practice, within this focus, provides for interventions that influence health care outcomes for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy.

All competencies embody YSN's philosophy that nursing has an ethical and social significance, and the curriculum is designed to prepare transformational leaders with the knowledge and skills to improve health care delivery and policies that are essential to insure patient-centered, culturally responsive, safe, and high-quality outcomes for diverse populations within and across health care systems and organizations. Faculty work with students to create forums for reflective action(s) essential for translating evidence into guidelines for best practices across health care systems or other organizations that affect health care delivery or policy.

This part-time, three-year program is tailored for midcareer, working, master's-prepared nurses. Specifically, the D.N.P. combines online course work with intensive on-campus experiences culminating in a third-year project.

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

Upon completion of the YSN D.N.P. program, the graduate will demonstrate success in the areas of health systems services, scholarship, and leadership, as defined by the American Association of Colleges of Nursing's *DNP Essentials*. Specifically, the YSN D.N.P. program focuses on the following key competencies:

Health Care Services

- Develop, apply, and evaluate new patient care approaches based on conceptual models and policies to ensure culturally responsive, safe, and high-quality health care outcomes for diverse populations.
- Incorporate data, informational systems, and technology in the design, implementation, and quality improvement of health care and outcomes across diverse populations.
- Integrate evidence-based nursing practice with other related disciplines to lead the transformation of health care delivery across the spectrum of health systems and other organizations.

Scholarship

- Collect and integrate all levels of evidence to give meaning to isolated facts and make connections across disciplines to advance policy, practice, and population health.

- Use analytic methods to critically appraise existing literature and other sources of evidence to determine and implement the best evidence for practice.
- Translate and disseminate knowledge, findings, and applied research to improve health care outcomes.

Leadership

- Provide transformational leadership in which the nurse acts as an advocate and catalyst for change from a system's perspective to a diverse, patient-centered, and population health perspective.
- Assure accountability for high-quality and sustainable health outcomes for diverse populations across the spectrum of health systems and other organizations through interprofessional collaboration.
- Advocate for local, state, national, and international policies, programs, and practices that are culturally responsive and have the potential to transform the spectrum of health care services from health promotion through palliative care.
- Employ principles of business, finance, and economics to develop and implement effective plans for practice-level, system-wide practice; population health practice; and administrative initiatives that will improve the quality of care delivery.

ADMISSION REQUIREMENTS

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

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

A total of 1,000 practicum hours is required for the D.N.P. Those who entered with a master's degree in nursing generally earned a minimum of 500 clinical hours. By portfolio review, clinical hours prior to entry into the D.N.P. program for those with a *non-nursing* master's degree will be determined by (1) the number of faculty-supervised hours in a health care management or policy experience, and (2) the number of faculty-supervised hours in a management, policy, or clinically related project or experience. Applicants who completed fewer than the hours needed to meet the required 1,000 hours must fulfill those hours during the first two years of the D.N.P. experience through one or more of the following mentored/supervised leadership practica:

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

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

APPLICATION PROCEDURES

The following application materials are required:

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

The Graduate Record Examination is not required.

Application information is available online at <https://apply.nursing.yale.edu/apply>. More information about the program can be obtained by visiting <http://nursing.yale.edu/admissions>; writing to the Office of Admissions, Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0974; or calling 203.737.1793.

The application deadline is January 15, 2020. All application materials must be received by the YSN Office of Admissions by this date. Applications submitted after January 15, 2020, will not be considered for admission in the upcoming fall term.

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

Students are admitted to degree programs without regard to their ability to pay. D.N.P. candidates are eligible for financial aid in the form of loans and scholarships (Diers Scholarships, Jonas Nursing Scholarships, Gruber Scholarships, and Diers Opportunity Funds). U.S. citizens must complete the Free Application for Federal Student Aid (FAFSA) online at <https://fafsa.ed.gov>. All students wishing to receive financial aid must also complete the School of Nursing Financial Aid Application, available on the School's website. D.N.P. applicants must complete these applications by March 1, 2020. All financial information and files are kept strictly confidential.

D.N.P. PROJECT

All students are required to complete a D.N.P. project. All D.N.P. projects must be evidence-based and may comprise executive leadership practice, systems/organizational clinical guidelines or clinical practice innovation projects, safety/quality projects, or policy analyses. The student will implement the evidence-based D.N.P. project in a final-year immersion experience.

PROGRAM REQUIREMENTS

Requirements for the D.N.P. degree include successful completion of the courses listed in the curriculum template below. The progression to graduation is contingent upon satisfactory completion of all courses, practica, a D.N.P. project, and a public presentation to the YSN community. Students must maintain a High Pass average to qualify for the final year. The D.N.P. program uses the same grading system as the rest of YSN's programs.

COURSES

The following courses constitute the D.N.P. curriculum:

- 957a, Evidence for Doctor of Nursing Practice
- 963b, Transformational Leadership: Innovation and Implementation
- 967b, Quality and Safety in Health Care Organizations
- 969c, Uses of Data in Decision-Making
- 971a, Health Care Policy, Politics, and Process
- 972a, Health Care Policy, Politics, and Process Practicum
- 977b, The Business of Health Care
- 981b, Leadership Development
- 982b, Leadership Development Practicum
- 985c, Achieving Population Health Equity
- 989b, D.N.P. Project Seminar, Part 1
- 990a, D.N.P. Project Seminar, Part 2
- 998a/b, Leadership Immersion (final year)
- 999a/b, D.N.P. Project: Evidence-based Practice Change (final year)

Doctor of Philosophy Program

AIMS AND ASSUMPTIONS

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

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

FIELDS OF STUDY

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

SPECIAL ADMISSION REQUIREMENTS

Applicants should have a master's degree in nursing, or the equivalent, including previous course work in statistics and graduate-level course work in research methods. The Graduate Record Examination (GRE) General Test is required. The Test of English as a Foreign Language (TOEFL) is required of all applicants for whom English is a second language. Samples of written work (e.g., published article, thesis, literature review) and a curriculum vitae are required. Qualified applicants will be invited for an interview with a member of the doctoral faculty.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Course Work

Completion of fourteen core courses/seminars and four cognates in the student's area of specialization (including one advanced analysis course) is required. Successful completion of the dissertation seminar (906a/907b) every term is also required. The required core courses are:

- 901a, Research Methods I: Quantitative Methods for Health Research
- 902b, Research Methods II: Qualitative Methods for Health Research
- 903b, Research Methods III: Measurement of Health Variables
- 904a, Research Methods IV: Mixed Methods
- 905a, Research Methods V: Intervention Development
- 908a, Science, Scholarship, and Communication of Knowledge I
- 909b, Science, Scholarship, and Communication of Knowledge II
- 910a, Science, Scholarship, and Communication of Knowledge III
- 911b, Science, Scholarship, and Communication of Knowledge IV
- 912a, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science
- 913b, Foundations of Scientific Inquiry II: Theories of Health, Symptom Management, and Self-Management
- 917b, Advanced Statistics for Clinical Nursing Research
- 929b, Ethical Conduct of Clinical Research
- 941a, Health Policy, Leadership, and Systems

The grading system includes Honors, High Pass, Pass, and Fail. Students must maintain a High Pass average and achieve a grade of Honors in at least two core courses to remain in good standing. High Pass is required in all core courses in the first year for a student to be eligible to take the Preliminary Examination. After the first year, no more than one grade of Pass in a core course will be permitted. A grade of Pass or better is required for all cognates, including the required advanced analysis course.

In addition to all other requirements, students must successfully complete 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.

Teaching experience is also considered to be an integral part of graduate education. Therefore, two terms as a Teaching Fellow are required. Teaching Fellows assist with the teaching of larger master's-level courses, typically during their third year of doctoral study.

Examinations

Successful completion of three examinations is required.

1. The Preliminary Examination is taken in June after the first year of course work has been completed. A grade of High Pass or better in each core course is required. The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral course work. Passing the Preliminary Examination is a prerequisite for continuing in the second year of doctoral study.
2. The Qualifying Examination typically takes place at the end of the second year of study, when required course work is completed. If the Qualifying Examination is not completed by the end of the sixth term, the student will be placed on Academic Probation. If not completed by the end of the seventh term, the student will be dismissed from the program. The student prepares a comprehensive dissertation proposal containing a statement of the problem to be studied, conceptual framework, critical review of relevant literature, design, methods, and plan for analysis. The oral Qualifying Examination typically lasts 1 to 1.5 hours. The student gives a 15-minute formal presentation of the proposed study and answers questions regarding the research and related topics. Successful completion of the Qualifying Examination is required for candidacy for the doctoral degree.
3. The Final Oral Examination is based on the dissertation. The dissertation is intended to demonstrate that the student is competent in the chosen area of study and has conducted independent research. The Final Oral Examination typically lasts 1.5 to 2 hours. The student gives a 15- to 20-minute formal presentation of the dissertation and answers questions. Successful completion of the Final Oral Examination is required before the Ph.D. can be awarded.

MASTER'S DEGREE

M.Phil. 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, four cognates (may include independent study with faculty), and two years of Graduate Research Assistant experience, and must pass the Preliminary Examination. This degree is normally granted only to students who are withdrawing from the Ph.D. program.

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

The purpose of this training program, funded by the National Institute of Nursing Research (NINR), is to prepare nurse researchers to contribute to the science of personalized self- and family management of chronic conditions, the risk for their development, and associated symptoms. Trainees work with faculty from YSN and across Yale University who are making significant contributions to personalized self- and family management research. The aims of the training program are to:

1. Recruit a diverse cadre of highly qualified pre- and postdoctoral trainees who are committed to scientific careers and who will conduct research that (a) increases understanding of the biological, behavioral, and social-environmental factors and mechanisms that predict and explain self- and family management of chronic conditions and symptoms, and (b) will result in personalized self- and family management interventions to improve outcomes for people at-risk for chronic conditions and those who are living with chronic conditions, especially vulnerable populations;
2. Prepare trainees for successful and productive scientific careers that will build the science of personalized self- and family management to improve health outcomes for vulnerable populations living with or at high risk for chronic conditions; and
3. Develop professional competencies for building and sustaining programs of research that advance personalized self- and family management interventions to improve health outcomes, especially for vulnerable populations who live with or at high risk for chronic conditions.

PREDOCTORAL TRAINING

The predoctoral program is designed to provide the aspiring nurse researcher with the theoretical knowledge necessary for a program of research in personalized self-management of patients with chronic conditions and people at risk for developing these conditions or related symptoms; the methodological skills to support the development of a research career; and experience in interdisciplinary team research. At the end of the training program, the trainee will be able to: (1) design and conduct interdisciplinary research related to personalized self- and family management of patients with chronic conditions, people at risk for developing these conditions, or those with related symptoms; (2) disseminate research findings to interdisciplinary audiences; and (3) contribute to the knowledge base for personalized self- and family management of people with chronic conditions and people at risk for developing these conditions or related symptoms.

The program builds on the current nursing Ph.D. program by adding substantive conceptual and methodological course work specific to personalized self- and family management of chronic conditions, research experience with program faculty conducting research in the field of self- and family management, and the opportunity for in-depth study in an interdisciplinary cognate area related to self- and family management. Mentoring by program faculty is a core element of the training program. The mentors will

work closely with the trainee to guide the trainee's development of an individualized training plan with development of specific goals (that take the trainee's past training and experience into account) and a timeline. Other responsibilities of the mentors are to guide the trainee in the development of research proposals and protocols (especially NRSAs); to teach advanced research techniques; to address issues related to study design, implementation, analysis, and interpretation of data; to assist in the preparation of abstracts, presentations, manuscripts, and grant applications; to monitor progress and guide the trainee's career development; and to facilitate interdisciplinary collaboration and encourage the development of collaborative projects. Each trainee will be supported for two to three years, which should allow the trainee to complete the majority of course work and preliminary examinations. We expect that during this time, trainees will submit applications for individual NRSA or other support to complete their degree requirements.

For further information, contact the program director, Margaret Grey, at margaret.grey@yale.edu.

Note: We are not accepting applications at this time. Updates to the application process will be posted on the Research page of the School of Nursing website.

POSTDOCTORAL TRAINING

The postdoctoral training program 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. The focus of postdoctoral trainees' work will be on advancing their skills to become independent researchers capable of in-depth study of problems related to self- and family management. At the end of the two-year fellowship, we expect the trainee to have secured a position as a researcher (usually in a research-intensive academic setting) and to have submitted a grant application or obtained support to continue progress toward a successful, independent research career (e.g., K award).

Candidates for the postdoctoral training program may include doctorally prepared faculty members, clinical researchers, and recent graduates from Ph.D. 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.

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

Interdisciplinary mentorship is central to the training and career development activities of the postdoctoral training program. With guidance from the mentors, the trainee will prepare a written training plan individualized according to past training experience and designed to advance the trainee's development toward an independent, successful research career. An important aspect of the training is professional development. It is the responsibility of the mentor to discuss career goals and to provide guidance to achieve those goals. Postdoctoral training is both an apprenticeship and a partnership. As an apprentice, the trainee receives additional training in research technical skills, but is transitioning to a career as an independent practicing scientist. As such, the trainee works closely with a mentor (or mentors). The trainee may collaborate on a project with the

mentor (e.g., function as partner/member of the team, participating in discussion about the direction of the project and implementing a plan) or take the lead on an independent project under the guidance of the mentor.

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

Note: We are not accepting applications at this time. Updates to the application process will be posted on the Research page of the School of Nursing website.

Courses

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

503a/b, 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/b. Required of all students in the prespecialty year. S. McKay

504a/b, Advanced Health Assessment 4 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 lifespan for the professional registered nurse (R.N.). Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, and spiritual dimensions of the client and/or families, as well as factors that influence behavioral responses to health and illness. Required of all students in the prespecialty year. P. Wilhelm, N. Colline

506a/b, Interprofessional Longitudinal Clinical Experience 2 credit hours. The Interprofessional Longitudinal Clinical Experience (ILCE) is designed to prepare first-year health professional students to function effectively in the clinical environment. The ILCE is a foundational course on interprofessional education for the Yale School of Nursing Graduate Entry Prespecialty in Nursing (GEPN) program to prepare our students for their future roles as nurse practitioners or certified nurse midwives. The structure and content of the curriculum are based on the needs of our current health care and academic environment. These include an increasingly complex and specialized health care system and national accreditation requirements. Patients have complicated psychosocial and medical problems that affect their health and that often require coordinated team care. And accreditation bodies require that trainees start learning about these complexities and have experiences learning together early in training. Yale School of Nursing faculty, in conjunction with Yale School of Medicine and Physician Associate program faculty, guide groups of students in planned interprofessional clinical experiences in a consistent clinical setting. Experiences are designed to help students begin to build a working knowledge of the clinical environment and health care organizations, and to learn with, from, and about each other through the activities associated with the ILCE program. Experiences also include planned group meetings designed to teach patient- and family-centered interviewing, physical examination skills, simulation, clinical reasoning, and oral presentation skills. Required of all students in the prespecialty year. L. Honan, D. Fahs

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

511a, Clinical Applications of Human Anatomy 2 credit hours. The effective assessment, diagnosis, and management of disease depend on knowledge of the structures of human beings. This introductory course reviews and discusses the structure and function of the major body systems. The aim of the course is to combine clinically relevant anatomical information with performance of clinical skills that will form the basis of clinical reasoning. Correlation of anatomical knowledge with clinical presentation both in the classroom and in the laboratory is emphasized. Required of all students in the prespecialty year. L. Honan, P. Wilhelm

513c, Community Health Nursing and Public Health 2.5 credit hours. This course explores the multidisciplinary theoretical foundations that are the basis for community health nursing practice. Community health nurses provide preventive, therapeutic, rehabilitative, and hospice services across the lifespan. The clinical experience focuses on the delivery of these health services in community organizations. A community-as-partner assessment and diagnosis project, which culminates in identification of a community health problem and potential solutions, augments core seminar content. This course is graded on a Pass/Fail basis only. Required of all students in the prespecialty year. M. Kennedy

514b or c, Clinical Practice in Maternal-Newborn Nursing 2 credit hours. This course focuses on clinical practice essential to nursing care of women, newborns, and their families throughout the childbearing cycle and the neonatal period. Clinical settings include hospital and ambulatory care. This course is graded on a Pass/Fail basis only. Required of all students in the prespecialty year. E. Morelli, S. James-Conterelli

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 interconceptional phases. Application of the nursing process as it relates to the promotion, maintenance, and restoration of health is emphasized. Required of all students in the prespecialty year. E. Morelli, S. James-Conterelli

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

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

518b or c, Clinical Practice in Pediatric Nursing 2 credit hours. Utilizing a family-centered approach, this course provides clinical experience in identifying and assessing children's physiological and developmental needs, and planning, implementing, and evaluating a plan of nursing care to meet the needs of a particular child and the child's family in health care settings. Students have opportunities to use principles of growth and development, knowledge of the child's and family's physical and emotional responses to illness, and principles of pediatric nursing in caring for children and their families. The student gains skill and knowledge in the nursing role and an appreciation for the importance of utilizing research findings in practice and collaborating with other health professionals. This course is graded on a Pass/Fail basis only. Required of all students in the prespecialty year. W. Mackey

