

School of Nursing

2021–2022



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CALENDAR

The following dates are subject to change as the University makes decisions regarding the 2021–2022 academic year. Changes will be posted online on the School of Nursing’s website; see <https://nursing.yale.edu/academics/academic-calendar/2021-2022-academic-calendar>.

FALL 2021

Aug. 9	M	Fall-term online course registration begins for GEPN and D.N.P. programs
Aug. 16	M	Fall-term online course registration begins for M.S.N. and post-master’s certificate programs
Aug. 23	M	Ph.D. program new student orientation week begins ¹
Aug. 26	TH	Fall term begins for D.N.P. programs
Aug. 26– 27	TH–F	D.N.P. classes in session ²
Aug. 30	M	Fall term begins for GEPN, M.S.N., and post-master’s certificate programs
Sept. 1	W	Fall-term classes begin, 8:20 a.m. (Ph.D. program only)
Sept. 3	F	Friday classes do not meet. Monday classes meet instead Due date to notify department of intention to submit dissertation for award of the Ph.D. in December
Sept. 6	M	Labor Day. Classes do not meet
Sept. 10	F	Fall-term online course registration ends
Sept. 15	W	Final day to file petitions for M.A., M.S., and M.Phil. degrees to be awarded in December
Oct. 1	F	Due date for dissertations to be considered by the Degree Committee for award of the Ph.D. in December
Oct. 7–8	TH–F	D.N.P. classes in session ²
Oct. 19	T	October recess begins, 11 p.m. (Ph.D. program only)
Oct. 25	M	Classes resume, 8:20 a.m. (Ph.D. program)
Nov. 18–19	TH–F	D.N.P. classes in session ²
Nov. 19	F	November recess begins, 5:20 p.m. (all programs except GEPN)
Nov. 24	W	November recess begins, 8 a.m. (GEPN program)
Nov. 29	M	November recess ends, 8 a.m. (all programs)
Dec. 6	M	Spring-term online course registration begins for GEPN and D.N.P. programs
Dec. 16	TH	Final examinations begin, 7 p.m. (Ph.D. program only)
Dec. 17	F	Fall term ends and winter recess begins (all programs except Ph.D. program)
Dec. 22	W	Examinations end, 5:30 p.m. Winter recess begins (Ph.D. program only)

¹ Students enrolled in the Ph.D. program in Nursing should consult the Graduate School academic calendar for additional dates specific to Graduate School programs.

² Students enrolled in the D.N.P. programs in Nursing should contact senior administrative assistants of their respective D.N.P. program for specific on-campus and virtual dates.

SPRING 2022

Jan. 7	F	Spring-term online course registration ends for GEPN and D.N.P. programs
Jan. 10	M	Spring-term online course registration begins for M.S.N. and post-master's certificate programs
Jan. 17	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 18	T	Spring term begins for all programs ¹
Jan. 20–21	TH–F	D.N.P. classes in session ²
Jan. 28	F	Spring-term online course registration ends for M.S.N. and post-master's certificate programs
Feb. 15	T	Due date to notify department of intention to submit dissertation for award of the Ph.D. in May
Mar. 10–11	TH–F	D.N.P. classes in session ²
Mar. 11	F	Spring recess begins, end of day (all programs)
Mar. 15	T	Due date for dissertations to be uploaded to DPRS for consideration by the Degree Committee for award of the Ph.D. in May
Mar. 28	M	Spring-term classes resume (all programs)
Apr. 20–21	W–TH	D.N.P. classes in session ²
May 5	TH	Spring-term classes end, 5:30 p.m. (Ph.D. program only)
May 6–11	F–W	Final examinations (Ph.D. program only)
May 13	F	Spring-term classes end (all programs except Ph.D. program)
May 23	M	University Commencement

¹ Spring 2022 dates are provisional for students enrolled in the Ph.D. program in Nursing; they should consult the Graduate School academic calendar for all dates specific to Graduate School programs.

² Students enrolled in the D.N.P. programs in Nursing should contact senior administrative assistants of their respective D.N.P. program for specific on-campus and virtual dates.

SUMMER 2022

May 16	M	Summer-term classes begin (all programs)
May 30	M	Memorial Day. Classes do not meet
June 6–10	M–F	First-year D.N.P. classes in session
July 4	M	Independence Day. Classes do not meet
July 29	F	GEPN and D.N.P. summer term ends
Aug. 15	M	M.S.N. summer term ends

FACULTY GRADING CALENDAR

Jan. 6	TH	Final fall-term grades are due
May 16	M	Final spring-term grades are due for graduating students
May 30	M	Final spring-term grades are due for continuing students (all programs except Ph.D.)
July 31	Sun	Final GEPN summer-term grades are due
Aug. 15	M	Final M.S.N. and D.N.P. summer-term grades are due

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A MESSAGE FROM THE DEAN

A world in crisis has called, and Yale nurses have answered. Yale nurses were on the front lines of the COVID-19 (coronavirus disease) pandemic, living our mission to bring better health to all people. At Yale School of Nursing (YSN), you are joining an intellectual community that integrates science with practice with a commitment to health justice, necessary to address unacceptably long-standing health care disparities in the United States and beyond. We do this on a globe that is literally warming up, with plummeting biodiversity, and we recognize that better health is needed not just for the human species but for the planet itself.