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

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

521b, Seminar in Psychiatric–Mental Health Nursing 2 credit hours. In combination with 520, 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 lifespan. Students analyze the economic, legal, and ethical issues that influence care in a variety of settings. Required of all students in the prespecialty year. Four hours per week, first half of spring or summer term, as assigned. D. Robertson, T. Walde

600c, Advanced Health Assessment for Entering RN Students 3 credit hours. This course is required of all RNs entering the M.S.N. program regardless of specialty. It is conducted over the summer leading up to and in a one-week intensive during orientation

of new students. It is designed to provide the student with the knowledge and skills needed to conduct a comprehensive health history and physical examination for the advanced practice registered nurse. Emphasis is on the assessment of physical, psychosocial (cognitive, affective, behavioral), spiritual, and cultural dimensions of the client, as well as factors that influence behavioral responses to health and illness. Normal/abnormal variations in physical exam findings and differential diagnoses are presented. N. Colline, S. Nam

601a, 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 lifespan. Content on cellular function, genetics, immunology, inflammation, infection, and stress and adaptation provides the framework on which further specialty content knowledge is built. Current research, case studies, and application to advanced nursing practice are highlighted. This is a core course. Required of all M.S.N. students in the first year of specialization. M. Cyr

602b, Advanced Pharmacology 2 credit hours. This course is designed for APRN and master's-level students to build upon their introduction to drug therapy course. Principles of pharmacology are presented through the study of pharmacokinetics and pharmacodynamics. Emphasis is placed on drug categories, mechanisms of action, and side effects. Following initial content on general principles, applied interpretation of some of the most common clinical indications and considerations for prescribing are addressed. Student participation demonstrates understanding of clinical applications of pharmacologic principles and concepts. This is a core course. Required of all M.S.N. students in the first year of specialization. Two hours per week. E. Cohen

604b, Statistics and Research for Evidence-based Practice Nursing 3 credit hours. This course provides theoretical and practical experience in appraisal and application of research evidence into practice. The emphasis is on applying that knowledge to the critique of published research. This is a core course. Required of all M.S.N. students in the first year of specialization. Two hours per week and online modules. J. Dixon, R. Whittemore

605a, Transitions to Professional Practice 3 credit hours. Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying health policy, organizational, regulatory, safety, quality, and ethical concepts to care. It provides the opportunity for students to explore the theoretical and practical considerations underlying the roles of advanced practice nurses (leader, educator, researcher, advocate, clinician, and consultant). The course is organized into modules incorporating the following content areas, explored utilizing a case-based approach: Regulation and Scope of Practice; Leadership and Organizational Dynamics; Health Care Access, Coverage, and Finance; Clinical Ethics; and Safety and Quality. This is a core course. Required of all M.S.N. students in the final year. This is a hybrid course that includes on-site interactive seminars as well as online asynchronous sessions. Group work and preparation are expectations outside of the classroom. H. Kennedy, M.A. Camilleri

606a, Promoting Health in the Community 2 credit hours. This course is a synthesis and application of the process of health promotion, public health, community organization, and epidemiological principles. Emphasis is on prevention of disease, health maintenance, health promotion, and care of the sick within households, families, groups, and communities, across the lifespan. This is a core course. Required of all M.S.N. students in the final year. Two hours per week. V. Barcelona

607a, Mental Health Management Seminar for Advanced Practice Nurses 2 credit hours. The focus of this course is to provide the foundation for management of commonly occurring mental health problems using the therapeutic relationship and basic models for intervention including stress management, crisis intervention, motivational interviewing, cognitive behavioral techniques, and pharmacotherapy. Diagnostic assessment, monitoring, and referral to specialty care and community resources are emphasized. Roles in management of commonly occurring mental health problems (anxiety, depression, sleep disturbance) and collaboration to manage severe and persistent mental illness (including schizophrenia, bipolar disorder, post-traumatic stress disorder, substance use and eating disorders) and referral to community and psychiatric resources are examined. Required of all adult gerontology primary care, family, and midwifery/women's health nurse practitioner students. Open to others with permission of the instructor. Two hours per week. L. Powell

608a/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.

610a, Advanced Concepts and Principles of Diabetes Care Seminar 2 credit hours. This seminar focuses on the concepts and principles of diabetes managed care based on the annually updated American Diabetes Association Standards of Care. It includes principles of primary care (screening, early detection, intervention, and patient education), secondary care principles related to diabetes management (various treatment modalities, patient education, and self-care), and tertiary care related to complications. These concepts and principles of care are presented relative to type of diabetes (type 1, type 2, gestational, diabetes in pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as psychological, social, occupational, and economic are also emphasized. Required of all students in the diabetes care concentration in the final year. Two hours per week. E. Doyle

611a/b, Clinical Practice in Diabetes Care and Management 1.65 credit hours (each term). The focus of this practicum is comprehensive management of a caseload of patients with diabetes specific to the student's elected specialty (adult/gerontology acute care, adult/gerontology primary care, family, midwifery/women's health, and pediatric). The spring term is an extension of the fall and focuses on the management of common problems related to long-term diabetes complications, encouraging clinical decision-making

and management of comorbidities. Student's clinical practicum in diabetes care is in various settings specific to student's specialty program. Required of all students in the diabetes care concentration in the final year. Four hours per week of practice required both terms. One and one-half hours of clinical conference per week. E. Doyle

612b, Principles of Advanced Oncology Practice Seminar 2 credit hours. This course introduces students to the principles of advanced oncology nursing practice. It focuses on (1) the problem of cancer—the epidemiology, biology, genetics, and immunology of cancer; (2) advanced practice nursing across the cancer care continuum (prevention, detection, diagnosis, treatment, chronic illness, and end of life), emphasizing nursing strategies for promoting patient- and family-centered care; and (3) the treatment of cancer, exploring the mechanisms of action, efficacy, and short- and long-term side effects of experimental and common traditional anticancer treatment modalities, as well as complementary, palliative, and supportive care. Required of all students in the oncology concentration in the first year of specialization. M. Davies

613a/b, Advanced Management of Clinical Problems in Oncology Seminar 1 credit hour per term. This course focuses on assessment and management of complex clinical problems of adults with cancer. The role of the advanced practice nurse and the use of clinical practice guidelines to support evidence-based practice are emphasized. Required of all students in the oncology concentration in the final year. Prerequisite: 612b. M. Davies

614a/b, Clinical Practicum for Oncology Nurse Practitioners 1.5 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 anticipation of high-incidence clinical problems, development of clinical reasoning in assessment, differential diagnosis, and formulation of management strategies. The practice sites provide opportunities to understand cancer care along the trajectory of illness from diagnosis to death/bereavement, develop clinical leadership skills, and deliver high-quality supportive care to patients and families across the disease trajectory. Required of all students in the oncology concentration in the final year. Four hours per week of clinical experience plus one hour per week of clinical conference. M. Davies

615a, Research Seminar I 2 credit hours. In this course, students are assigned to a research practicum experience, set goals for the research practicum with the faculty conducting the research, and identify barriers and facilitators to the conduct of research in health and illness. Students identify a clinical research problem and review the literature about the problem. Required of M.S.N. students in the Research concentration. Open to other master's students with permission of the instructor. M. Grey

616b, Research Seminar II 2 credit hours. In this course, students continue working on their research practicum experience, set goals for the research practicum with the faculty conducting the research, and identify barriers and facilitators to the conduct of health research. Students also develop a research proposal in their area of interest. Required of M.S.N. students in the Research concentration. Open to other master's students with permission of the instructor. M. Grey

617b, Education and Capacity-Building in Rural Nicaragua 3 credit hours. This global experience provides YSN students from all specialties with the opportunity to create and deliver capacity-building health and educational activities to a variety of community groups to improve population health in a resource-limited area in rural Nicaragua. Groups include health care workers (brigadistas, nurse, and physician), teachers, adolescents, women, and men. Topics include women's and men's health and mental health; lifestyle including fitness, nutrition, dental hygiene, and hydration; first aid; sexuality; reproductive health; and planning for the future. This work is planned and conducted in collaboration with local health providers in the community and student nurses from Universidad Nacional Autónoma de Nicaragua (UNAN). YSN students study the culture, history, politics, health care system, and common health issues of the host country prior to departure. Prerequisite: permission of the instructor. P. Ryan-Krause

618c, Gender and Sexuality Health Justice (GSHJ) I 2 credit hours. This course is a foundational course designed to provide the student with an introduction to the social, racial, and economic disparities as well as the clinical care of LGBTQIA+ patients. The course is taught through the cultural safety framework in which students are asked to view patient care through the lens of addressing barriers to care including systems barriers, institutional barriers, as well as knowledge barriers to providing actual care. The role of the nurse practitioner/midwife as a member of the health care delivery team is emphasized. R. Mukerjee

619a, Gender and Sexuality Health Justice (GSHJ) II 2 credit hours. This is the second of three GSHJ courses that prepare future nurse practitioners/midwives for competence in common clinical issues seen in LGBTQIA+ patients and communities. Topics include HIV care, treatment of substance use disorders, and in-depth care for trans and MSM patients including pelvic and anal care. This course includes CMEs/CNEs in order to prepare students for either the American Academy of HIV Medicine's professional certification or the HIV/AIDS Nursing Certification Board's certification. R. Mukerjee

620b, Gender and Sexuality Health Justice (GSHJ) III 1 credit hour. This is the third of three GSHJ courses that prepare future nurse practitioners for competence in common clinical issues seen in LGBTQIA+ patients and communities. Topics include in-depth primary care management of mental health issues and disorders experienced by LGBTQIA+ patients, and special considerations for lesbian, bisexual, queer, intersex, MSM, and asexual patients. (Trans patients are covered in GSHJ II). Substance Abuse and Mental Health Services Administration CMEs for treatment of mental health disorders are included in the curriculum to prepare students for the primary care of LGBTQIA+ students. 2.73 hours per week for 5.5 weeks. R. Mukerjee

621a/b, Advanced Primary Care and Community Health 2 credit hours. This interdisciplinary collaborative course with the School of Medicine provides the student with an experience in delivering interdisciplinary primary care to an underserved community at an urban medical clinic through a rotation at HAVEN, the Yale student-run free clinic. Students engage in near-peer teaching with other medical, physician associate, and nurse practitioner students who are at an earlier stage of their training. Students are assigned to eight Saturdays over the course of the fall and spring terms. The didactic curriculum consists of foundational knowledge regarding teaching skills and cultural diversity. This

course is available to all family and adult/gerontology primary care nurse practitioner students in either their first or second specialty year. Students apply for the elective and are chosen to participate at the discretion of the instructor. Students may enroll only once in the course. A. Marshall

622a/b, Gender and Sexuality Health Justice (GSHJ) Clinical 1 credit hour. This clinical conference course builds upon the experiences gained in first-year specialty clinical courses. This clinical provides students further opportunity to develop advanced nursing skills with LGBTQIA+ patients, including specialized clinical judgment and evidence-based patient management strategies learned in didactic sessions in both their specialty programs and within the GSHJ classroom. R. Mukerjee

623b, Clinical Practice I for Global Health Concentration 1 credit hour. This clinical application course for students in the Global Health Concentration provides opportunities to develop advanced nursing skills with a range of global populations within the students' areas of specialization. While in clinical settings, students develop skills in assessment and management of acute and chronic conditions using evidence-based patient management strategies in accordance with the cultural beliefs and practices of populations of immigrants, refugees, American Indians, and Alaskan native and rural residents. These experiences may take place in YSN-approved U.S. or international settings. Additional experiences with local resettlement organizations such as Integrated Refugee and Immigrant Services (IRIS) and Connecticut Institute for Refugees and Immigrants (CIRI) are also available. These experiences may include developing and presenting education programs to groups of refugees, immigrants, or asylum seekers; creating training materials for the resettlement agencies; or serving as a cultural companion or health navigator for newly arrived families. Required of all students in the Global Health Concentration during the spring of their first specialty. Thirty hours of face-to-face interactions either in a health care setting or in an alternative setting, and one hour per week of clinical conference. Course is taken before 624a. P. Ryan-Krause

624a, Clinical Practice II for Global Health Concentration 1 credit hour. This clinical application course for students in the Global Health Concentration provides opportunities to develop advanced nursing skills with a range of global populations within the students' areas of specialization. While in clinical settings, students develop skills in assessment and management of acute and chronic conditions using evidence-based patient management strategies in accordance with the cultural beliefs and practices of populations of immigrants, refugees, American Indians, and Alaskan native and rural residents. These experiences may take place in YSN-approved U.S. or international settings. Additional experiences with local resettlement organizations such as Integrated Refugee and Immigrant Services (IRIS) and Connecticut Institute for Refugees and Immigrants (CIRI) are also available. These experiences may include developing and presenting education programs to groups of refugees, immigrants, or asylum seekers; creating training materials for the resettlement agencies; or serving as a cultural companion or health navigator for newly arrived families. Required of all students in the Global Health Concentration during the fall of their second specialty year. Thirty hours of face-to-face interactions either in a health care setting or in an alternative setting, and one hour per week of clinical conference. Course is taken after 623b. P. Ryan-Krause

700a, Advanced Specialty Health Assessment 2 credit hours. This course is designed to enhance students' adult health assessment skills in the context of primary care for patients from adolescence through senescence. Through laboratory sessions, simulation, and clinical activities, students demonstrate achievement of culturally responsive advanced health assessment techniques, data collection, and application of appropriate technology in health assessment. Normal and abnormal adult variations are presented. Required of all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. N. Colline, A. Marshall

701a, Individual and Family Development during Adulthood 1 credit hour. 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. Socio-cultural, ethnic, gender, 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 is 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. The course is offered in weeks 9–15 of the fall term and is required of all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. Open to other students with permission of the instructor. L. Sadler

702a, Primary Care I Seminar A 1 credit hour. This course is a foundational primary care seminar module designed to provide the student with an introduction to primary care clinical practice and patient-centered health education. The role of the nurse practitioner and midwife across primary care settings and as a member of the health care delivery team is emphasized. Required of all adult/gerontology, family, midwifery/women's health, and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week for the first eight weeks of the term. R. Mukerjee, M. Philipp, M. Swartz

703a, Primary Care I Seminar B 1 credit hour. Following 702a, this is the first of three didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions in diverse populations of patients from adolescence to senescence. Required of all adult/gerontology primary care, family, and midwifery/women's health nurse practitioner students in the first year of specialization. Two hours per week for seven weeks. R. Mukerjee

704b, Primary Care II Seminar 2 credit hours. This is the second of three 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 702a and 703a. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions for diverse populations of patients from adolescence to senescence. Required of all adult/gerontology primary care, family, and midwifery/women's health nurse practitioner students in the first year of specialization. Prerequisites: 504a/b or 554a; and 600c. S. Nam

705a/b/c, Primary Care II Clinical Practice 2–6 credit hours. Course content includes clinical practice in health assessment and the provision of primary and focused health care. Students meet weekly for a ninety-minute clinical seminar that is held concurrently with clinical practice. Clinical seminar serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. Midwifery/women's health students are also required to complete the clinical hours of this course during their course of study. Clinical seminar discussions for FNP students focus on providing care for patients across the lifespan. AGPCNP discussions focus on caring for adult and gerontologic populations, including adolescents, adults, and older adults. Taken concurrently with 704b and, for family nurse practitioner students, with 746b. Eight to sixteen hours of clinical practice (fifteen weeks) and one and one-half hours of clinical seminar per week. Faculty

706a, Primary Care III Seminar 2 credit hours. This is the third of three didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion and maintenance, and assessment, differential diagnoses, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with complex comorbid conditions. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with 707a. Prerequisites: 703a, 704b, and 705. A. Marshall

707a, Primary Care III Clinical Practice 6 credit hours. This clinical course builds upon the experiences gained in 705 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 ninety-minute clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the life span. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with 706a and, for family nurse practitioners, with 750a. Prerequisite (or concurrent with): 705. Eight to sixteen hours of clinical practice per week (fifteen weeks), and one and one-half hours of clinical conference per week. Faculty

709b, Primary Care IV Clinical Practice 6 credit hours. This clinical course builds upon the experiences gained in 707a 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 ninety-minute 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 lifespan. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with 750b. Prerequisite: 707a. Eight to sixteen hours of clinical practice per week (fifteen weeks), and ninety minutes of clinical conference per week. Faculty

710b, Aging in the United States 3 credit hours. This didactic course focuses on the examination and study of aging, including the impact of aging on the individual, family, and society. Selected biopsychosocial theories of aging are discussed, and challenges in the care of the aged from the perspective of demographic trends, biological changes, comorbidity, functional capacity, and legal/ethical domain are critiqued. The interdisciplinary role of the advanced nurse practitioner as manager of care, advocate, and participant in health policy across a variety of settings that affect quality-of-life issues is illustrated. Required of all adult/gerontology primary care nurse practitioner students in the final year. Prerequisites: 504a/b or 600c; and 604b and 700a. Students may take this course as an elective with permission of the YSN faculty. G. Marrocco

711b, Advanced FNP/AGPCNP Pharmacology 1 credit hour. This course is designed to prepare FNP/AGPCNP students to clinically apply pharmacotherapeutics from an advanced practice approach. Students learn to identify the correct pharmaceutical agents for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. Students learn multiple methods for obtaining pharmacological information requisite to safely prescribe and monitor effects of their pharmacological selections. Required all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. Taken concurrently with 602b. The hours per week are determined by the specialty. E. Cohen

720a, Women's Health I Seminar 1 credit hour. The first in a series of five didactic courses provided over three terms, designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory care for women across the lifespan. Women's Health I and II focus on the gynecologic and prenatal care of essentially healthy women. Women's Health I provides foundational material and is required of all nurse-midwifery, women's health practitioner, family nurse practitioner, and adult/gerontology primary care nurse practitioner students in the first year of specialization. G. Novick

721a, Women's Health II Seminar 1 credit hour. The second in a series of five didactic courses provided over three terms, designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory care for women across the lifespan. Women's Health I and II focus on the gynecologic and prenatal care of essentially healthy women. Women's Health II builds on the foundation provided by Women's Health I, providing greater depth and detail required for the women's health specialist. Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. G. Novick

722a or b, Women's Health I and II Advanced Health Assessment and Clinical Practice 3 credit hours. This course provides clinical experience in basic ambulatory health care to pregnant and nonpregnant women across the lifespan, focusing on care of essentially normal women. Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Faculty

723b, Women's Health III Seminar 1 credit hour. This course is designed to build competencies in gynecologic care for women across the lifespan. Building on the foundational content and competencies introduced in the previous term, this course focuses on the evaluation and management of more complex gynecologic health conditions. Students also engage with a variety of additional advanced practice nursing competencies such as translating research evidence into evidence-based practice and counseling patients around complex decisions. Required of all nurse-midwifery, women's health nurse practitioner, family nurse practitioner, and adult/gerontologic primary care nurse practitioner students in the first year of specialization. L. Fields, M. Philipp

724b, Women's Health IV Seminar 1 credit hour. This course is designed to build competencies in antepartum care. Building on the foundational content and competencies introduced in the previous term, this course focuses on the outpatient monitoring and management of common complications that can occur in pregnancy. Students also engage with a variety of additional advanced practice nursing competencies such as legal and professional practice issues, improving health literacy, and counseling patients around complex decisions. Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. M. Philipp

725b or c, Women's Health III and IV Clinical Practice 3 credit hours. This course provides clinical experience in ambulatory health care to pregnant and nonpregnant women across the lifespan, focusing on care of women with complex issues and or complications. Required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Faculty

726b, Childbearing Care II Seminar 2 credit hours. This course introduces theory, skills, and management of the well woman during the intrapartum and postpartum periods. Care of the healthy newborn is also explored. Emphasis is on supporting normal physiologic birth and the transition to motherhood. Theory and evidence-based practice are presented through regularly scheduled class sessions, seminars, and problem-based learning case studies. Required of all nurse-midwifery students in the first year of specialization. M. Telfer

727b or c, Childbearing Care II Clinical Practice 3 credit hours. Students are provided with supervised clinical experience in labor, birth, newborn, and postpartum care. Students have twelve hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of all nurse-midwifery students in the first year of specialization. Faculty

728a, Women's Health V Seminar 2 credit hours. This course is designed to build competencies in antepartum and gynecologic care. Building on the content and competencies introduced in previous terms, this course focuses on the evaluation and management of complex gynecologic conditions and antepartum complications. Students also engage with a variety of additional advanced practice nursing competencies such as ethical decision-making, legal and professional practice issues, translating research evidence into evidence-based practice, and counseling patients around complex decisions. Required of all nurse-midwifery and women's health nurse practitioner students in the final year. L. Fields

729a, Women's Health V Clinical Practice 3 credit hours. This course provides clinical experience and clinical competency building in antepartum and gynecologic care. Required of all nurse-midwifery and women's health nurse practitioner students in the final year. L. Fields and faculty

730a, Childbearing Care III Seminar 2 credit hours. This course focuses on advanced theoretical concepts and comprehensive management of the pregnant woman with at-risk pregnancies or comorbid health problems. Recognition of newborn health problems and initial management are explored. Complex health issues are analyzed through regularly scheduled class sessions, seminars, assignments, and problem-based learning case studies. Management includes triage, prenatal, birth, and postpartum emergencies; and perinatal loss. Emphasis is on collaboration within multidisciplinary teams. Required of all nurse-midwifery students in the final year. E. McMahon

731a, Childbearing Care III Clinical Practice 3 credit hours. Students focus on providing increasingly complex intrapartum, postpartum, and newborn care as members of a multidisciplinary team in diverse settings. Students have twelve hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of all midwifery students in the final year. Prerequisite: students must be certified in neonatal resuscitation through the American Academy of Pediatrics course. E. McMahon, E. Resch, and faculty

732b, Integration of Midwifery Care 6 credit hours. This course is designed to help students assimilate all the areas of midwifery practice. It integrates student provision of full-scope care with appropriate clinical supervision, academic support, and clinical support including site preceptors, faculty, school, and library resources. Students continue to refine their ability to provide high-quality, evidence-based, and culturally sensitive care that is safe and professionally accountable. Students are expected to build on the knowledge and skills they have gained in their previous courses at YSN. Prerequisites: all YSN core courses and all nurse-midwifery core courses. Required of all nurse-midwifery students in the final year. For nurse-midwifery and nurse-midwifery/women's health nurse practitioner students, this course must be taken concurrently with 733b, and students must successfully complete all requirements of both courses in order to graduate. Faculty

733b, Integration of Women's Health Care 6 credit hours. This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision-making, focusing on reproductive and developmental health

issues for women from adolescence to senescence. Required of all nurse-midwifery and women's health nurse practitioner students in the final year of specialization. Prerequisites: successful completion of all courses required for the first, second, and third terms of the specialty. For nurse-midwifery and nurse-midwifery/women's health nurse practitioner students, this course must be taken concurrently with 732b, and students must successfully complete all requirements of both courses in order to graduate. Faculty

734b, Midwifery and Women's Health Pharmacology 1 credit hour. The clinical pharmacology course is designed to prepare midwifery and women's health students to clinically apply principles of pharmacotherapeutics in the management of women's health needs. Through a series of selected case studies and online 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 clinical settings. Students are expected to utilize multiple methods for obtaining pharmacological information (e.g., Internet, library, and consultation of pharmacist). Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Taken concurrently with 602b. L. Fields

735a, Childbearing Care I Seminar 1 credit hour. This course prepares students to care for patients during the intrapartum, postpartum, and lactation periods of the childbearing cycle. Students also learn about the normal neonate. Online and in-person lectures of fifteen hours and skills labs are utilized. Required of all nurse-midwifery students in their first year of specialization. Prerequisite: completion of all GEPN courses or R.N. license. E. Morelli

740a, Advanced Pediatric Health Assessment and Clinical Reasoning 2 credit hours. This course is designed to enhance the student's pediatric health assessment skills and to introduce the student to the primary care of children from infancy through adolescence. Key aspects of assessment, health promotion, and disease prevention in culturally diverse pediatric populations are discussed. Clinical applications of evidence-based practice guidelines in the care of children are reinforced through laboratory and simulation experiences, as well as through rotations in hospital newborn care settings. Required of all pediatric nurse practitioner students in the first year of specialization. N. Banasiak, M. Ordway

741a, Individual and Family Development during Childhood 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. Socio-cultural, ethnic, gender, environmental, and political factors that influence individual and family development are reviewed and evaluated. Discussions focus on transitions from infancy to adolescence. Assessment of family functioning, strengths, and vulnerabilities is 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. This course is offered in weeks 1–8 of the fall term and is required of all family and pediatric nurse practitioner students in the first year of specialization. Open to other students with permission of the instructor. L. Sadler

742a, Primary Care of Children I Seminar: Health Promotion 2 credit hours. This course is designed to introduce the student to the primary care of children from infancy through adolescence. Key aspects of health promotion and disease prevention in culturally diverse pediatric populations are discussed within the context of the national health agenda. Health risks and behaviors are explored to determine culturally sensitive interventions. Clinical applications of concepts, theories, current health policies, and evidence-based best-practice guidelines related to well-child care are presented. Required of all family and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. M. Swartz

743a, Primary Care of Children I Clinical Practice 2 credit hours. 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. Required of all pediatric nurse practitioner students in the first year of specialization. Four and one-half hours per week in a clinical setting and two hours of clinical conference per week. E. Borsuk

744a, Primary Care of Adolescents Seminar 2 credit hours. This course is designed to provide the student with a conceptual model for assessing normal psychological and physiological adolescent development, an understanding of the clinical relevance of basic deviations from normal development, and an understanding of the diagnosis and clinical care of adolescents in primary care settings. Required of all adult/gerontology primary care, family, and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. A. Moriarty Daley

745a or b, Primary Care of Adolescents Clinical Practice 2 credit hours. This course is designed to aid the student in gaining elementary skills in the assessment of adolescent development, both physiological and psychological; in the recognition and management of deviations from normal development and health status; and in intermediate-level skill in the care of adolescents, including health education. Required of all pediatric nurse practitioner students in the second term of the first year of specialization or the first term of the final year. Six hours weekly in a clinical setting in one term and six hours of clinical conference. A. Moriarty Daley

746b, Primary Care of Children II Seminar 2 credit hours. This course is designed to focus on the assessment, diagnosis, evidence-based management, and best-practice guidelines for care of children from birth through adolescence for common pediatric health problems. Required of all family and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. N. Banasiak

747b, Primary Care of Children II Clinical Practice 2 credit hours. 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. Required of all pediatric nurse practitioner students in the first year of specialization. Four and one-half hours per week in a clinical setting and two hours of clinical conference per week. E. Borsuk

748a, Primary Care of Children III Seminar 2 credit hours. This course 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 are presented by guest speakers, faculty, and students. Required of all family and pediatric nurse practitioner students in the final year. Prerequisite: 746b. P. Ryan-Krause

749a, Primary Care of Children III Clinical Practice 2 credit hours. This course provides clinical experience in advanced pediatric primary care and management, including work with complex families. The student provides health care for children over the course of the year in the Primary Care Center, Yale New Haven Hospital, and at selected pediatric primary care sites in the community. Required of all pediatric nurse practitioner students in the final year. Five hours weekly in a clinical setting, eight hours per term of observation, and fifteen hours of clinical conference. Prerequisite: 747b. N. Banasiak

750a, Primary Care of Children IV Seminar 2 credit hours. This course 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 are presented by guest speakers, faculty, and students. Required of all family and pediatric nurse practitioner students in the final year. Prerequisite: 746b. P. Ryan-Krause

751b, Primary Care of Children IV Clinical Practice 2 credit hours. This course provides clinical experience in advanced pediatric primary care and management, including work with complex families. The student provides health care for children over the course of the year in the Primary Care Center, Yale New Haven Hospital, and at selected pediatric primary care sites in the community. Required of all pediatric nurse practitioner students in the final year. Five hours weekly in a clinical setting and twelve hours of clinical conference per term. Prerequisite: 747b. N. Banasiak

752b, Chronic Health Conditions in Children and Adolescents 2 credit hours. This course focuses on the pathophysiology and advanced nursing management of chronic health conditions in children and adolescents across settings. Utilizing a systems approach, pathophysiology is reviewed, and then prototype chronic conditions and related evidence-based interventions as well as specialty and primary care management are discussed. Required of all pediatric nurse practitioner students in the final year. Two hours per week. E. Doyle

753a or b, School Health Clinical Practice 2 credit hours. This course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required of all pediatric nurse practitioner students in the second term of the first year of specialization or the first term of the final year. Six hours of clinical practice per week and six hours of clinical conference. N. Banasiak

754a/b, Specialty Pediatric Clinical Practice 2 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. The course extends over the final academic year of specialization. Required of all pediatric nurse practitioner students in the final year. Four and one-half hours of clinical practice for fifteen weeks, eight hours of clinical conference, and 13.5 hours of web-based clinical conference over the course of the academic year. E. Doyle

755b, Advanced Pediatric Pharmacology 1 credit hour. This pharmacology course builds on general principles of pharmacology for advanced practice nurses and is designed to prepare students in the PNP specialty to apply principles of pharmacotherapeutics in the management of children's and adolescents' health. Students learn to identify the correct pharmaceutical agents for therapy and develop plans to monitor the results for effectiveness and safety in the pediatric primary care setting. Required of all pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. W. Mackey

760a, Mental Health Assessment across the Lifespan 2.5 credit hours. This course provides students with concepts, techniques, and knowledge necessary to conduct accurate mental health evaluations of persons across the lifespan. Students learn to collect data guided by the principles of general health screening, psychiatric history, mental status examination, and diagnostic criteria from the DSM-5, therapeutic interviewing, and comprehensive history taking. A bio-psycho-social-cultural-spiritual framework is used to formulate a case history, determine accurate differential diagnoses, and make a psychiatric diagnosis using the DSM-5 framework. Beginning development of treatment planning is also emphasized. Mental health assessment also emphasizes health risks within the psychiatric population, differentiation of physical conditions that may present as a primary psychiatric disorder, mental health promotion, and early case-finding to prevent mental illness. Other components of mental health assessment include the use of rating scales; evaluation of risk from dangerousness to self, others, or inability to care for self; the influence of family, sociocultural background, and developmental achievements; substance use and abuse; forensics; and trauma history. Required of all psychiatric-mental health nurse practitioner students in the first year of specialization. Two hours per week in class and 1.5 hours per week in clinical lab activities. S. Boorin

761a, Psychopathology across the Lifespan I 2 credit hours. This course examines the psychopathology and neurobiology of major psychiatric disorders across the lifespan. Essentials of neuroanatomy and neurobiology are examined as they relate to psychiatric symptoms. Disorders selected for examination are those most commonly seen in clinical settings in children, adolescents, adults, and older adults, including anxiety; depression; and behavioral, personality, and cognitive disorders (ADHD, Alzheimer's). The public health importance, epidemiology, risk factors, and neuroscience are reviewed. The examination integrates genetic and environmental influences to support an understanding of the interpersonal, cognitive, emotional, and behavioral processes that define and underlie major mental illnesses. Evidence-based treatments are discussed in relationship to their impact on behavior, symptoms, neurobiology, and family systems. Required of all

psychiatric–mental health nurse practitioner students in the first year of specialization. Two hours per week. L. Powell

762b, Psychopathology across the Lifespan II 2 credit hours. This course examines the psychopathology and neurobiology of major psychiatric disorders across the lifespan. Essentials of neuroanatomy and neurobiology are examined as they relate to psychiatric symptoms. Disorders selected for examination are those most commonly seen in clinical settings in children, adolescents, adults, and older adults, including anxiety; depression; and behavioral, personality, and cognitive disorders (ADHD, Alzheimer's). The public health importance, epidemiology, risk factors, and neuroscience are reviewed. The examination integrates genetic and environmental influences to support an understanding of the interpersonal, cognitive, emotional, and behavioral processes that define and underlie major mental illnesses. Evidence-based treatments are discussed in relationship to their impact on behavior, symptoms, neurobiology, and family systems. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. Two hours per week. S. Boorin

763a, Psychiatric–Mental Health Clinical Practice across the Lifespan I 4 credit hours. The goal of this two-term (with 764b) practicum is to provide the student with an opportunity to develop clinical skills with individuals and family across the lifespan. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate interventions and outcomes with children, adolescents, adults, older adults, and their families. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placement on the basis of development of competencies, previous clinical experiences, and interests. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. This course may be taken concurrently with didactic first-year PMH specialty course work. Primary placement supervision seminar meets two hours per week. Outplacement supervision seminar meets one hour per week. D. Robertson, A. de Lisser, T. Walde

764b, Psychiatric–Mental Health Clinical Practice across the Lifespan II 4 credit hours. The goal of this two-term (with 763a) practicum is to provide the student with an opportunity to develop clinical skills with individuals and family across the lifespan. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate interventions and outcomes with children, adolescents, adults, older adults, and their families. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placement on the basis

of development of competencies, previous clinical experiences, and interests. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. This course may be taken concurrently with didactic first-year PMH specialty course work. Primary placement supervision seminar meets two hours per week. Outplacement supervision seminar meets one hour per week. D. Robertson, A. de Lisser, T. Walde

765a, Individual Psychotherapy Seminar I 1 credit hour. This course provides an overview of the major schools of personality theory and psychological development, and the individual psychotherapy treatment modalities that were developed from them. Students deepen and expand their knowledge of fundamental elements in developing and maintaining the therapeutic relationship with clients in mental health settings. The student conceptualizes personality characteristics, behavior, and defensive structure in order to better understand the dynamics of the patient and the therapeutic relationship. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. One hour per week. T. Walde