In a prescient move, the World Health Organization declared 2020 the Year of the Nurse and the Midwife, and the corresponding report, *State of the World's Nursing 2020*, highlighted the worldwide need for nurses and midwives, including from Yale. Nurses are the backbone of every health care system in the world (59 percent of all health professionals globally). Our critical functions have become more widely recognized and tested as never before during the worst pandemic in a century. As nurse scientists and expert clinicians, we can educate patients with authority and live up to the standards of the nation's most trusted profession. But our work does not stop when the pandemic's waves recede, and our advanced practice registered nurses (nurse practitioners and midwives) are well positioned to adapt to post-pandemic needs. As the world shifts from emergency response to primary care, health systems will return to the principles of Alma-Ata – health beyond the absence of disease, including mental health. This outlook ensures that our nurse leaders will incorporate lessons learned into future care of patients and pedagogy for students, science, and systems of health.

YSN operates under the themes of excellence, equity, and sustainability. A YSN education promotes advocacy for underserved populations and rigorous scientific research. Our outstanding faculty, expert staff, and incredible student community, combined with the excellence of our graduates, placed YSN in the top five of U.S. nursing schools this year. Our Graduate Entry Prespecialty in Nursing (GEPN) program combines preparation in basic nursing with advanced preparation in a clinical specialty, attracting students with rich life experience from diverse backgrounds. Several of our Master of Science in Nursing (M.S.N.) specialty tracks are among the most highly rated in the country, positioning graduates to improve care across the lifespan. Our Ph.D. program prepares expert nurse scientists to improve individual and population health. The Doctor of Nursing Practice (D.N.P.) programs enhance the credentials of experienced nurses across the country, giving those students the tools to shape policy, pursue expert clinical practice, and lead health systems using a pioneering degree format. The Clinical D.N.P. program will enhance students' clinical leadership skills and develop a clinical area of expertise in the students' practice areas, all of which will be shaped by COVID-19 for generations.

The YSN community aspires to make a difference in the world now, and we recognize that the system of racism and other structural marginalization is an enduring threat to our mission. We begin by recognizing, acknowledging, and combating the impact of racism as we endeavor to eradicate structural injustices from our school, the broader university, the profession, and national and global communities.

To address twenty-first century needs, our curriculum must of necessity be dynamic. Students benefit from our recently expanded clinical simulation facility, and our world-class faculty engage in high-impact research 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 aim to build a diverse nursing workforce educated in health justice, and we actively work to further inclusion in nursing academia and the health care sector. Students are key members of YSN's Inclusion, Diversity, Equity Action Solutions (IDEAS) Council, among other forums. Finally, but not least, YSN is part of the singular 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 humbly for your engagement in YSN. Our faculty, staff, alumni, and I are thrilled to welcome you to Yale and to West Campus.

Ann Kurth, '90 M.S.N., 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.

In spring 2020 the Board of Permanent Officers approved three new programs: a Clinical D.N.P. program, a Pediatric Nurse Practitioner—Acute Care specialty in the M.S.N. program, and a Post-Master's Pediatric Nurse Practitioner—Acute Care Certificate option.

In March 2020 Yale School of Nursing, along with the rest of the world, shut its doors as the globe faced the COVID-19 pandemic. In a matter of days, faculty, staff, and students pivoted to online teaching, learning, and working. Didactic learning as well as simulation experiences took place remotely, and clinical experiences were cancelled until fall 2020. The Class of 2020 was celebrated in a virtual ceremony, a first for the University, and many beloved traditions were cancelled due to the pandemic. Faculty and staff took the lessons learned from the spring term, and some in-person learning was able to resume in the fall 2020 term. Students were able to engage in clinical education again. Testing, quarantining, and personal protective equipment (PPE) requirements became the norm, and simulation experiences were created and executed while maintaining physical distancing in smaller groups. Many faculty and students worked at the bedside caring for COVID-19 patients, while maintaining their teaching and learning requirements.

As a community, YSN lived our mission to bring better health to all people. More than three hundred students, faculty, and staff volunteered to be part of surge-capacity support as we awaited the first wave of COVID-19 patients to inundate the local health systems. YSN developed a text-message-based survey to track local health care workers exposed to and/or diagnosed with COVID-19, including individuals' estimated return-to-work dates. This tool helped local health systems plan for workforce needs as the cases in and around New Haven also continued to climb. In response to the national PPE shortage, YSN convened a group of local experts, both within and beyond Yale, to tackle two questions related to COVID-19: (1) how to streamline the production of urgently needed PPE, expedite FDA regulations, and create a supply chain of related equipment to keep area patients and health care workers safe; and (2) how to support similar processes around design and scaling of ventilator alternatives. Faculty collaborated on creative and innovative ways to produce and sterilize PPE with partners across campus and New Haven, including colleagues at the School of Engineering & Applied Science and businesses in the city. Students and faculty continued the important work at HAVEN Free Clinic by providing telehealth care and primary care, free of charge, to New Haven residents. Finally, the School worked with state and national partners, including credentialers, to ensure that educational guidelines could be flexible enough during the COVID-19 crisis to allow nursing students, including advanced practice nurses, to continue their educational progression, utilize clinical

simulation hours appropriately, and sit for their boards and join the health workforce that is needed more than at any other time in recent history.

On June 18, 2020, the School released an initial anti-racism plan in which Dean Ann Kurth acknowledged racism within YSN and apologized for all the times when YSN did not effectively address racism when it happened in the School. The plan outlined several initial actions the School would undertake in service of structuring an anti-racism academic learning and working environment. In the months that followed, the School held Structural Competency training for an initial cohort, with more trainings planned; added Diversity, Equity, Inclusion, and Belonging metrics to faculty and staff annual evaluations; began requiring preceptors to sign off on the anti-racism statement; and undertook a major curriculum review that included anti-racism and anti-oppression components. In November 2020 Dean Kurth announced the new position of associate dean for equity. This will be an experienced faculty position that will provide pedagogical expertise as well as overall support for a full program of work, beyond the initial anti-racism plan. The Office of Diversity, Equity, and Inclusion will report to the associate dean for equity. In March 2021 the School named Maurice Nelson, M.Ed., CDE, as the director of the office.

In early 2021 the School asked Benjamin Reese, Psy.D., clinical psychologist and national diversity expert, to conduct a survey of diversity, equity, and systemic/structural race issues at the School. The primary purpose was to understand these issues from the perspective of faculty, staff, and students and to recommend steps YSN needs to take. The scope of work included individual interviews and discussions with administrators, three faculty focus groups, three student focus groups, and two staff focus groups. Reese delivered a report in March 2021 summarizing his findings. It covered assets and challenges and opportunities for growth. He also gave eleven timely recommendations for the path forward. This community self-reflection was a recommended step in the planning process outlined by University Secretary and Vice President for University Life Kimberly Goff-Crews, with all schools and units at Yale now required to have five-year plans to enhance diversity, equity, inclusion (DEI), and belonging. The final plans are due to Goff-Crews and Gary Desir, vice provost for faculty development and diversity and Paul B. Beeson Professor of Medicine, in August 2021, for implementation in September 2021.

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 to help achieve better health for all people. We work toward this by educating each generation of nurse leaders, scholars, and practitioners; transforming health care practice; and advancing science. From our founding dean Annie W. Goodrich's exhortation to integrate thought and action, to today's recognition of such twenty-first-century challenges as climate change and

structural racism, the YSN community addresses health across local, national, and international systems of care and communities.

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 right, not a privilege. As a School we build on foundational values of organizational resilience and positive culture. The YSN community embraces diversity, equity, and inclusion as fundamental to our community;¹ treats each other with dignity and respect; listens thoughtfully and responds respectfully; and owns our work by following through on commitments and holding each other accountable.²

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 excellence, equity, and sustainability. An environment conducive to an interchange of ideas among students, faculty, and leadership is essential. We are committed to education, research, and practice, and to mentorship of the next generation of nursing and midwifery leaders.

Yale School of Nursing is committed to fostering an anti-racist and anti-oppressive environment in which all community members have learning experiences that support dialogue about structural injustices that impact health equity. The community's commitment to this allows it to tap into the true ethos of the School: the responsibility to engage and collaborate in intersectional education, practice, and scholarship that addresses the clinical, socioeconomic, and environmental issues plaguing the health of people and the planet.³

¹ See <https://nursing.yale.edu/about/staff-directory/offices-departments/office-diversity-equity-inclusion> (reviewed by YSN Board of Permanent Officers, December 2015).

² YSN Workplace Values Statement (April 2017).

³ YSN Initial Anti-Racism Plan (June 2020).

Philosophy

Each person is a unique biological, psychological, social being, who is influenced by and influences environments. Multiple factors including structural forces shape a person's values, opportunities, and outcomes around health and illness. We believe that individual differences are to be respected, free from bias or discrimination. We believe that equity in clinical practice, research, and education is an important goal, for individuals as well as for our broader society.

Individuals have the right to accurate and comprehensible information about their health care and to available resources to enact their health care needs. 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 all individuals have equal rights and equitable health outcomes.

We believe that improvement in health care will be facilitated through the collaborative efforts of patients¹ and health professionals.

Concern for the highest possible quality of life, respect for human value, and commitment to caring are primary postulates of nursing. Nursing involves an alliance with the patient to promote health, prevent disease, treat selected illness, and maintain or restore function. Advocating for patients and populations is also a part of nursing's role.² Nursing services may be provided independently or in collaboration with other health professionals. Nursing draws upon the integration of science and humanism, practice and research. In this regard we are truly a "STEAM" discipline (science, technology, arts, and clinical). We believe that the Yale School of Nursing has an obligation to communicate the leadership capabilities and impact of nursing and midwifery.

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. 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 health equity 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, policy, and impact.

¹ The term "patient" encompasses individuals, families, groups, and communities across the lifespan in various states of health and illness.

² ANA definition of Nursing.

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.

Research at Yale School of Nursing has a sterling history, and our faculty continue to produce research and scholarship that shape and improve clinical practice in meaningful ways. YSN faculty lead research across a wide range of clinical areas, from chronic disease management, including HIV/AIDS, diabetes, and cancer; to pregnancy and early childhood outcomes, including pregnancy and birth outcomes, and adolescent parenthood; and more, including toxic stress, palliative care, and sleep science. Regardless of clinical area, our faculty approach research and scholarship through the lens of addressing health inequities and improving social determinants of health, and this research consistently produces new knowledge that informs health policy as well as global and planetary health. Nursing research at Yale continues to evolve as new areas of science are identified: most recently, YSN faculty quickly organized to identify and launch new nursing research efforts in response to the COVID-19 pandemic of 2020.

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, Yale Cancer Center, and Yale Institute for Global Health (YIGH). 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. YSN has been a consistent collaborating partner with the Yale School of Medicine in supporting a student-run clinic, the Haven Free Clinic. Haven Free Clinic plays an important role in improving health of the underserved and uninsured of the greater New Haven region by providing primary care services. 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.

GLOBAL AFFAIRS AND PLANETARY HEALTH

The Yale School of Nursing's Office of Global Affairs and Planetary Health (GAPH) promotes education and engagement in activities that advance population-level improvements in health of communities around the world and the Earth's ecosystem on which they depend. As the central coordination point for all international activities at YSN, GAPH develops and organizes educational programming on topics related to global health and serves as the liaison office for the wide array of activities and opportunities offered through the Yale Institute for Global Health. Faculty, staff, and students can consult GAPH on ideas involving global-focused service or local and international scholarly activities. In cooperation with the Office of Research, GAPH hosts international scholars for research capacity-building and collaboration, and it offers consultation to YSN faculty regarding their interests in or plans to conduct research that involves international engagement. GAPH also helps to facilitate successful engagement of partners to collaborate and support faculty research. The office also oversees the Global Health Track; see Global Health Track under Curriculum in the chapter Master's Program (M.S.N.). For more information, contact Mary Ann Marshak (maryann.fuentesmarshak@yale.edu), senior administrative assistant for global affairs and planetary health.