766b, Individual Psychotherapy Seminar II 1 credit hour. This course provides an overview of the major schools of personality theory and psychological development and the individual psychotherapy treatment modalities that were developed from them. Students integrate the concepts learned in 765a with particular schools of theory and practice. A comparison of psychotherapeutic treatment modalities assists the student in beginning to identify and utilize select interventions specifically suited to individual patient problems identified in advanced practice psychiatric nursing. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. One hour per week. A. de Lisser

767b, Clinical Psychopharmacology across the Lifespan 2 credit hours. This course covers the principles of psychiatric pharmacotherapy across the lifespan and the role of the advanced practice psychiatric nurse prescriber. It focuses on biological mechanisms of action of psychotropic drugs; common side effects and adverse reactions; safety issues in prescribing psychotropic medications; and alterations needed in using these agents in specialty populations. The neurobiological components important in understanding symptom etiology and treatment are incorporated to select the most efficacious pharmacologic treatment of psychiatric disorders. Pharmacological history, differential diagnoses, and symptoms targeted for pharmacological activity are incorporated as integral components of prescriptive practice. An emphasis on clinical decision-making includes all phases of pharmacologic treatment: evaluation and diagnosis; initiation of treatment; determining efficacy; evaluating side effects; enhancing patient adherence; evaluation of response; long-term maintenance vs. discontinuation; patient education; and integration of psychotherapy. Sources of information include evidence-based data, treatment algorithms, established practice guidelines, textbooks, journal articles, and current conference proceedings. Required of all psychiatric–mental health nurse practitioner students in the first year of specialization. Two hours per week. S. Boorin

768a, Clinical Outcome Management in Psychiatric–Mental Health Nursing Seminar 2 credit hours. The provision of mental health services is determined by many factors including policy, public demand, research evidence, ideas among general practitioners

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

769a, Group Psychotherapy Seminar 1.5 credit hours. This course examines methods and major conceptual frameworks of group psychotherapy, especially Yalom's group therapy model. Emphasis is placed on the application of theory to the clinical realities of groups encountered in various inpatient and outpatient settings. This course examines various group treatment modalities and how they are useful in different psychiatric disorders and settings. The course demonstrates how group treatment choices are made through patient assessment; diagnosis; and cognitive, cultural, individual, and pharmacological considerations. Knowledge of group dynamics and systems theory is reviewed through the current literature and research. The lab portion of this course offers the opportunity for students to have a task group experience and examine group norms, process, communication patterns, roles, subgroups, stages of group development, and styles of leadership. Required of all psychiatric–mental health nurse practitioner students in the final year. One hour per week in class and 1.5 hours per week in clinical lab activities. A. de Lisser

770a, Psychiatric–Mental Health Clinical Practice across the Lifespan III 6 credit hours. The aim of the fall-term, second-year clinical practicum is to promote development of clinical and leadership skills required for advanced professional practice across the lifespan in psychiatric–mental health nursing. Building on first-year clinical skills, students are expected to choose, implement, and evaluate advanced assessment and differential diagnostic reasoning skills, psychotherapeutic (e.g., group, individual, family) techniques, and psychopharmacological interventions with children, adolescents, adults, older adults, and their families in a variety of psychiatric clinical settings. Ethnic, gender, and developmentally appropriate therapeutic, educational, and supportive intervention strategies are implemented for patients across the lifespan. Students are expected to collaborate with other health care providers in the care of their patients. Health promotion and disease prevention strategies are examined and prioritized in relation to promoting mental and physical health with ethnically diverse individuals, groups, and families. Role delineation, ethical and legal responsibilities, and clinical expectations related to prescriptive authority, evidence-based decision-making, anticipatory guidance,

and therapeutic psychiatric–mental health nursing care are explored. Required of all psychiatric–mental health nurse practitioner students in the final year. Prerequisite: first-year clinical and didactic requirements. Clinical supervision seminar meetings two hours per week. J. Kearney, L. Powell, G. Santoro

771b, Psychiatric–Mental Health Clinical Practice across the Lifespan IV 6 credit hours. The aim of this final-term, second-year clinical practicum is to provide a clinical immersion experience with a specific patient population. Building on and enhancing the competencies of 770a, the emphasis of the course is on the integration and application of leadership, ethics, patient safety, quality improvement, systems, and care delivery principles in advanced practice psychiatric–mental health nursing. This course builds on the knowledge and competencies acquired throughout the program of study and the required clinical practica. Students gain increased competency and demonstrate increased accountability in the provision of comprehensive psychiatric–mental health care in the designated clinical site(s). Students expand practice experiences to include leadership and indirect clinical activities (e.g., consultation, supervision, or education; understanding of organizational systems and structures, policy and systems issues, and the professional advanced practice nursing role; collaboration and leadership) within their practice sites. Required of all psychiatric–mental health nurse practitioner students in the final year. Prerequisite: first-year clinical and didactic requirements. Clinical supervision seminar meets for two hours per week. J. Kearney, L. Powell, G. Santoro

772b, Applied Psychopharmacology across the Lifespan 2 credit hours. This elective course builds on 767b and is designed to facilitate student expertise and confidence in prescribing the major categories of psychiatric medications to patients across the lifespan. The course is divided into eight major topic areas: antipsychotic, antidepressant, anti-anxiety, mood-stabilizing, hypnotic, stimulant, cognitive enhancement, and substance use treatment medications used in the treatment of psychiatric disorders across the lifespan. The concepts of sleep disruption, personality function, and pain management are integrated into each topic area. Each topic area includes two class sessions. The first reviews the biological mechanisms of action, common adverse events, drug–drug and drug–nutrient interactions, safety issues, and monitoring implications of the psychopharmacology category. The second is case-based, using real-life, interactive, web-based cases for group problem solving and consensus building regarding the most appropriate psychopharmacological course of treatment incorporating legal–ethical and bio–psycho-social-cultural-spiritual components of care. Upon completion, students will be prepared to complete Phase 1 of the Neuroscience Education Institute’s Master Psychopharmacology Program. Suggested for psychiatric–mental health nurse practitioner students in the final year. Two hours per week. L. Powell

773b, Family Psychotherapy Seminar 1.5 credit hours. This course provides an overview and critical analysis of family theories and conceptual models. The course examines the applicability of these models to guide advanced family psychiatric–mental health practice with children, adolescents, adults, and their families. The strengths and limitations of such models as Bowenian, cognitive-behavioral, structural, and problem-solving are compared and contrasted in relation to their potential to guide psychotherapy with

children, adolescents, adults, and their families. The course content also examines how the selected family theories and conceptual models take into account and address the influence of cultural, social, and ethical issues, and of mental and physical health status, on the family systems over time. A lab component assists students in applying family theories and models to guide their assessment, treatment, and evaluation of family therapy with ethnically diverse families in a variety of inpatient and outpatient settings. Required of all psychiatric–mental health nurse practitioner students in the final year. One hour per week in class and 1.5 hours per week in clinical lab activities. A. de Lisser

780a, Advanced Health Assessment in Adult/Gerontology Acute Care 3 credit hours. This course concentrates on development of a systematic methodology of identifying acutely and critically ill patients' needs for health care. Patient history taking, physical examination, diagnostic studies and interpretation, interpretation of advanced hemodynamic and oxygenation monitoring, analysis of medical diagnoses, documentation, and student case presentations form the basis for this clinical/seminar course. Select clinical problems of patients in acute and critical care adult/gerontology settings are studied in the context of student case presentations, clinical practicum, and simulations. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Prerequisite: 504a/b or 600c, or concurrent enrollment in 600c. A. Cable

781a, Advanced Diagnostics in Acute Care Seminar 3 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 of all adult/gerontology acute care nurse practitioner students in the first year 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. Three hours per week for fifteen weeks. A. Cable

782a, Critical Care Clinical Immersion 3 credit hours. The focus of this practicum is comprehensive management of a caseload of patients with adult/gerontology acute care chronic and/or acute complex conditions. Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization; students may request to exempt out as determined by faculty review of a clinical portfolio and competency. C. Hannon

783b, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar I 4 credit hours. This course provides a basis for predicting the vulnerability for common cardiovascular, respiratory, hematologic, renal, and neurological clinical problems that occur as a result of illness or outcome of treatment in adult and geriatric patients. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. M. Cyr

784b, Adult/Gerontology Acute Care Clinical Practice I 3 credit hours. This practicum and seminar in the care of acutely, critically, and complex chronically ill adult and geriatric patients provides students with direct care experiences. The focus of this course is on assessment and management. Critical thinking, clinical analysis of patient data, formulation of differential diagnoses, and planning of care are emphasized. Clinical seminars focus on case presentation by students. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Prerequisites: 504a/b or 600c; and 780a and 781a. Eight hours of clinical practice plus one hour of seminar per week. A. Cable

785a, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar II 4 credit hours. This course provides a basis for predicting the vulnerability for common clinical problems in acute care patients. These include: trauma and endocrine, hepatic, gastrointestinal, infection/sepsis, and end-of-life problems that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these systems are included. Required of all adult/gerontology acute care nurse practitioner students in the final year. Prerequisites: 504a/b or 600c; and 780a, 781a, and 783b. M. Cyr

786a, Adult/Gerontology Acute Care Clinical Practice II 8.3 credit hours. The first term of a yearlong (with 787b) practicum that provides students with clinical experience in data-gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation, collaboration, health promotion, and risk factor modification. This course builds upon the foundational objectives successfully met in 784b. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill adult/gerontology patients are stressed, with special emphasis on conditions presented in 783b and 785a. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A two-hour weekly clinical conference addresses acute care clinical issues and includes simulation activities. Required of all adult/gerontology acute care nurse practitioner students in the final year. Preceptors are APRNs, PAs, and physicians. Twenty-four hours per week in an acute care setting for fifteen weeks. L. Andrews and faculty

787b, Adult/Gerontology Acute Care Clinical Practice III 8.3 credit hours. The second term of a yearlong (with 786a) practicum that provides students with clinical experience in data-gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation, collaboration, health promotion, and risk factor modification. This course builds upon the foundational objectives successfully met in 784b. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill adult/gerontology patients are stressed, with special emphasis on conditions presented in 783b and 785a. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A two-hour weekly clinical conference

addresses acute care clinical issues. Required of all adult/gerontology acute care nurse practitioner students in the final year. Preceptors are APRNs and physicians. Twenty-four hours per week in an acute care setting for fifteen weeks. L. Andrews and faculty

788b, Advanced Acute Care Pharmacology 1 credit. This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice approach. Students learn to identify the correct pharmaceutical agents for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. Students learn multiple methods for obtaining pharmacological information requisite to safely prescribe and monitor effects of their pharmacological selections. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Taken concurrently with 602b. The hours per week are determined by the specialty. A. Cable

901a, Research Methods I: Quantitative Methods for Health Research This course in research methods provides an opportunity to evaluate various scientific designs for investigating problems of importance to nursing and health, with a focus on quantitative research methods. Emphasis is placed on the interrelationships of the research question and study aims with study design and method – with the goal of understanding methods decisions that are made by researchers, and how these decisions influence study validity. The Yale Model for Generation of Knowledge for Evidence-Based Practice is introduced. The course prepares the student for designing a quantitative study. Required of all Ph.D. students in nursing. Open to master's students with permission of the instructor. Three hours per week. J. Dixon

902b, Research Methods II: Qualitative Methods for Health Research This course introduces the student to major approaches to qualitative research, including newer and innovative methods. Selected topics are presented linking qualitative approaches with stage of knowledge development and steps in the research process, including use of theory, design, conduct, analyses, rigor, reporting, and evaluation of qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches depending on the nature of the research question. The course includes practice with key elements of data collection, analysis, reporting, and critiquing. Required of all Ph.D. students in nursing. Three hours per week. L. Sadler

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

904a, Research Methods IV: Mixed Methods The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis, and evaluation of the common mixed methods designs. Required of all Ph.D. students in nursing. Three hours per week for seven weeks. M.T. Knobf

905a, Research Methods V: Intervention Development This seminar focuses on the research methods necessary for the understanding, developing, and testing of interventions to improve outcomes in health and illness. Content includes the use of various approaches to the development of biobehavioral interventions. The second half of the module deals with methodological issues in carrying out clinical intervention research. Required of all second-year Ph.D. students in nursing. Open to others with permission of the instructors. Three hours per week for seven weeks. L. Sadler

906a and 907b, Dissertation Seminar I and II This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours per month. N. Redeker

908a, Science, Scholarship, and Communication of Knowledge I This is the first course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of scientific writing and communication, and research priorities and strategies for building a program of research. The 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week. C. Xiao

909b, Science, Scholarship, and Communication of Knowledge II This is the second course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of grant writing and communicating research results. The 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week. C. Xiao

910a, Science, Scholarship, and Communication of Knowledge III This is the third course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of peer review, responding to research critiques, and publishing research results. The 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week. M. Grey

911b, Science, Scholarship, and Communication of Knowledge IV This is the fourth course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of grant management, mentorship, career planning, and roles and responsibilities of the nurse scientist and leader. The 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week. M. Grey

912a, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science In this course students examine the nature of the philosophical and theoretical basis for nursing science. The nature of science is explored through a dialogue of competing philosophical perspectives, such as logical positivism, post-positivism, historicism, critical theory, and post-structuralism. The philosophies that have informed the scientific process and the conceptual and theoretical underpinnings of nursing science are discussed. Specific approaches to concept/theory development and analysis, with linkages to philosophical perspectives, are examined. Required of all Ph.D. students in nursing. Three hours per week. R. Whittemore, D. Vlahov

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

914a, Measurement of Biobehavioral Phenomena related to Self- and Family Management and Symptoms The purpose of this course is to prepare students to design and conduct studies that employ in-vitro and in-vivo biochemical and physical measures of biological and behavioral phenomena necessary for a precision-health approach to the study of self- and family management and symptoms in chronic conditions. This seminar course emphasizes the importance of conceptual and theoretical understanding of biological and behavioral phenomena when selecting measurement approaches. Best practices for selection, use, and interpretation of measures based on understanding of putative biological and behavioral pathways, feasibility, extrinsic and intrinsic influences, ecological validity, practical considerations, and data collection and management approaches are discussed. Specific phenomena and measures are tailored to the interests and needs of the trainees and may include biological phenomena, such as “omic” measures, canonical pathways reflecting stress, inflammation, immunity, autonomic function, circadian rhythmicity, and other phenomena; and behavioral measures, such as sleep and rest-activity. Three hours per week. Prerequisites: 903b and 913b. N. Redeker

916a, Advanced Qualitative Research Methods This advanced qualitative research method course provides the opportunity for doctoral students to engage more deeply in all aspects of qualitative research. Guided seminars examine methodological issues in qualitative research and explore emerging methodologies. Students gain knowledge in methodologic debates, sampling strategies, data collection, analysis, and qualitative writing. Students gain skill with the ATLAS.ti software program to organize and analyze data. This course is appropriate for Ph.D. students planning to employ qualitative methods in research. Three hours per week (two hours class, one hour project). H. Kennedy

917b, Advanced Statistics for Clinical Nursing Research This term-long course starts with linear regression and advances to additional 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®. Required of all Ph.D. students in nursing; open to master's students with permission of the instructor. Four hours per week (two hours seminar, two hours lab). M. Holland

920a and 921b, 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.