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.).

Post-master's education is available in five areas: adult/gerontology acute care, family, pediatric acute care, pediatric primary care, and psychiatric-mental health. Application and curricular specifics for each offering are found in the chapter Post-Master's 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.

The Doctor of Nursing Practice (D.N.P.) programs, while distinct, offer opportunities for interprofessional collaboration within YSN's unique learning environment. The two programs are: (1) Health Care Leadership, Systems, and Policy D.N.P.; and (2) Clinical D.N.P. The Health Care Leadership, Systems, and Policy D.N.P. is designed for mid-career nurses who wish to build upon their previous education and professional experience to lead organizations that determine health care practice, education, and policy. The Clinical D.N.P. program is designed for advanced practice nurses working in clinical settings and desiring knowledge and skills to translate evidence and improve quality of care and patient outcomes within health care settings. Combining the Yale on-campus experience with online course work, the part-time, post-master's

D.N.P. programs are tailored for nurses who have ongoing professional and clinical commitments. The programs are designed to be completed within two to three academic years. A full description of the programs can be found in the chapter Doctor of Nursing Practice (D.N.P.) Programs.

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 2021–2022 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. Students are expected to remain in the specialty to which they were accepted. 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 upon completion of the prespecialty year, and (3) successfully complete all specialty M.S.N. courses. Students who are registered nurses must satisfactorily complete their specialty 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 School of Nursing only once per year (in August).

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 students in the Graduate Entry Prespecialty in Nursing program (GEPN).
- R.N.s may apply for full-time or part-time study.

Students who wish to change from full-time to part-time status, or vice versa, must request this change and seek approval from their specialty director and follow instructions as per YSN's part-time policy for M.S.N. and Post-Master's Certificate students. The course schedule for part-time study is predetermined and dependent upon the specialty. General descriptions of the part-time study schedule can be obtained from the School's website or specialty director.

Admission Requirements and Application Procedures for the Master's Program

The minimum requirement for admission to the Graduate Entry Prespecialty in Nursing (GEPN) is a baccalaureate degree from an accredited college or university. No specific major is required, but collegiate courses in anatomy and physiology I, anatomy and physiology II, microbiology, and general chemistry (or higher-level chemistry course) are strongly recommended.

The minimum requirement for admission to the Master of Science in Nursing (M.S.N.) for registered nurses includes 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, admission into the program is conditional on obtaining a license to practice nursing in at least one U.S. state before course registration for the fall term begins. All applicants must have a Connecticut R.N. license on or before November 1 of the first term of study. For additional information on admission standards, see Technical Standards for Admission and Progression in the chapter YSN Student Policies and Guidelines.

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 unofficial transcript from each college or university attended uploaded to the application portal. If admitted, applicants will be required to submit one official transcript from all colleges and universities attended. 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, if a transcript is issued in a language other than English, it must be accompanied by an English translation.

6. Three letters of recommendation (academic and professional); see application for additional information.
7. GRE required of those with a cumulative GPA below 3.0; see below for additional information.
8. TOEFL or IELTS scores for applicants whose native/primary language is not English; see below for additional information.

The application for admission is available online at <https://apply.nursing.yale.edu/apply>. Program information can be obtained by visiting <https://nursing.yale.edu/admissions>; or by contacting the Office of Admissions at ysnadmissions@yale.edu.

The deadline to apply for GEPN and R.N. M.S.N. programs is November 1; see <https://nursing.yale.edu/admissions-1>. Applications will be reviewed only if all application materials, including official GRE scores (if required), are received by that date. It is the applicant's responsibility to ensure that all materials are received by the Office of Admissions in a timely manner. Incomplete applications or applications submitted after the November 1 deadline will not be forwarded to the Admissions Committee for consideration.

Following the initial review of written credentials, qualified applicants are asked to participate in a virtual interview with a faculty member. Interviews are generally held in January. 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.

GRADUATE RECORD EXAMINATION AND MINIMUM GPA

Scores from the General Test of the Graduate Record Examination (GRE) are no longer required for those with a minimum cumulative conferred baccalaureate degree GPA of 3.0. Applicants who do not meet the cumulative GPA criterion will be required to take the GRE and score at or above the 50th percentile in the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections to be eligible for admission. Applicants who do not have a GPA listed on their final transcript are also required to take the GRE.

Test scores, when applicable, 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.

GEPN and R.N. applicants must take the GRE at least a month before the 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

All 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). Applicants with degrees from Australia, Canada (with the exception of Quebec), New Zealand, Singapore, Ireland, and the United Kingdom are exempt from taking the English proficiency exam. The following scores are required for admission to any programs at Yale School of Nursing:

Test of English as a Foreign Language (TOEFL) minimum score: 95/120 total, with minimum section scores of Reading, 24/30; Listening, 22/30; Writing, 24/30; and Speaking, 25/30.

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.

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. *Note:* Programs that result in conferral of an identical degree are considered the same (GEPN and M.S.N.).

COMMISSION ON GRADUATES OF FOREIGN NURSING SCHOOLS (CGFNS) EXAMINATION

Prior to enrolling at 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.

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. Courses designated “a” meet in the fall term. Courses designated “b” meet in the spring term. Courses designated “a” and “b” are yearlong courses. Courses designated “c” meet in the summer. Bracketed courses are not offered in the current academic year. The a/b/c course designations appear in the YSN bulletin only.

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 found online or obtained from the YSN registrar and specialty directors. The School reserves the right to offer course substitutions and to amend the overall curriculum.

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 full-time course of study, in year one of a three-year program, focused on pre-licensure preparation in evidence-based nursing, followed by two years of advanced practice specialty study. The first year of the program is designed to provide a solid foundation in nursing theory, nursing practice, biological science, health assessment, and pharmacology. This content is integrated into the clinical experiences in the care of the adult patient, pediatric, psychiatric–mental health, maternal–newborn, and community health nursing and interprofessional collaboration in practice and is completed full-time over the fall, spring, and summer terms.

Upon completion of the prespecialty year, the student continues in the master’s specialty that was designated when accepted into the GEPN program.

The Certificate in Nursing is awarded upon successful completion of all required GEPN courses. 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.

Graduate Entry Prespecialty Year

Fall Term

NURS 5020	Nursing Colloquia I
NURS 5030	Biomedical Foundations: Health and Illness I

NURS 5050	Essentials of Health Assessment and Clinical Skills
NURS 5080	Nursing and the Community I
NURS 5090	Introduction to Drug Therapy
NURS 5110	Clinical Applications of Human Anatomy
NURS 5160	Clinical Practice of Care of the Adult Patient
NURS 5170	Nursing Care of Adult Patient I
Spring Term	
NURS 5021	Nursing Colloquia II
NURS 5031	Biomedical Foundations: Health and Illness II
NURS 5081	Nursing and the Community II
NURS 5140	Clinical Practice Care of Childbearing Families ¹
NURS 5150	Care of Childbearing Families
NURS 5171	Nursing Care of Adult Patient II
NURS 5180	Clinical Practice in Pediatric Nursing ¹
NURS 5190	Pediatric Nursing
NURS 5200	Clinical Practice in Psychiatric–Mental Health Nursing
NURS 5210	Psychiatric–Mental Health Nursing
Summer Term	
NURS 5130	Community Health Nursing and Public Health
NURS 5140	Clinical Practice Care of Childbearing Families ¹
NURS 5151	Care of Childbearing Families
NURS 5180	Clinical Practice in Pediatric Nursing ¹
NURS 5191	Pediatric Nursing

¹ For NURS 5140 and NURS 5180, students are divided into two groups and enroll in the spring or summer term as assigned.

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—Primary Care; (6) Pediatric Nurse Practitioner—Acute Care; and (7) 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 gender and sexuality health justice. 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

NURS 6000	Advanced Health Assessment for Entering RN Students
NURS 6010	Advanced Pathophysiology
NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community

The required research methods and evidence-based practice course in the first year of specialization provides 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, pharmacology, 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 acute care 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 pathophysiology and management in acute care, health promotion, 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 open to students enrolled in the specialty. Students from other specialties who are interested in taking an AGACNP specialty course must consult with 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).

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7800	Advanced Health Assessment in Adult/Gerontology Acute Care
NURS 7810	Advanced Diagnostics in Acute Care
NURS 7820	Critical Care Clinical Immersion

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7830	Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems I
NURS 7840	Adult/Gerontology Acute Care Clinical Practice I
NURS 7880	Advanced Acute Care Pharmacology

YEAR TWO

Fall Term

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7850	Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems II
NURS 7860	Adult/Gerontology Acute Care Clinical Practice II

Spring Term

NURS 7870	Adult/Gerontology Acute Care Clinical Practice III
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Adult/Gerontology Primary Care Nurse Practitioner Specialty

The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty emphasizes primary care of the entire adult to 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 open to students enrolled in the specialty. Students from other specialties who are interested in taking an AGPCNP specialty course must consult with the specialty director.

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7000	Advanced FNP/AGPCNP Specialty Health Assessment
NURS 7020	Primary Care I A
NURS 7030	Primary Care I B
NURS 7200	Women's Health I
NURS 7440	Primary Care of Adolescents

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7040	Primary Care II
NURS 7050	Primary Care II Clinical Practice
NURS 7100	Concepts and Principles of Aging
NURS 7110	Advanced FNP/AGPCNP Pharmacology
NURS 7230	Women's Health III

YEAR TWO

Fall Term

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7060	Primary Care III
NURS 7070	Primary Care III Clinical Practice

Spring Term

NURS 7090	Primary Care IV Clinical Practice
NURS 7104	Advanced Primary Care of the Older Adult

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 open to students enrolled in the specialty. Students from other specialties who are interested in taking an FNP specialty course must consult with the specialty director. A Post-Master's Family Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7000	Advanced FNP/AGPCNP Specialty Health Assessment
NURS 7020	Primary Care I A
NURS 7030	Primary Care I B
NURS 7200	Women's Health I
NURS 7410	Individual and Family Development during Childhood
NURS 7420	Primary Care of Children I: Health Promotion
NURS 7440	Primary Care of Adolescents

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7040	Primary Care II
NURS 7050	Primary Care II Clinical Practice
NURS 7110	Advanced FNP/AGPCNP Pharmacology
NURS 7230	Women's Health III
NURS 7460	Primary Care of Children II

YEAR TWO

Fall Term

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7060	Primary Care III
NURS 7070	Primary Care III Clinical Practice
NURS 7480	Primary Care of Children III

Spring Term

NURS 7090	Primary Care IV Clinical Practice
NURS 7104	Advanced Primary Care of the Older Adult
NURS 7500	Primary Care of Children IV

Nurse-Midwifery Specialty

The Nurse-Midwifery (NM) specialty is designed to prepare clinically competent midwives who provide family-centered primary health care across the lifespan. Clinical experiences with individuals and groups, incorporated throughout the two years, emphasize use of the midwifery management process as a framework to provide 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 skills in the evaluation of research methods and statistics. Leadership capabilities are emphasized.