922b, Introduction to Clinical Research Informatics This course provides an introduction to informatics, focusing on clinical research informatics. We have lectures and discussion on data and data storage, including relational databases as well as some of the newer approaches to data storage. We explore using the electronic health record as a source of data and investigate issues that impact data quality and analysis. We also cover data standards, metadata, and provenance, and we briefly introduce the uses of natural language processing, machine learning, data mining, and ontologies. Hands-on sessions include an introduction to Structured Query Language (SQL) and the use of SAS for visualizing data. J. Womack

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

931b, Creating Methods: Innovation and Synthesis This elective doctoral seminar explores methodological development in nursing and health research, through illustration of how methodological perspectives are conceptualized and systematically analyzed, in order to prepare the learner to contribute to the methods literature. During the first part of the course, we examine methods papers of various types. Each student prepares a methods paper of publishable quality. Ideally, this may become a methods paper for the dissertation. There is a focus on advanced quantitative design, including large datasets and secondary analysis. Faculty

941a, Health Policy, Leadership, and Systems The course addresses salient issues in health policy and the challenges to linking research and clinical care with public and private policy agendas. The course covers the following topics: health care delivery systems; policy and political factors that affect access to care and its financing, delivery, and quality; challenges to evidence-based policy and the dissemination of research findings to policy and community-based leaders. It also includes theories of leadership and policy change relevant to students' research topics. Critical thinking, problem-solving

skills, and research-based analysis are integrated throughout the course. A major written assignment suitable for submission to a peer-reviewed journal (or that can be easily modified for same) is a course requirement. Prerequisite: students must pass a test based on the online Yale University School of Nursing Health Policy Module. Required of all Ph.D. students in nursing. Three hours per week. L. Summers

957a, Evidence for Doctor of Nursing Practice 3 credit hours. This course reviews research methods and statistics and explores the nature of evidence as it relates to the discipline of nursing. Literature and evidence within and outside of nursing are critically appraised for translation to and evaluation of practice. Students are expected to select a phenomenon of interest and to critically review and synthesize evidence from diverse sources (literature, research, and population-based health data) to address the phenomenon. Required of all D.N.P. students in the first year. M.T. Knobf, M. Holland, S. Conley

963b, Transformational Leadership: Innovation and Implementation 2 credit hours. This course focuses on theories and methods of innovation in health care as well as models of change and implementation. Includes a review of the principles of transformational leadership as they relate to thought leadership and practice in health care. Students explore innovation and implementation science and practice from the organizational systems perspective, informed by the current and relevant literature. J. Coviello, T. Layman

967b, Quality and Safety in Health Care Organizations 3 credit hours. This course provides an overview of theoretical principles and concepts essential to assessing, designing, implementing, and evaluating population-based health projects within and across the health system and other organizations. In this course, students critically examine change, decision making, evaluation, and management-related theories as a foundation for project planning, implementation, and evaluation of an evidence-based improvement project. Students identify and develop a theory-based project derived from an integrated synthesis of the literature. Students also identify appropriate software, tools, and communication techniques essential for leading an interprofessional team from inception to completion of the project within and across health care systems or other organizations. The tools and processes learned in this course will support work toward the subsequent D.N.P. final project. Required of all D.N.P. students in the first year. M. Davies, L. Corbett

969c, Uses of Data in Decision-Making 2 credit hours. This course provides an overview of health care data and the innovative ways these data can be turned into information for clinical, operational, and financial decision-making. The advent of the electronic medical record has made coded data richer and more readily available for analyses. This course introduces students to the terminology surrounding health care data and databases; data sources; and the practical steps to consider when requesting and analyzing health care data for quality improvement and research. The course provides students the tools to use health care data to assess and improve patient care and outcomes. Several examples of sophisticated analytical methods developed at a large academic medical center are used to illustrate concepts related to population definition, defining episodes of care, and measuring clinical, operational, and financial outcomes. Required of all D.N.P. students in the first year. B. McCloskey

971a, Health Care Policy, Politics, and Process 4 credit hours. This course provides an overview of past and current health policy literature and research. It also provides the student with the opportunity to critically analyze basic concepts, principles, and consequences of policy options for achieving selected health services goals across the spectrum of health and health care systems. It is built upon the understanding that health care delivery is the transformation of health science into health service. Students increase their aptitude in the three P's—policy, politics, and process—in order to shape health care delivery changes. Policy, politics, and process occur in organizational, state, tribal, and federal spaces. In this era of sweeping health reform, it is imperative that students understand the players, the interactions, and the routes to change. The class discusses contemporary policy changes and debates. Students examine a policy relevant to their own work. Required of all D.N.P. students in the second year. This is a hybrid course, taken concurrently with 972a. L. Summers

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

977b, The Business of Health Care 3 credit hours. This course is designed to introduce students to the principles of economics, finance, and business operations within the context of the health care system and organizations. Essential economic and financial theory for the health care decision maker is examined within institutional, local, and national environments. Principles and theories of finance methodology are an intricate part of the discussions related to public and private financing within and across health care delivery systems. The relationships among health care systems, financial decision-making, and current and emerging electronic clinical database systems are examined. Required of all D.N.P. students in the second year. M.A. Camilleri

981b, Leadership Development 3 credit hours. In this course, students analyze and apply principles of contemporary leadership and administration. Students develop self-awareness of their leadership abilities and develop a plan to enhance areas for development. Building on previous courses in the D.N.P. program, especially regarding ethics, evidence for practice, and business applications, students analyze case studies in nursing leadership and suggest the best courses of action. The emphasis is on strategic thinking and quality improvement in health care delivery, policy, and regulatory environments. Students are expected to critically examine and integrate selected leadership styles and apply differing approaches to different situations. In the companion practicum (982b), students are expected to apply the principles learned in a mentored leadership experience in a health care delivery organization or other organizations (e.g., community-based health centers), nursing education, regulatory, or policy setting environments. Required of all D.N.P. students in the second year. J. Hahn, M.A. Camilleri

982b, Leadership Development Practicum 1 credit hour. Students participate in a mentored leadership initiative in a clinical, educational, or regulatory environment or with local and national policy makers. The expected outcome is a final scholarly paper that applies and evaluates their evidence-based leadership model and related strategies to an agreed upon leadership initiative. The students, in collaboration with their assigned mentor(s), identify the change initiative and develop a timeline for the negotiated deliverables. Required of all D.N.P. students in the second year. A total of forty-five clinical hours is required, and the students are expected to negotiate with their assigned mentor how these hours will be scheduled. Students are expected to keep a reflective log of their activities on the electronic “portfolio” compilation program provided in the learning management system labeled as “practica.” M.A. Camilleri, M. Okafor

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

989b, D.N.P. Project Seminar, Part 1 2 credit hours. This course is designed to help students integrate D.N.P. course content and practica into their project proposal. Common conceptual framework and models of care are presented. Methods for developing and evaluating D.N.P. projects are discussed. Strategies to establish project working relationships are explored. During this course, draft proposals are reviewed using the Guidelines for Developing and Implementing a D.N.P. Project, with the addition of rubrics for evaluation of the work. Students present their proposal for critique by their project adviser and faculty of record in order to finalize their proposal for presentation and approval. Required of all D.N.P. students in the first year. J. Kearney

990a, D.N.P. Project Seminar, Part 2 2 credit hours. This course is designed to assist students as they integrate D.N.P. course content and clinical practica into a final D.N.P. project proposal. Students are expected to work in concert with their assigned D.N.P. project adviser during the spring term of their second year on the development of their final proposal. Draft proposals are reviewed using the Guidelines for Developing and Implementing a D.N.P. Project, with the addition of rubrics for evaluation of the work. The student is expected to present the proposal for critique by peers, project adviser, and course instructor. Required of all D.N.P. students in the second year. Three hours per week. J. Dixon, J. Iennaco

998a/b, Leadership Immersion Practicum 2.5 credits per term. The Leadership Immersion is a yearlong, mentored experience in which students apply relevant knowledge to an evidence-based experience culminating in a final D.N.P. project in 999. Students employ effective communication and collaboration skills to influence improved health care quality and safety and to negotiate successful changes in care delivery processes within and/or across health and health care systems and organizations. Students complete the immersion under guidance of the site mentor, who will be a member of the nursing faculty D.N.P. project adviser/committee under the leadership of the D.N.P. project chair and the D.N.P. director. Prerequisites: successful completion of all required theoretical and D.N.P. project courses as well as an approved D.N.P. project proposal. Required of all D.N.P. students in the final year. 225 practicum hours. J. Coviello

999a/b, D.N.P. Project: Evidence-based Practice Change 2.5 credit hours per term. Students apply relevant knowledge to an evidence-based, yearlong experience culminating in a final D.N.P. project manuscript, which will be submitted for publication. The D.N.P. project includes critical review and integration of relevant literature/research that provides support of the identified population-based health issue or problem, as well as at least one policy and/or evidence-based strategy that has the potential to address that health issue or problem. Required of all D.N.P. students in the final year. J. Coviello

NONMATRICULATED STUDENT ENROLLMENT IN NURSING COURSES

Nonmatriculated students who wish to enroll in specific didactic courses must consult with and seek permission from the specialty director.

COURSES IN YALE COLLEGE

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

COURSES IN YALE UNIVERSITY GRADUATE AND PROFESSIONAL SCHOOLS

Students in the School of Nursing may elect courses offered by the various departments of the Graduate School of Arts and Sciences and other professional schools of the University. In the past, students have elected courses from the School of Medicine; courses in Sociology, Psychology, and Anthropology at the Graduate School; and courses offered by the Schools of Art, Divinity, Law, Management, Music, and Public Health. Students are encouraged to consult the bulletins of these schools (see <https://bulletin.yale.edu>), 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. Any fees incurred for courses taken at the Graduate School and the professional schools will be the responsibility of the student.

General Information

TUITION, SPECIAL FEES, AND COSTS

Full-time tuition for master's students is \$21,995 per term in the fall 2019 and spring 2020 terms. Students in the first year of the Graduate Entry Prespecialty in Nursing also have a summer tuition fee of \$17,450. Tuition for the part-time D.N.P. program is \$14,600 per term in the fall 2019 and spring 2020 terms. Tuition for part-time study is determined per term according to the total number of years it takes to complete the degree requirements. The Post-Master's Certificate program and nonmatriculated part-time study are available at \$1,735 per credit. More information is available from Enrollment Services in the Office of Student Affairs (OSA).

Acceptance Fee

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

Required Fees

The University requires hospitalization insurance for all students. Students are billed \$2,450 per year for single student hospitalization/specialty 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. Incoming first-year students pay a technology fee of \$1,930. All returning students are assessed a technology fee of \$660. All YSN students pay an annual student activities fee of \$115. Physical assessment courses have a lab fee of up to \$440, and some clinical courses may also have a lab fee.

Other Fees

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

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The office's website is <http://student-accounts.yale.edu>.

Bills

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

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay website (<http://student-accounts.yale.edu/ebep>) are sent to all students at their official Yale e-mail addresses and to all student-designated proxies. Students can grant others proxy access to the eBill-ePay system to view the monthly student account statements and make online payments. For more information, see <http://sfas.yale.edu/proxy-access-and-authorization>.

Bills for tuition, room, and board are available 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.

Payments

There are a variety of options offered for making payments. Yale University eBill-ePay (<http://student-accounts.yale.edu/ebep>) is the *preferred* means for payment of your monthly student account bill. The ePayments are immediately posted to the student account. There is no charge to use this service. Bank information is password-protected and secure, and a printable confirmation receipt is available. On bill due dates, payments using the eBill-ePay system can be made up to 4 p.m. Eastern Time in order to avoid late fees.

For those who choose to pay the student account bill by check, a remittance advice and mailing instructions are included with the online bill available on the eBill-ePay website. All bills must be paid in U.S. currency. Checks must be payable in U.S. dollars drawn on a U.S. bank. Payments can also be made via wire transfer. Instructions for wire transfer are available on the eBill-ePay website.

Yale does *not* accept credit card 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, late fees of \$125 per month will be charged for the period the bill was unpaid, as noted above.
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 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. For enrollment deadlines and additional details concerning the Yale Payment Plan, see <http://student-accounts.yale.edu/ypp>.

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 <https://fafsa.ed.gov>. Graduate Entry Prespecialty Nursing applicants and R.N. applicants to the master's program must complete the FAFSA by December 1, 2019. All continuing students in the master's program must file for aid by February 1, 2020. Late applicants may not be eligible for maximum funding. All financial information and files are kept strictly confidential.

Types of Aid

Financial aid is awarded based on demonstrated financial need. U.S. citizens are awarded federal student loans, work-study, and scholarship according to federal regulations and school policy. The School offers the Federal Direct Unsubsidized Loan, Direct Graduate PLUS Loan, and Nursing Student Loan to the maximum eligibility the funds allow. International students are eligible for School scholarships and the International Student Loan, 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- and mission-based scholarships to incoming students who demonstrate outstanding academic achievement, leadership capacity, and overall excellence, and/or a commitment to serving underserved populations in the field of nursing. These scholarships are awarded upon matriculation into the program and are renewed each year as long as students are enrolled full-time and maintain a cumulative grade point average (GPA) of 3.40 or higher. These scholarships are awarded in addition to the School's need-based scholarships.

The Federal Direct Unsubsidized Loan for graduate students is available up to a limit of \$20,500 per year. Students will be responsible for the interest payments on the loan while in school (the interest may be paid monthly or it may be capitalized, adding the accrued interest to the principal loan amount). The unsubsidized Direct Loan has a fixed interest rate and an origination fee. Borrowers receive a six-month grace period, which means that they do not have to begin repayment until six months after they graduate or when their enrollment drops below half-time status. There are no payments due while

enrolled in school, during the grace period, and during any approved deferments (e.g., attendance at graduate school). The standard repayment term is 120 months with a \$50 minimum monthly payment.

Nursing Student Loans are awarded after Federal Direct to a limited number of students with demonstrated need. The loan is subsidized, interest rate is 5%, and students have ten years to repay.

The Direct Graduate PLUS Loan is a federal student loan with a fixed interest rate and an origination fee. A credit check is performed, but denial is only for adverse credit such as bankruptcy or default. Graduate students are eligible for any amount up to the Cost of Education minus other financial aid. Repayment can be deferred while the student is enrolled, but interest accrues from the date of disbursement.

Jobs are available to students working on faculty research and administrative support. Additional employment is available throughout the University campus. Visit the student employment website, www.yale.edu/seo, for on-campus job listings.

Students are encouraged to seek outside scholarships from their employer or alma mater, from organizations with which they are affiliated, and via website searches. A list of opportunities is available on the School's website. Students must inform the YSN Financial Aid Office of any outside support, as awards may need to be revised. Revisions begin with loans, not scholarships, whenever possible.

FINANCIAL SUPPORT AND VISA PROCESS FOR INTERNATIONAL STUDENTS

International students are also offered admission without regard to their ability to pay. International students seeking aid must complete the International Student Financial Aid Application available on the School's website. 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, <http://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 associate dean of student affairs. A request for withdrawal must also be in writing and presented first to the specialty or program director and then to the associate dean of 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 associate dean of 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 2019–2020, no portion of tuition will be rebated in the fall term after October 23, 2019, for students in the D.N.P. program; after October 27, 2019, for students in the GEPN program; and after October 24, 2019, for students in the M.S.N. and post-master's programs. In the spring term, the dates are March 25, 2020, for students in the D.N.P. and GEPN programs; and March 28, 2020, for students in the M.S.N. and post-master's programs. In the summer term, the dates are June 28, 2020, for students in the GEPN program and July 4, 2020, for students in the M.S.N. program.

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

A student who withdraws from the School of Nursing for any reason during the first 60 percent of the term will be subject to the proration of the student's federal Title IV student aid. A student who withdraws after the 60 percent point has earned 100 percent of the federal Title IV student aid. In order to comply with federal regulations, the School must return to the U.S. Department of Education any unearned federal Title IV student aid. In 2019–2020, the last days for refunding federal Title IV student aid are the same as noted above for tuition. Aid will be refunded in the order prescribed by federal regulations, namely, first Federal Direct Unsubsidized Loan, then Federal Direct Grad PLUS Loan.

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

All recipients of federal and institutional student loans who leave the School are required to complete an exit interview. Graduating students are required to complete the process before participating in commencement. Students leaving the School receive instructions on completing this process from Yale Student Financial Services.

STUDENT PERSONAL CONDUCT POLICY

The Yale School of Nursing (YSN) 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 mission of YSN is better health for all people. This mission requires that all members of the YSN community contribute to creating 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. YSN students are expected to adhere to the following principles:

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.

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. Students are expected to use professional judgment in their use of social media and assent to the federal regulations on health information privacy and security (HIPAA).

Professional integrity As adult learners, students are expected to share responsibility with faculty for their learning. This includes completing assignments in a timely fashion, coming to class and clinical sessions prepared, being actively engaged in classroom discussions, and assuming responsibility for assessing and addressing their learning needs. It is also expected that students conduct themselves 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, maintain confidentiality according to federal and state privacy standards, avoid stereotyping, and reflect nursing's ultimate commitment to caring. Abuse or excessive use of drugs, including alcohol, narcotics, or chemicals, is considered improper professional conduct under the laws of the State of Connecticut Nurse Practice Act.

Respect for person It is expected that students will respect individual differences and diversity of ideas. Students are expected to welcome and engage in civil discussion of conflicting viewpoints. Students are expected to demonstrate courtesy and respect for their classmates and professors in the classroom by adhering to general classroom decorum; this includes punctuality, refraining from cell phone use, respecting rules of the classroom as established by faculty, and communicating with faculty and students in a polite manner. Respectful communication includes both face-to-face and written interactions.

Respect for property It is all students' responsibility to contribute to maintaining the physical environment of YSN and the University. Misuse of materials or University facilities, theft, or damaging property are prohibited. The unauthorized use of University services, equipment, or facilities is also prohibited. 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.

Sexual misconduct Inappropriate sexual behavior is prohibited. Informal or formal complaints of sexual misconduct, including sexual harassment and sexual assault, may be brought to a Title IX coordinator or to the University-Wide Committee on Sexual Misconduct (see <https://uwc.yale.edu>). Students may contact the YSN Title IX coordinator or any other Yale University Title IX coordinator. A formal complaint of sexual misconduct must be pursued in accordance with the procedures of the University-Wide Committee on Sexual Misconduct. See Resources on Sexual Misconduct in the chapter Yale University Resources and Services.

Violations of 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, restriction, or referral for prosecution. 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.

FREEDOM OF EXPRESSION

The Yale School of Nursing is committed to the protection of free inquiry and expression in the classroom and throughout the school community. In this, the School reflects the University's commitment to and policy on freedom of expression as eloquently stated in the Woodward Report (Report of the Committee on Freedom of Expression at Yale, 1974). See <https://studentlife.yale.edu/guidance-regarding-free-expression-peaceable-assembly-students-yale>.