Courses and clinical work focus on the independent management of health care needs of women and newborns. These needs include primary care, pregnancy, birth, postpartum, family planning, and gynecological care across the lifespan. Students learn collaborative, interdisciplinary management of 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 (ACNM). The curriculum meets the ACNM Core Competencies for Basic Midwifery Practice. 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).

Nurse-Midwifery courses are only open to specialty students admitted to the Nurse-Midwifery (NM) specialty. Students from other specialties who are interested in taking a Nurse-Midwifery specialty course must consult with the specialty director.

Students admitted to the NM specialty may choose to complete the master's degree and pursue the Nurse-Midwifery/Women's Health Nurse Practitioner dual specialty; or students may choose to pursue only the Nurse-Midwifery specialty or only the Women's Health Nurse Practitioner specialty. If students choose to complete both specialties, they will incur additional tuition charges and may require additional time to complete the program based on clinical site placement availability (see the chapter Educational Expenses and Financial Aid).

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, <https://www.aacnnursing.org/CCNE>.

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7020	Primary Care I A

NURS 7030	Primary Care I B
NURS 7200	Women's Health I
NURS 7210	Women's Health II
NURS 7220	Women's Health I and II Advanced Health Assessment and Clinical Practice ¹
NURS 7235	Childbearing Care I
Spring and Summer Terms	
NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7040	Primary Care II
NURS 7230	Women's Health III
NURS 7240	Women's Health IV
NURS 7250	Women's Health III and IV Clinical Practice (spring or summer) ¹
NURS 7260	Childbearing Care II
NURS 7270	Childbearing Care II Clinical Practice (spring or summer) ¹
NURS 7340	Midwifery and Women's Health Pharmacology

YEAR TWO**Fall Term**

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7280	Women's Health V
NURS 7290	Women's Health V Clinical Practice ¹
NURS 7300	Childbearing Care III
NURS 7310	Childbearing Care III Clinical Practice ¹

Spring Term

NURS 7320	Integration of Midwifery Care ¹
NURS 7330	Integration of Women's Health Care ¹

¹ Clinical courses may be taken in a different term depending on clinical site availability.

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 open to students enrolled in the specialty. Students from other specialties who are interested in taking a WHNP specialty course must consult with the specialty director.

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7020	Primary Care I A
NURS 7030	Primary Care I B
NURS 7200	Women's Health I
NURS 7210	Women's Health II
NURS 7220	Women's Health I and II Advanced Health Assessment and Clinical Practice ¹

Spring and Summer Terms

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7040	Primary Care II
NURS 7230	Women's Health III
NURS 7240	Women's Health IV
NURS 7250	Women's Health III and IV Clinical Practice (spring or summer) ¹
NURS 7335	Women's Health Primary Care Clinical ¹
NURS 7340	Midwifery and Women's Health Pharmacology

YEAR TWO

Fall Term

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7280	Women's Health V
NURS 7290	Women's Health V Clinical Practice ¹

Spring Term

NURS 7330	Integration of Women's Health Care ¹
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¹ Clinical courses may be taken in a different term depending on clinical site availability.

Nurse-Midwifery and Women's Health Nurse Practitioner Dual Specialty

Students applying to YSN may pursue the NM program, the WHNP program, or the dual NM/WHNP program. WHNP students cannot make changes to their specialty

selection once admitted into the program. Students admitted to the GEPN program as NM or dual NM/WHNP must declare their decision to pursue the dual NM/WHNP program prior to the start of the specialty years and are not permitted to join the dual program during their specialty years of study. Students who are accepted into the dual program will pay an additional dual specialty fee, split over four terms, beginning in the fall of the first specialty year (see the chapter Educational Expenses and Financial Aid). 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 specialties. Graduation in May of the second specialty year cannot be guaranteed. It will be influenced by the availability of clinical sites and student flexibility in clinical placements.

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

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7020	Primary Care I A
NURS 7030	Primary Care I B
NURS 7200	Women's Health I
NURS 7210	Women's Health II
NURS 7220	Women's Health I and II Advanced Health Assessment and Clinical Practice ¹
NURS 7235	Childbearing Care I

Spring and Summer Terms

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7040	Primary Care II
NURS 7230	Women's Health III
NURS 7240	Women's Health IV
NURS 7250	Women's Health III and IV Clinical Practice (spring or summer) ¹
NURS 7260	Childbearing Care II
NURS 7270	Childbearing Care II Clinical Practice (spring or summer) ¹
NURS 7335	Women's Health Primary Care Clinical ¹
NURS 7340	Midwifery and Women's Health Pharmacology

YEAR TWO

Fall Term

NURS 6050	Transitions to Professional Practice
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NURS 6060	Promoting Health in the Community
NURS 7280	Women's Health V
NURS 7290	Women's Health V Clinical Practice ¹
NURS 7300	Childbearing Care III
NURS 7310	Childbearing Care III Clinical Practice ¹
Spring Term	
NURS 7320	Integration of Midwifery Care ¹
NURS 7330	Integration of Women's Health Care ¹

¹ Clinical courses may be taken in a different term depending on clinical site availability.

Pediatric Nurse Practitioner – Acute Care Specialty

The Pediatric Nurse Practitioner – Acute Care (PNP-AC) specialty prepares graduates for the advanced practice role of providing complex, comprehensive care to infants, children, adolescents, and young adults. With a foundation in primary care to more complex acute or chronic health conditions, there is an emphasis on integrating current evidence-based research, family-centered care, and cultural humility into clinical practice.

Each student, throughout the two years, provides acute, complex, and chronic illness health care for infants through adolescents in a variety of care settings, including pediatric intensive care units, inpatient settings, neonatal intensive care units, specialty clinics, and emergency departments. The PNP-AC curriculum is intended to prepare students to apply for Pediatric Nurse Practitioner Certification in acute care through the Pediatric Nursing Certification Board.

PNP-AC courses are only open to students enrolled in the specialty. This specialty is designed for entering R.N. students who hold a baccalaureate in any field and have one to two years of acute inpatient experience. The course plan for part-time study can be obtained from the specialty director. A Post-Master's Pediatric Nurse Practitioner – Acute Care Certificate option is also available (see the chapter Post-Master's Certificates).

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNS only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7400	Advanced Pediatric Health Assessment and Clinical Reasoning
NURS 7410	Individual and Family Development during Childhood
NURS 7420	Primary Care of Children I: Health Promotion
NURS 7430	Primary Care of Children I Clinical Practice
NURS 7440	Primary Care of Adolescents
NURS 7910	Advanced Acute and Critical Care Diagnostics for Pediatrics

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7460	Primary Care of Children II
NURS 7520	Chronic Health Conditions in Children and Adolescents
NURS 7550	Advanced Pediatric Pharmacology
NURS 7560	Specialty Pediatric Acute Care Clinical

YEAR TWO**Fall Term**

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7912	Acute Care of Children I
NURS 7914	Acute Care of Children I Clinical

Spring Term

NURS 7916	Acute Care of Children II
NURS 7918	Acute Care of Children II Clinical

Pediatric Nurse Practitioner – Primary Care Specialty

The Pediatric Nurse Practitioner – Primary Care (PNP-PC) 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-PC as a member of an interdisciplinary team and coordinator across systems of care within the context of family is emphasized. The PNP-PC 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-PC courses are only open to students enrolled in the specialty. Students from other specialties who are interested in taking a PNP-PC specialty course must consult with the specialty director. A Post-Master's Pediatric Nurse Practitioner – Primary Care Certificate option is also available (see the chapter Post-Master's Certificates).

YEAR ONE**Summer Term**

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7020	Primary Care I A
NURS 7400	Advanced Pediatric Health Assessment and Clinical Reasoning
NURS 7410	Individual and Family Development during Childhood
NURS 7420	Primary Care of Children I: Health Promotion
NURS 7430	Primary Care of Children I Clinical Practice
NURS 7440	Primary Care of Adolescents

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7450	Primary Care of Adolescents Clinical ¹
NURS 7460	Primary Care of Children II
NURS 7470	Primary Care of Children II Clinical Practice
NURS 7530	School Health Clinical Practice ¹
NURS 7550	Advanced Pediatric Pharmacology

YEAR TWO**Fall Term**

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7450	Primary Care of Adolescents Clinical ¹
NURS 7480	Primary Care of Children III
NURS 7490	Primary Care of Children III Clinical Practice
NURS 7530	School Health Clinical Practice ¹
NURS 7540	Specialty Pediatric Primary Care Clinical

Spring Term

NURS 7500	Primary Care of Children IV
NURS 7510	Primary Care of Children IV Clinical Practice
NURS 7520	Chronic Health Conditions in Children and Adolescents
NURS 7541	Specialty Pediatric Primary Care Clinical

¹ For NURS 7450 and NURS 7530, students are divided into two groups and enroll in the spring term of year one or the fall term of year two as assigned.

Psychiatric–Mental Health Nurse Practitioner Specialty

The Psychiatric–Mental Health Nurse Practitioner (PMHNP) specialty prepares graduates for advanced practice providing 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. All of this is viewed through the lens of the PMHNP role in combating systemic racism, discrimination, and harassment, and rectifying health inequities.

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 open to students enrolled in the specialty. Students from other specialties who are interested in taking a PMHNP specialty course must consult with the specialty director. A Post-Master's Psychiatric–Mental Health Nurse Practitioner Certificate option is also available (see the chapter Post-Master's Certificates).

YEAR ONE

Summer Term

NURS 6000	Advanced Health Assessment for Entering RN Students (incoming RNs only)
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Fall Term

NURS 6010	Advanced Pathophysiology
NURS 7600	Mental Health Assessment across the Lifespan
NURS 7610	Psychopathology across the Lifespan I
NURS 7630	Psychiatric–Mental Health Clinical Practice across the Lifespan I and II
NURS 7650	Individual Psychotherapy I

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7620	Psychopathology across the Lifespan II
NURS 7631	Psychiatric–Mental Health Clinical Practice across the Lifespan I and II
NURS 7660	Individual Psychotherapy II
NURS 7670	Clinical Psychopharmacology across the Lifespan

YEAR TWO**Fall Term**

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7680	Clinical Outcome Management in Psychiatric–Mental Health Nursing
NURS 7690	Group Psychotherapy
NURS 7700	Psychiatric–Mental Health Clinical Practice across the Lifespan III

Spring Term

NURS 7710	Psychiatric–Mental Health Clinical Practice across the Lifespan IV
NURS 7720	Applied Psychopharmacology across the Lifespan
NURS 7730	Family Psychotherapy

CONCENTRATIONS

Yale School of Nursing offers students the opportunity to specialize in a particular concentration area that further develops a clinical or conceptual interest. The four concentrations are: Diabetes Care, Gender and Sexuality Health Justice, Oncology, and Research. Upon completion of the concentration, students may be eligible for the certification exam in the area of the concentration.

Application

First-year specialty students in good standing, and with adviser approval, are encouraged to submit an online application to a concentration of their choice. Those interested are encouraged to visit the YSN website for concentration-specific information. Communication about concentrations is shared by the YSN Office of the Registrar at the beginning of the fall term. Enrollment is limited.