STUDENT GRIEVANCES

The Yale School of Nursing has a policy and procedure that governs any case in which a student has a complaint, including but not limited to a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, or handicap, against a member of the faculty or administration of the complainant's School. Since an instructor's evaluation of the quality of a student's work is final, this procedure does not apply in any dispute about a grade assigned to a student by a member of the faculty, unless it is alleged that the determination of the grade resulted from discrimination as described above or failure to follow published policies or procedures. Similarly, this procedure does not apply to any matter inherent in the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction. It is also not a procedure that may be used when there is a complaint about the quality of a course or the quality of instruction in a course; such concerns may be addressed directly to the department in question. The policy and procedure can be found on the School's Student Policies webpage (<https://nursing.yale.edu/students/academic-resources>) under the Additional Student Guidelines section, Dean's Procedure for Student Complaints.

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

The University offers resources for students to address bias and discrimination and concerns about harassment. The dean of each school has identified community members as dean's designees with the responsibility to receive student concerns and offer advice and guidance in relation to equal opportunity, diversity and inclusion, and discrimination and harassment. Dean's designees may also assist students in facilitating informal resolution. More information about dean's designees and resources is available at <https://student-dhr.yale.edu/deans-designees>.

LEAVE OF ABSENCE AND WITHDRAWAL

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

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

Leave of Absence

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

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

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

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

GRANTING OF A LEAVE OF ABSENCE

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

The request for a leave of absence must be approved by the program/specialty director after consultation with the student, and by the division chair and the associate dean of student affairs. Once the leave is approved, the associate dean notifies the student's academic adviser, the financial aid officer, and the YSN registrar.

The granting of a student leave must be in accordance with the Academic Progression Policy. There must be sufficient evidence that circumstances, medical or otherwise, exist that make it impossible or difficult for the student to continue with a program of study; and there must be evidence that once these circumstances are resolved, the student would be able and committed to continuing the program of study.

This determination is made by the program/specialty director after an interview with the student, consultation with the associate dean of student affairs and division chair, and review of the clinician's recommendation when indicated.

A leave of absence is granted for a fixed and limited term, which will ordinarily be two terms or less. The specific length of the leave of absence is determined by the associate dean of student affairs, upon receipt of recommendation from the division chair and program/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 associate dean of student affairs will notify the YSN Financial Aid Office, the YSN registrar, 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 the student's association with the School.

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

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

arrangements. For many students, short-term arrangements rather than a leave of absence are possible.

MEDICAL LEAVE OF ABSENCE

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

The School of Nursing reserves the right to place a student on a mandatory medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of the School determines that, because of a medical condition, the student is a danger to self or others, the student has seriously disrupted others in the student's residential or academic communities, or the student has refused to cooperate with efforts deemed necessary by Yale Health and the dean to make such determinations. Each case will be assessed individually based on all relevant factors, including, but not limited to, the level of risk presented and the availability of reasonable modifications. Reasonable modifications do not include fundamental alterations to the student's academic, residential, or other relevant communities or programs; in addition, reasonable modifications do not include those that unduly burden University resources.

An appeal of such a leave must be made in writing to the dean of the School of Nursing no later than seven days from the effective date of the leave.

An incident that gives rise to voluntary or mandatory leave of absence may also result in subsequent disciplinary action.

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 the intention to return; (2) the student has complied with any written conditions of the leave by the time the leave has expired; and (3) in the case of a medical leave, a medical statement has been provided in accordance with the above terms, and the division chair, program/specialty director, and associate dean of 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 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. Withdrawal may be initiated by the student or by faculty, and the student may be eligible or ineligible to

return. In rare cases, at the discretion of the dean, the School may withdraw a student if it is determined that the student is a danger to self or others or if the student is unable to act on the student's behalf to prevent academic and/or financial jeopardy. Students in the GEPN year may be withdrawn from the program by the program director and division chair due to a course failure. Failure of a course means the student is unable to progress in the GEPN program. For students with academic difficulty in the M.S.N. specialty years or the D.N.P. program, procedures are outlined in Policy #23, online at <https://nursing.yale.edu/students/registrar/23-msndnp-students-academic-difficulty>.

WITHDRAWAL PROCEDURES

Students who initiate withdrawal are required to complete and submit the withdrawal form that is available on the School's website at <http://nursing.yale.edu/withdrawal-leave-absence>. If a student is withdrawn from the School due to academic failure, the program or specialty director and the student's academic adviser will meet with the student to notify the student of the withdrawal. The program or specialty director will follow up with an official letter of withdrawal that includes: (1) date the student was notified of the withdrawal, (2) rationale for withdrawal, (3) term of withdrawal, and (4) signature of the director. The letter of withdrawal is sent to the student and copied to the associate dean of student affairs, the division chair, and the executive deputy dean. In the circumstance that the student is withdrawn and ineligible to return, the student's transcript will state "Withdrawn – ineligible to return" and a letter will be placed in the student's file.

Upon receipt of the withdrawal form from the student or the official letter of withdrawal from the program or specialty director, the associate dean of student affairs will notify the YSN Financial Aid Office and the YSN registrar. Tuition charges will be adjusted as specified in Refund and Rebate, in the chapter General Information.

PETITION FOR READMISSION

The student who is eligible to return to the program, and desires readmission, must first meet with the program or specialty director and follow up with a petition to the School for readmission no later than three months prior to the start of the following academic year. The written petition should be sent to the program or specialty director and the associate dean of student affairs, together with updated transcripts and a résumé or CV, if indicated. Petitions will be reviewed by the program or specialty director with the program faculty, and notification of the decision will be sent to the student within a month of receipt. If the student is permitted to return to the program, the program or specialty director will identify the expectations and requirements, including but not limited to courses. If more than two terms have lapsed, the student will be required to establish clinical competency either through a comprehensive exam or by retaking a clinical course.

U.S. MILITARY LEAVE READMISSIONS POLICY

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

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or oral notice of such service to the associate dean of student affairs. In providing the advance notice the student does not need to indicate an intent 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 associate dean of 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 the 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 the 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 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.

The requirements for return are noted in the previous section, under Requirements for Return.

GRADING SYSTEM

The grading system is Honors, High Pass, Pass, and Fail. The School employs a standard set of definitions for each grade. Criteria for each grade are the prerogative of individual faculty; however, the School uses a standard numerical system for converting scored tests and assignments to the grading system: Honors, 92–100; High Pass, 83–91; Pass, 74–82; Fail, 73 and below. Satisfactory progress is defined as a grade of Pass or higher in all required courses. Satisfactory completion of all required courses in a given term is prerequisite for progression in the program of study. More information on satisfactory progress can be found on the School's Student Policies web page under Policy No. 23, Students in Academic Difficulty. Students who withdraw or are withdrawn for unsatisfactory grades or progress may be considered eligible to return only upon recommendation of the faculty, the program chair, and the associate dean of student 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 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 Office of Student Affairs (OSA) and are available to an enrolled student upon request.

HOUSING

Edward S. Harkness Memorial Hall

Harkness Hall, located adjacent to the School of Medicine and Yale New Haven Hospital, houses students from the Schools of Medicine, Nursing, and Public Health, the Physician Associate program, and other graduate and professional schools at Yale. Residents of Harkness Hall live in a secure building with single-occupancy bedrooms. Yale administrative offices occupy the first through third floors of the building. The great advantage of living in Harkness Hall is the opportunity to reside with students from the various medical-related fields in a relaxed social setting. Harkness is also located close to a Yale Shuttle stop, allowing students easy access to the YSN campus. For additional information visit <https://housing.yale.edu>.

Yale Housing Office

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single-occupancy and two-bedroom units of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to Helen Hadley Hall and the newly built 272 Elm Street, serving the central/science campus. Unfurnished apartments consisting

of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. Family housing is available in Whitehall and Esplanade Apartments. The Housing website (<https://housing.yale.edu>) is the venue for graduate housing information and includes dates, procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 22 and can be submitted directly from the website with a Yale NetID.

The Yale Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.436.9756), which is the exclusive Yale service for providing off-campus rental and sales listings. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate in the New Haven area. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other third-party nonsecure websites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street and is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

DINING

Café Med

Café Med, located in Harkness Hall at the School of Medicine, is open from 7:30 a.m. to 7 p.m., Monday through Friday. The menu enhances convenience and choice, with a customizable salad, soup, and rice bar utilizing local and seasonal ingredients; specialty coffees and fresh pastries; a grab-and-go selection of freshly made salads, sandwiches, and entrées; and a daily hot food option. For additional information visit <https://hospitality.yale.edu/retail/cafe-med>.

Yale West Campus Dining

Yale West Campus Dining is located on the first floor of the West Campus Conference Center. Breakfast (8–10:00 a.m.), lunch (11:30 a.m.–2 p.m.), and dinner (5–8 p.m.) are served daily, Monday through Friday. West Campus offers a unique dining plan, which costs \$6 per meal and includes salad, bread, a hot entrée du jour, beverage, and dessert with the purchase of Eli Bucks. Anyone wishing to establish a West Campus dining plan should contact Yale Hospitality for initial set-up. Non-dining plan users pay \$8 per meal.

THE STUDENT GOVERNMENT ORGANIZATION

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

Each spring the SGO elects officers for the next term of office, which is from April to April. General meetings are held monthly during the academic year, and all students are invited to attend. Students can contact their SGO Board representative by e-mailing ysn.studentgovernment@gmail.com.

AWARDS

Nominations are sought from the community for the following awards, and selections are made by the Commencement Awards Committee.

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.

Each year the *D.A.I.S.Y. Faculty Award* for excellence in education and influence within the YSN community is presented to a faculty member chosen by the Commencement Awards Committee. Nominations are solicited from students for this award.

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. Faculty submit student nominations for this prize.

Each year, the *Annie Goodrich Award* for excellence in teaching is presented to a faculty member nominated by the students.

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.

The *Leadership in Nursing Practice Prize* is awarded annually to a graduating Doctor of Nursing Practice student who has demonstrated outstanding leadership in the final D.N.P. project. Nominations are solicited from faculty and students.

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

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.

Each year the *YSN Staff Recognition Award* for outstanding service to the YSN community is presented to a staff member nominated by students, faculty, and staff.

Clinical Resources

Yale School of Nursing places students in close to three hundred clinical settings. The following highlights some of our major clinical partners.

YALE NEW HAVEN HEALTH SYSTEM

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

The Yale School of Medicine offers courses leading to the degree of Doctor of Medicine. In addition, there are programs for postdoctoral training in the basic medical sciences and the clinical disciplines. A Physician Associate program and a Physician Assistant Online program are also offered, which award a Master of Medical Science (Physician Associate) degree. Clinical facilities for instruction are available at Yale New Haven Health System, 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, Sten H. Vermund, M.D., Ph.D.*

The Yale Child Study Center is an academic, clinical, and research center devoted to improving the understanding and treatment of children with psychiatric and developmental problems. The center functions as the Department of Child Psychiatry for the School of Medicine and Yale New Haven Hospital. It has three major missions: to increase knowledge about children from infancy through adolescence using systematic research, to educate professionals concerned with children's development, and to provide clinical services to children with psychiatric and developmental disorders and to their families. To achieve these goals, the center faculty and staff comprise professionals from the major disciplines concerned with children, including child and adolescent psychiatrists, psychologists, child psychiatric nurses, social workers, speech pathologists, educators, pediatricians, pediatric nurse practitioners, child psychoanalysts, geneticists, public

health planners, and lawyers. Engaged in a broad range of research programs, educational activities, consultation, and service provision, these professionals educate the next generation of professionals for leadership roles throughout the United States and abroad.

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

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

Yale New Haven Hospital Founded in 1826 as Connecticut's first and the nation's fifth hospital, today Yale New Haven Hospital (YNHH), affiliated with Yale University Schools of Medicine, Nursing, and Public Health, ranks among the premier medical centers in the nation. The Yale New Haven Children's Hospital, which opened in 1993, features new maternity facilities and the most comprehensive pediatric services between Boston and New York. Smilow Cancer Hospital at Yale New Haven—a partnership between YNHH, Yale School of Medicine, and the nationally designated Yale Cancer Center—opened in fall 2009 and consolidated the inpatient and outpatient cancer services into one facility. There are also eleven Smilow Cancer Hospital Care Centers at convenient locations throughout the region, delivering high-quality cancer care in the community.

Both an academic medical center hospital and a community hospital, Yale New Haven Hospital provides primary and specialized care in three inpatient pavilions and offers more than ninety medical and surgical specialty services, including anesthesiology, organ transplantation, cardiology, psychiatry, newborn special care, and geriatric assessment.

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

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. *Chief Executive Officer, Marna P. Borgstrom, M.P.H.; President, Richard D'Aquila; Senior Vice President and Chief Nursing Officer, Ena Williams, M.B.A., R.N., CNEP; Chief Nursing Executive, Beth Beckman, D.N.Sc.*

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. Founded in 1966, the CMHC has a long tradition of serving disadvantaged persons with serious illness from diverse cultural backgrounds. 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 addictions (including alcoholism, cocaine, and gambling), as well as those with coexisting mental health and addiction 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 individuals who are homeless, at risk for mental illness, or involved with the criminal justice system.

In addition, the center is committed to educating the next generation of behavioral health professionals, who will not only care for the seriously ill but also continue the missions of education and research into the nature 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. *Chief Executive Officer, Michael Semyak, M.D.; Director of Nursing, Anjana Sharma, 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.

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 five elementary and middle schools; a homeless health care project, an AIDS outreach project, and a twenty-nine-bed medical detoxification center; a comprehensive perinatal care program; an outpatient drug and alcohol treatment program; a public housing primary care project; and a day treatment program for homeless substance abusers. *Chief Executive Officer, Michael Taylor*

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

The Veterans Affairs Connecticut Healthcare System is one of the outstanding Veterans Affairs (VA) Medical Centers nationwide with quality clinical services and innovative research programs. The two VA hospitals (West Haven and Newington) merged in 1995 to form VA Connecticut Healthcare System. Several VA Connecticut specialized

programs are recognized nationally and regionally. These include the Eastern Blind Rehabilitation Service, 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 Single-Photon 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, Stamford, Waterbury, Willimantic, and Winsted.
Director, Gerald Culliton, M.P.A., FACHE

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.

VNA Community Healthcare is a state-licensed, Medicare/Medicaid-certified agency dedicated to providing a full range of health care services in the home and community. An interdisciplinary team of professionals provides in-home management and coordination of health care, including skilled nursing; physical, speech, and occupational therapy;

home health aide service; homemakers; medical social work; and medical nutrition therapy provided by a registered dietitian. Specialty programs include cardiac rehabilitation with home telemonitoring, behavioral health, home infusion therapy, maternal/child health, and early maternity discharge. Health promotion programs include adult health guidance clinics, well-child clinics, and flu and pneumonia clinics. VNA Community Healthcare delivers home visits to patients throughout New Haven County and the Connecticut shoreline. *President and Chief Executive Officer, Janine Fay, R.N., M.P.H.*

Yale University Resources and Services

A GLOBAL UNIVERSITY

Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge across the entire world. The University's engagement beyond the United States dates from its earliest years. Yale has drawn students from abroad for nearly two centuries, and international topics have been represented in its curriculum for the past hundred years and more. Yale aspires to:

- Be the university that best prepares students for global citizenship and leadership
- Be a worldwide research leader on matters of global import
- Be the university with the most effective global networks

This year, Yale welcomed the largest number of international students and scholars in its history. The current enrollment of more than 2,800 international students from 121 countries comprises 22 percent of the student body. Yale is committed to attracting the best and brightest from around the world by offering generous international financial aid packages, conducting programs that introduce and acclimate international students to Yale, and fostering a vibrant campus community. The number of international scholars (visiting faculty, researchers, and postdoctoral fellows) has also grown to nearly 2,700 each year.

Yale's globalization is guided by the vice president for global strategy, who is responsible for ensuring that Yale's broader global initiatives serve its academic goals and priorities, and for enhancing Yale's international presence as a leader in liberal arts education and as a world-class research institution. The vice president works closely with academic colleagues in all of the University's schools and provides support and strategic guidance to the many international programs and activities undertaken by Yale faculty, students, and staff.

The Whitney and Betty MacMillan Center for International and Area Studies (<https://macmillan.yale.edu>) is the University's focal point for teaching and research on international affairs, societies, and cultures.

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

The Office of International Affairs (<https://world.yale.edu/oia>) provides administrative support for the international activities of all schools, departments, 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.

The Office of International Students and Scholars (<https://oiss.yale.edu>) hosts orientation programs and social activities for the University's international community and is a resource for international students and scholars on immigration matters and other aspects of acclimating to life at Yale.

The Yale World Fellows Program (<https://worldfellows.yale.edu>) 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.

The Yale Alumni Association (<https://alumni.yale.edu>) provides a channel for communication between the alumni and the University and supports alumni organizations and programs around the world.

Additional information may be found on the “Yale and the World” website (<https://world.yale.edu>), including resources for those conducting international activities abroad and links to international initiatives across the University.

LIBRARIES

The Harvey Cushing/John Hay Whitney Medical Library provides a comprehensive collection of clinical reference tools, databases, evidence-based practice resources, image collections, educational software, and books and journals in support of programs in medicine, nursing, public health, physician associates, bioinformatics, and the basic sciences. A small print collection is housed at the School of Nursing, allowing students access to health care information related to courses as well as other health-related information sources.

The Nursing Resources website is the gateway to an online collection of clinical reference tools, databases, evidence-based practice resources, and electronic books and journals. In addition to these online resources, students have access to the library’s rich collection of resources including books, images, educational software, and a large unique collection of rare medical books, medical prints, photographs, and memorabilia.

All Yale University students have off-campus access to all electronic resources including electronic books, journals, and databases. Librarians work to create seamless access to full-text electronic resources. Remote access is available throughout the School of Nursing, the Medical Library, and across the University. The library also lends laptops to students in the Schools of Medicine, Nursing, and Public Health.

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

The Medical Historical Library contains one of the world’s finest collections of rare medical books, journals, prints, posters, drawings, and photographs, as well as current works in the history of medicine. There are 325 medical incunabula, more than seventy-five manuscript volumes from the twelfth through sixteenth century, and one of the best study collections of weights and measures in the world. Special strengths in the collection are the works of Hippocrates, Galen, Vesalius, Boyle, Harvey, Culpeper, Haller, Priestley, and S. Weir Mitchell, and works on anatomy, anesthesia, and smallpox inoculation and vaccination. The Library also owns an extensive smoking and tobacco advertising collection, and the Robert Bogdan collection of disability photographs and postcards. In addition, an outstanding selection of photographs, posters, and other images is available in the Cushing/Whitney Medical Library Digitized Collections.

The Cushing Center houses a unique collection of materials once owned by Dr. Harvey Cushing. A neurosurgeon and pioneer of brain surgery, Dr. Cushing was also an enthusiastic collector. The center is the home of the Harvey Cushing Brain Tumor Registry, which contains approximately six hundred brain specimens, glass-plate negatives, and accompanying patient files from the early twentieth century. The space also displays

a portion of his rich collection of rare books, part of the Medical Historical Library's collections.

Sterling Memorial Library, Yale's main library and the largest library on campus, houses more than four million volumes and serves as the center of the library system. Other libraries in the Yale University Library system include the Beinecke Rare Book and Manuscript Library, the Anne T. and Robert M. Bass Library, the Center for Science and Social Science Information (CSSSI), the Law Library, and the Divinity Library. All libraries are open to students for study purposes. EliExpress (Yale Library's delivery service) transports library books daily among the libraries on central campus as well as to the School of Nursing at West Campus.

HEALTH SERVICES

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

Eligibility for Services

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

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

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

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these

students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

Health Coverage Enrollment

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

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

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

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

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

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

YALE HEALTH STUDENT DEPENDENT PLANS

A student may enroll the student's lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of three student dependent plans: Student + Spouse, Student + Child/Children, or Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by

application. Applications are available from the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>) 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, students enrolled in the EMBA program, students enrolled in the PA Online program, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Applications are available from the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

Eligibility Changes

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

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage for the term(s) of the leave. If the leave occurs on or *before* the first day of classes, Yale Health Hospitalization/Specialty Coverage will end retroactive to the start of the coverage period for the term. If the leave occurs anytime after the first day of classes, Yale Health Hospitalization/Specialty Coverage will end on the day the registrar is notified of the leave. In either case, students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term unless the registrar is notified after the first day of classes, in which case, the coverage must be purchased within thirty days of the date the registrar was notified. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>). Fees will not be prorated or refunded.

Extended study or reduced tuition Students who are granted extended study status or pay less than half tuition are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>). 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

Proof of vaccination is a pre-entrance requirement determined by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2019. Please access the Incoming Student Vaccination Record form for health professions students at <https://yalehealth.yale.edu/new-school-medicine-school-nursing-and-pa-program-student-forms>. Connecticut state regulation requires that this form be completed and signed, for each student, by a physician, nurse practitioner, or physician's assistant. The form must be completed, independent of any and all health insurance elections or coverage chosen. Once the form has been completed, the information must be entered into the Yale MedicaT online system (available mid-June), and all supporting documents must be uploaded to <http://yale.medicatconnect.com>. The final deadline is August 1.

Measles, mumps, rubella, and varicella All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), mumps, German measles (rubella), and varicella. Connecticut state regulation requires two doses of measles vaccine, two doses of mumps vaccine, two doses of rubella vaccine, and two doses of varicella vaccine. The first dose must have been given on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. If dates of vaccination are not available, titer results (blood test) demonstrating immunity may be substituted for proof of vaccination. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2019.

Quadrivalent meningitis All students living in on-campus dormitory facilities must be vaccinated against meningitis. The only vaccines that will be accepted in satisfaction of the meningitis vaccination requirement are ACWY Vax, Menveo, Nimenrix, Menactra, Mencevax, and Menomune. The vaccine must have been given within five years of the first day of classes at Yale. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term,

2019. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

TB screening The University requires tuberculosis screening for all incoming health professions students. For students in the School of Nursing, this entails providing proof of a PPD or Quantiferon testing done within six months of the start of the fall term. A chest X-ray is required only for individuals known to have previously positive PPD or Quantiferon results.

Hepatitis B In addition, all health professions students are required to provide documentation of three Hepatitis B vaccinations and the laboratory report from a Quantitative Hepatitis B Surface Ab titer. In the event that the titer result is determined to be negative, one vaccine is required, followed by a repeat titer thirty days later. If the second titer result is positive, this requirement is complete. If the second titer result is still negative, then the additional two vaccines are required, followed by a repeat titer thirty days after the final vaccine.

Tdap In addition, all health professions students must show evidence that they have received a tetanus-diphtheria-pertussis booster within the past ten years.

Any students who will be traveling abroad should make an appointment for a travel health consultation at least six to eight weeks prior to departure. Travel health consultations are available through the Student Health Department at Yale Health, and through Passport Health. Additional information is available at <https://yalehealth.yale.edu/more/travel-health-services-students>. It is especially important that students notify the Travel clinician of travel activities that include working in areas where they might encounter blood or fluid exposure. Such students will be given a supply of antiretroviral medication at no charge. They will also receive instructions about how to handle possible exposure.

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities (ROD) facilitates accommodations for all Yale students with disabilities who register with and have appropriate medical documentation on file in the ROD. Documentation may be submitted to the ROD even though a specific accommodation request is not anticipated at the time of registration. Early planning is critical. Requests for housing accommodations must be made in the housing application. The required first step for a student with a disability is to contact the Resource Office on Disabilities to initiate the process of obtaining disability-related accommodations; see https://yale-accommodate.symplicity.com/public_accommodation. Registration with the ROD is confidential.

Generally, a student requiring academic accommodations needs to let the ROD know at the start of each term. We ask students to complete this step as soon as their schedule is known. At any time during a term, students with a newly diagnosed disability or recently sustained injury requiring accommodations should contact the ROD. More information can be found on our website, <https://rod.yale.edu>, including instructions for requesting or renewing accommodations. You can also reach us by phone at 203.432.2324.

RESOURCES ON SEXUAL MISCONDUCT

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

Sexual misconduct incorporates a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct. Sexual activity requires consent, which is defined as positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter.

Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, many forms of sexual misconduct are prohibited by Connecticut and federal law and may lead to civil liability or criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <https://smr.yale.edu>.

SHARE: Information, Advocacy, and Support

55 Lock Street, Lower Level
Office hours: 9 a.m.–5 p.m., M–F
24/7 hotline: 203.432.2000
<https://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available 24/7, including holidays. SHARE is available to members of the Yale community who wish to discuss any current or past experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous if desired. SHARE can provide professional help with medical and health issues (including accompanying individuals to the hospital or the police), as well as ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources and can provide assistance with initiating a formal or informal complaint.

If you wish to make use of SHARE's services, you can call the SHARE number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have experienced an assault, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale New Haven Emergency Room. If it is not an acute situation and you would

like to contact the SHARE staff during regular business hours, you can contact Jennifer Czincz, the director of SHARE (203.432.0310, jennifer.czincz@yale.edu), Anna Seidner (203.436.8217, anna.seidner@yale.edu), Cristy Cantu (203.432.2610, cristina.cantu@yale.edu), Freda Grant (203.436.0409, freda.grant@yale.edu), or John Criscuolo (203.645.3349, john.criscuolo@yale.edu).

Title IX Coordinators

203.432.6854

Office hours: 9 a.m.–5 p.m., M–F

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

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

Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated a deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University Title IX Coordinator. Coordinators respond to and address specific complaints, provide information on and coordinate with the available resources, track and monitor incidents to identify patterns or systemic issues, deliver prevention and educational programming, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator are confidential. In the case of imminent threat to an individual or the community, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

University-Wide Committee on Sexual Misconduct

203.432.4449

Office hours: 9 a.m.–5 p.m., M–F

<https://uwc.yale.edu>

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

Yale Police Department

101 Ashmun Street

24/7 hotline: 203.432.4400

<https://your.yale.edu/community/public-safety/police/sensitive-crimes-support>

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

GENERAL RESOURCES

There are many ways to keep up-to-date about campus news and events. These include the YaleNews website, which features stories, videos, and slide-shows about Yale people and programs (<http://news.yale.edu>); the interactive Yale Calendar of Events (<http://calendar.yale.edu>); and the University's social media channels on Facebook, Twitter, Instagram, Tumblr, LinkedIn, and YouTube.

The Yale Peabody Museum of Natural History, founded in 1866, houses more than thirteen million specimens and objects in ten curatorial divisions: anthropology, botany, entomology, historical scientific instruments, invertebrate paleontology, invertebrate zoology, mineralogy and meteoritics, paleobotany, vertebrate paleontology, and vertebrate zoology. The renowned collections provide crucial keys to the history of Earth and its life-forms, and in some cases are the only remaining traces of animals, plants, and cultures that have disappeared. About 5,000 objects are on public display, including the original "type" specimens—first of its kind—of *Brontosaurus*, *Stegosaurus*, and *Triceratops*.

The Yale University Art Gallery was founded in 1832 as an art museum for Yale and the community. Today it is one of the largest museums in the country, holding more than 250,000 objects and welcoming visitors from around the world. The museum's encyclopedic collection can engage every interest. Galleries showcase artworks from ancient times to the present, including vessels from Tang-dynasty China, early Italian paintings, textiles from Borneo, treasures of American art, masks from Western Africa, modern and contemporary art, ancient sculptures, masterworks by Degas, van Gogh, and Picasso, and more. Spanning one and a half city blocks, the museum features more than 4,000 works on display, multiple classrooms, a rooftop terrace, a sculpture garden, and dramatic views of New Haven and the Yale campus. The gallery's mission is to encourage an understanding of art and its role in society through direct engagement with original works of art. Programs include exhibition tours, lectures, and performances, all free and open to the public. For more information, please visit <https://artgallery.yale.edu>.

The Yale Center for British Art is a public art museum and research institute that houses the largest collection of British art outside the United Kingdom. Presented to the University by Paul Mellon (Yale College, Class of 1929), the collection reflects the development of British art and culture from the Elizabethan period to the present day. Free and open to the public. Offers exhibitions and programs, including lectures, concerts, films, symposia, tours, and family events. For more information, please visit <https://britishart.yale.edu>.

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 five hundred musical events take place at the University during the academic year. In addition to recitals by graduate students and faculty artists, the School of Music presents the Yale Philharmonia, the Oneppo Chamber Music Series, the Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, Yale Choral Artists, and concerts at the Yale Collection of Musical Instruments. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop and the Chamber Choir and Choral Conducting Workshop, in addition to the six-week Chamber Music Session. Many of these concerts stream live on the School's website (<https://music.yale.edu>), the Norfolk website (<https://norfolk.yale.edu>), and the Collection of Musical Instruments website (<https://collection.yale.edu>). Additionally, the School presents the Iseman Broadcasts of the Metropolitan Opera Live in HD free to members of the Yale community. Undergraduate organizations include the Yale Bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and many other special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at such venues as the University Theatre, Yale Repertory Theatre, Yale Cabaret, Yale Residential College Theaters, Off Broadway Theater, Iseman Theater, Whitney Humanities Center, Collective Consciousness Theatre, A Broken Umbrella Theatre, Elm Shakespeare Company, International Festival of Arts and Ideas, Long Wharf Theatre, and Shubert Performing Arts Center.

The Graduate and Professional Student Senate (GPSS or “Yale G&P Senate”) is composed of student-elected representatives from each of the thirteen graduate and professional schools at Yale. Any student enrolled in these schools is eligible to run for a senate seat during fall elections. As a governing body, the GPSS advocates for student concerns and advancement within Yale, represents all graduate and professional students to the outside world, and facilitates interaction and collaboration among the schools through social gatherings, academic or professional events, and community service. GPSS meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. GPSS also oversees the management of the Graduate and Professional Student Center, located at 204 York Street. The center provides office and event space for GPSS and other student organizations and houses Gryphon's Pub. For more information, please visit <https://gpsenate.yale.edu>.

The religious and spiritual resources of the University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, the Sikh Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

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

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available online at <https://sportsandrecreation.yale.edu>.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, stand-up paddleboards, and kayaks. Adjacent to the lake,

a shaded picnic grove and gazebo are available to visitors. In a more remote area of the facility, hiking trails loop the north end of the property; trail maps and directions are available on-site at the field office. The OEC runs seven days a week from the third week of June through Labor Day. For more information, including mid-September weekend availability, call 203.432.2492 or visit <https://sportsandrecreation.yale.edu>.

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

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's nearly 6,000 international students, faculty, staff, and their dependents. OISS staff assist with issues related to employment, immigration, and personal and cultural adjustment, as well as serve as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS helps students, faculty, and staff obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see <http://oiss.yale.edu/coming-to-yale>.

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

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

OISS is housed in the International Center for Yale Students and Scholars, which serves as a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about reserving space at the center, go to <http://oiss.yale.edu/about/the-international-center/international-center-room-reservations>. For information about the center, visit <http://oiss.yale.edu/about/international-center>.

Distribution of Graduates

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

Recent graduates hold positions as chief nursing officers, administrative directors, nurse-midwives, nurse practitioners, and nurse managers, and other nurse advocacy, leadership, and research positions 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 2019

President

Danielle Morgan '00

Secretary

Brenda Penner '76

Board of Directors

Ani Bagdasarian '14

Maria Banevicius '92

Laura Ippolito Bracale '00

Wailua Brandman '94

Stephan Davis '16

Vivian "Enyo" Dzata '07

Christa Hartch '02

Elyssa Noce '17

Michelle Schmerge '17

Candace M. Willett '14

Ex-Officio Members

Nina Relin Adams '77, Co-chairperson, Alumnae/i Fund Class Agents

Bridget Cota '09, Co-chairperson, Alumnae/i Fund Class Agents

Mary Geary '74, Past President

Ann Kurth '90, Dean; and Linda Koch Lorimer Professor

Charlyn Paradis, Program Manager, Office of Advancement

Beth Zapatka, Associate Dean for Advancement

YAA Representatives

Amanda Filippelli '15

Alana Kaczmarek '06

Karin Nystrom '95

YAA Assembly At-Large Delegate

Elyssa Noce '17

YAA Assembly Appointed At-Large Delegate

Lydia Cristobal '16

YAA Board of Directors Representative

Serena Cherry Flaherty '06

The Work of Yale University

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

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

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

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

For additional information, please visit <https://gsas.yale.edu>, e-mail graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208236, New Haven CT 06520-8236.

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

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

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

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

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

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit <https://law.yale.edu>, e-mail gradpro.law@yale.edu, or call the Graduate Programs Office at

203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

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

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

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

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

School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma (A.D.), Doctor of Musical Arts (D.M.A.).

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

School of Forestry & Environmental Studies Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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

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

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

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

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

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

For additional information, please visit <https://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0974.

School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, Doctor of Fine Arts (D.F.A.).

For additional information, please visit <https://drama.yale.edu>, e-mail ysd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

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

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

Index of Courses

Achieving Population Health Equity (985c), 93
Adult/Gerontology Acute Care Clinical Practice I (784b), 86
Adult/Gerontology Acute Care Clinical Practice II (786a), 86
Adult/Gerontology Acute Care Clinical Practice III (787b), 86
Advanced Acute Care Pharmacology (788b), 87
Advanced Concepts and Principles of Diabetes Care Seminar (610a), 68
Advanced Diagnostics in Acute Care Seminar (781a), 85
Advanced FNP/AGPCNP Pharmacology (711b), 74
Advanced Health Assessment (504a/b), 64
Advanced Health Assessment for Entering RN Students (600c), 66
Advanced Health Assessment in Adult/Gerontology Acute Care (780a), 85
Advanced Management of Clinical Problems in Oncology Seminar (613a/b), 69
Advanced Pathophysiology (601a), 67
Advanced Pediatric Health Assessment and Clinical Reasoning (740a), 77
Advanced Pediatric Pharmacology (755b), 80
Advanced Pharmacology (602b), 67
Advanced Primary Care and Community Health (621a/b), 70
Advanced Qualitative Research Methods (916a), 89
Advanced Specialty Health Assessment (700a), 72
Advanced Statistics for Clinical Nursing Research (917b), 89
Aging in the United States (710b), 74
Applied Psychopharmacology across the Lifespan (772b), 84
Biomedical Foundations of Health and Disease (503a/b), 64
Business of Health Care, The (977b), 92
Childbearing Care I Seminar (735a), 77
Childbearing Care II Clinical Practice (727b or c), 75
Childbearing Care II Seminar (726b), 75
Childbearing Care III Clinical Practice (731a), 76
Childbearing Care III Seminar (730a), 76
Chronic Health Conditions in Children and Adolescents (752b), 79
Clinical Applications of Human Anatomy (511a), 65
Clinical Outcome Management in Psychiatric–Mental Health Nursing Seminar (768a), 82
Clinical Practice in Diabetes Care and Management (611a/b), 68
Clinical Practice in Maternal-Newborn Nursing (514b or c), 65
Clinical Practice in Medical-Surgical Nursing (516a), 65
Clinical Practice in Pediatric Nursing (518b or c), 66
Clinical Practice in Psychiatric–Mental Health Nursing (520b), 66
Clinical Practice I for Global Health Concentration (623b), 71
Clinical Practice II for Global Health Concentration (624a), 71
Clinical Practicum for Oncology Nurse Practitioners (614a/b), 69
Clinical Psychopharmacology across the Lifespan (767b), 82
Community Health Nursing and Public Health (513c), 65

- Creating Methods: Innovation and Synthesis (931b), 90
 Critical Care Clinical Immersion (782a), 85
 D.N.P. Project: Evidence-based Practice Change (999a/b), 94
 D.N.P. Project Seminar, Part 1 (989b), 93
 D.N.P. Project Seminar, Part 2 (990a), 93
 Dissertation Seminar I (906a), 88
 Dissertation Seminar II (907b), 88
 Doctoral Independent Study (920a and 921b), 90
 Education and Capacity-Building in Rural Nicaragua (617b), 70
 Ethical Conduct of Clinical Research (929b), 90
 Evidence for Doctor of Nursing Practice (957a), 91
 Family Psychotherapy Seminar (773b), 84
 Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science (912a), 89
 Foundations of Scientific Inquiry II: Theories of Health, Symptom Management, and Self-Management (913b), 89
 Gender and Sexuality Health Justice (GSHJ) I (618c), 70
 Gender and Sexuality Health Justice (GSHJ) II (619a), 70
 Gender and Sexuality Health Justice (GSHJ) III (620b), 70
 Gender and Sexuality Health Justice (GSHJ) Clinical (622a/b), 71
 Group Psychotherapy Seminar (769a), 83
 Health Care Policy, Politics, and Process (971a), 92
 Health Care Policy, Politics, and Process Practicum (972a), 92
 Health Policy, Leadership, and Systems (941a), 90
 Individual and Family Development during Adulthood (701a), 72
 Individual and Family Development during Childhood (741a), 77
 Individual Psychotherapy Seminar I (765a), 82
 Individual Psychotherapy Seminar II (766b), 82
 Integration of Midwifery Care (732b), 76
 Integration of Women's Health Care (733b), 76
 Interprofessional Longitudinal Clinical Experience (506a/b), 64
 Introduction to Clinical Research Informatics (922b), 90
 Introduction to Drug Therapy (509a), 65
 Issues in Nursing (501b), 64
 Leadership Development (981b), 92
 Leadership Development Practicum (982b), 93
 Leadership Immersion Practicum (998a/b), 94
 Master's Independent Study (608a/b/c), 68
 Measurement of Biobehavioral Phenomena Related to Self- and Family Management and Symptoms (914a), 89
 Mental Health Assessment across the Lifespan (760a), 80
 Mental Health Management Seminar for Advanced Practice Nurses (607a), 68
 Midwifery and Women's Health Pharmacology (734b), 77
 Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar I (783b), 85

Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems Seminar II (785a), 86

Primary Care I Seminar A (702a), 72

Primary Care I Seminar B (703a), 72

Primary Care II Clinical Practice (705a/b/c), 73

Primary Care II Seminar (704b), 72

Primary Care III Clinical Practice (707a), 73

Primary Care III Seminar (706a), 73

Primary Care IV Clinical Practice (709b), 73

Primary Care of Adolescents Clinical Practice (745a or b), 78

Primary Care of Adolescents Seminar (744a), 78

Primary Care of Children I Clinical Practice (743a), 78

Primary Care of Children I Seminar: Health Promotion (742a), 78

Primary Care of Children II Clinical Practice (747b), 78

Primary Care of Children II Seminar (746b), 78

Primary Care of Children III Clinical Practice (749a), 79

Primary Care of Children III Seminar (748a), 79

Primary Care of Children IV Clinical Practice (751b), 79

Primary Care of Children IV Seminar (750a), 79

Principles of Advanced Oncology Practice Seminar (612b), 69

Promoting Health in the Community (606a), 68

Psychiatric–Mental Health Clinical Practice across the Lifespan I (763a), 81

Psychiatric–Mental Health Clinical Practice across the Lifespan II (764b), 81

Psychiatric–Mental Health Clinical Practice across the Lifespan III (770a), 83

Psychiatric–Mental Health Clinical Practice across the Lifespan IV (771b), 84

Psychopathology across the Lifespan I (761a), 80

Psychopathology across the Lifespan II (762b), 81

Quality and Safety in Health Care Organizations (967b), 91

Research Methods I: Quantitative Methods for Health Research (901a), 87

Research Methods II: Qualitative Methods for Health Research (902b), 87

Research Methods III: Measurement of Health Variables (903b), 87

Research Methods IV: Mixed Methods (904a), 87

Research Methods V: Intervention Development (905a), 88

Research Seminar I (615a), 69

Research Seminar II (616b), 69

School Health Clinical Practice (753a or b), 79

Science, Scholarship, and Communication of Knowledge I (908a), 88

Science, Scholarship, and Communication of Knowledge II (909b), 88

Science, Scholarship, and Communication of Knowledge III (910a), 88

Science, Scholarship, and Communication of Knowledge IV (911b), 88

Seminar in Maternal–Newborn Nursing (515b or c), 65

Seminar in Medical–Surgical Nursing (517a/b), 66

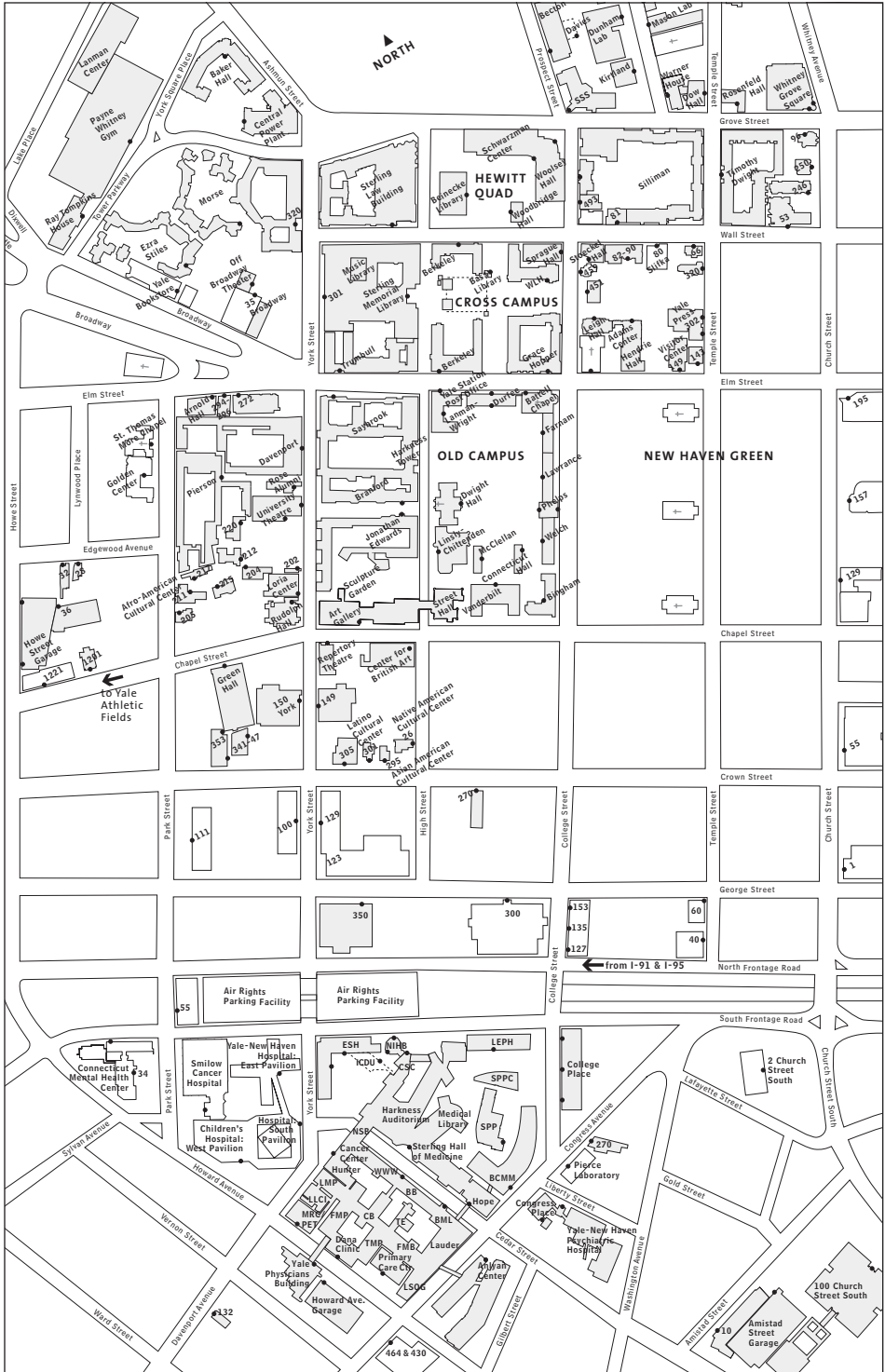
Seminar in Pediatric Nursing (519b or c), 66

Seminar in Psychiatric–Mental Health Nursing (521b), 66

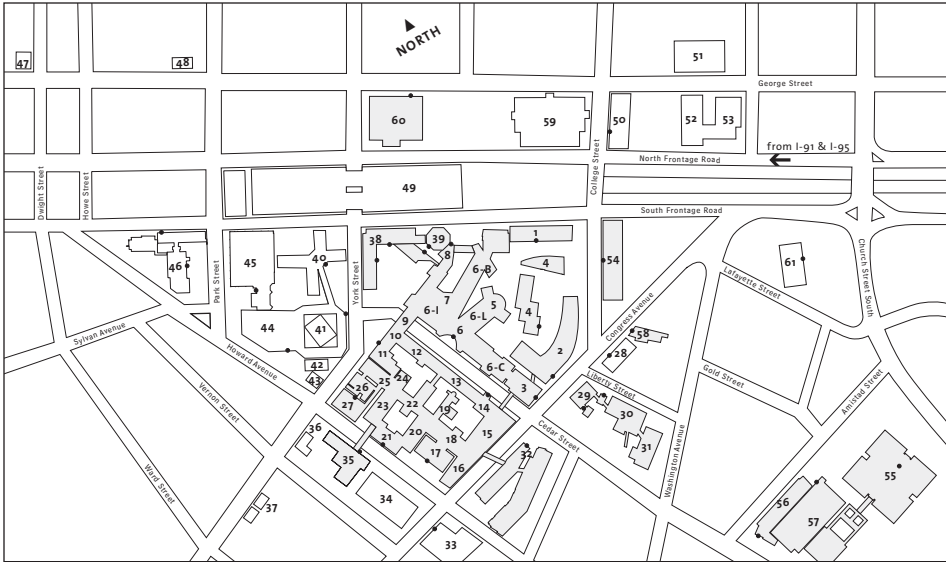
Specialty Pediatric Clinical Practice (754a/b), 80

Statistics and Research for Evidence-based Practice Nursing (604b), 67
Transformational Leadership: Innovation and Implementation (963b), 91
Transitions to Professional Practice (605a), 67
Uses of Data in Decision-Making (969c), 91
Women's Health I Seminar (720a), 74
Women's Health II Seminar (721a), 74
Women's Health I and II Advanced Health Assessment and Clinical Practice
(722a or b), 75
Women's Health III Seminar (723b), 75
Women's Health IV Seminar (724b), 75
Women's Health III and IV Clinical Practice (725b or c), 75
Women's Health V Clinical Practice (729a), 76
Women's Health V Seminar (728a), 76

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER

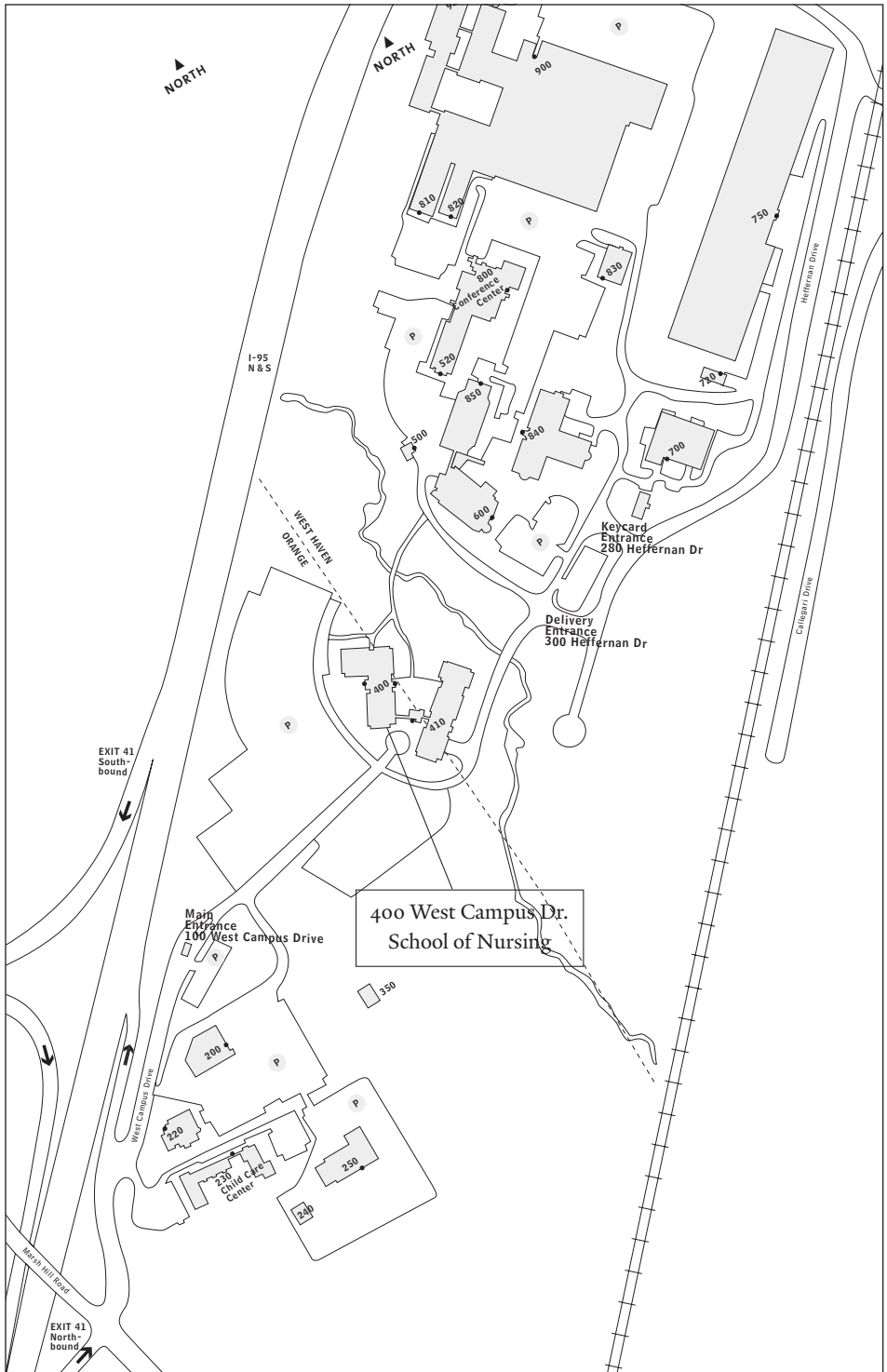


YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



- | | |
|---|---|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. 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, 35 Park 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 56. 10 Amistad St. 57. Amistad Garage 58. 270 Congress Ave. 59. 300 George St. 60. 350 George S. 61. 2 Church St. South |
|---|---|

YALE UNIVERSITY WEST CAMPUS



The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a protected veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans.

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 4th Floor, 203.432.0849. For additional information, see <https://equalopportunity.yale.edu>.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the University's Title IX Coordinator, Stephanie Spangler, at 203.432.4446 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, fax 617.289.0150, TDD 800.877.8339, or ocr.boston@ed.gov.

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

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

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

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

Periodicals postage paid
New Haven, Connecticut