Concentration Fee

Starting with the 2021–2022 academic year, those pursuing a concentration will incur additional fees. See the tuition and fees section of the YSN website for additional information: <https://nursing.yale.edu/enrollment-management/office-financial-aid/tuition-and-fees>.

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 current M.S.N. students in their final year of study. Students are required to complete a series of didactic courses and a clinical practice course, which includes comprehensive management of diabetes patients.

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, Pediatric Nurse Practitioner – Primary Care, and Pediatric Nurse Practitioner – Acute Care specialties.

The concentration is designed to prepare specialists in these fields for practice in diabetes care and management.

All students in the concentration enroll in Advanced Concepts and Principles of Diabetes Care (NURS 6100), and Clinical Practice in Diabetes Care and Management (NURS 6110 and NURS 6111), which require four hours per week of clinical practice. The course work encompasses diabetes care, its complications across the lifespan, and the pathophysiology and management of type 1 diabetes, type 2 diabetes, monogenic forms of diabetes, and gestational diabetes. 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 in their final specialty year 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 enroll in Gender and Sexuality Health Justice I, II, and III (NURS 6180, NURS 6190, and NURS 6200) and a clinical conference course (NURS 6202). Students may elect to enroll in the didactic courses only without applying to the concentration. Concentration coordinator: *Nathan Levitt*

Oncology Concentration

The Oncology concentration is designed to provide current M.S.N. students with a foundation of knowledge and skill for an advanced practice nursing role in the care of adults with cancer. Students are required to complete a series of didactic courses and a clinical experience. Opportunities for scholarly activities with faculty are 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, Pediatric Nurse Practitioner – Primary Care, Pediatric Nurse Practitioner – Acute Care, and Women's Health 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 or Nurse-Midwifery/Women's Health Nurse Practitioner students.

Students are required to enroll in Principles of Advanced Oncology Practice (NURS 6120), Advanced Management of Clinical Problems in Oncology (NURS 6130 and NURS 6131), and Clinical Practicum for Oncology Nurse Practitioners (NURS 6140 and NURS 6141) in their final 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 enroll in two approved graduate-level Research Seminar courses, which include a research practicum (NURS 6150 and NURS 6160).

The research practicum allows students the opportunity to work on faculty research to gain research skills. The research practicum is an equivalent of three hours per week participating in a faculty member's ongoing research (45 hours/term). The faculty member will assist the student in preparing goals and objectives for the experience and meet with the student at a minimum of every two weeks for research mentoring and supervision.

The concentration is open to M.S.N. students in their final year of study. Concentration coordinator: *Monica Ordway*

GLOBAL HEALTH TRACK

The Global Health track is designed to prepare students to serve global populations both internationally and domestically as clinicians, educators, scholars, and policy makers. In the track, students are exposed to a range of global health concepts through interdisciplinary didactic course work and through their global health clinical and scholarly activities. All students in the track take two approved graduate-level courses in global health from a preselected list curated from Yale schools or departments. Students must also 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 enrolling in Clinical Practice I and II for Global Health Track (NURS 6230 and NURS 6240).

Domestic experiences with local resettlement and reintegration 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 track is open to students in their first year of specialty study in the M.S.N. program. Enrollment is limited. Students must complete a track application in the fall term of their first specialty year. Specialty faculty recommendation is required. Students are also strongly advised to discuss their interests with the YSN global health clinical coordinator or the associate dean for global health and equity prior to applying to the Global Health track. Track coordinator: *Patricia Ryan-Krause*

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 life 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>.

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 is available in five areas: adult/gerontology acute care nurse practitioner, family nurse practitioner, pediatric nurse practitioner – primary care, pediatric nurse practitioner – acute care, and psychiatric-mental health nurse practitioner.

The application procedures and deadlines are the same for both part-time and full-time study. The deadline for Post-Master's Certificate applications is November 1.

The Post-Master's Certificate application for admission is available online at <https://apply.nursing.yale.edu/apply>.

Program information can be found by visiting <https://nursing.yale.edu/academics/post-masters-aprn-certificates>; or by contacting the Office of Admissions at ysnadmissions@yale.edu.

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. Current Connecticut R.N. licensure
6. One unofficial transcript from all colleges and universities attended. If admitted, applicants will be required to submit one official transcript from all colleges and universities attended. Applicants with an international degree 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, if a transcript is issued in a language other than English, it must be accompanied by an English translation.
7. Three letters of recommendation (professional and academic)
8. TOEFL or IELTS for applicants whose native/primary language is not English (see below for additional information)

Applications will be reviewed only if all application materials are received on or before November 1. It is the applicant's responsibility to ensure that all materials are received by the Office of Admissions in a timely manner. Applications submitted late, or incomplete applications, will not be forwarded to the Admissions Committee for consideration.

Following the initial review of written credentials, qualified applicants are asked to participate in a virtual interview with a faculty member. Interviews are generally held in January.

Tuition is charged on a per-credit basis. For more information, see Tuition and Fees in the chapter Educational Expenses and Financial Aid.

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). Applicants with degrees from Australia, Canada (with the exception of Quebec), New Zealand, Singapore, Ireland, and the United Kingdom are exempt from taking the English proficiency exam. 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 or nurse practitioner 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 statistics and research course. 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 statistics and research course. 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–Acute Care

The Post-Master's Pediatric Nurse Practitioner–Acute Care (PNP-AC) Certificate option is intended to prepare the master's- or doctoral-prepared advanced practice nurse—such as pediatric primary care nurse practitioner, clinical nurse specialist, neonatal nurse practitioner, or family nurse practitioner—who desires formal education and clinical training in caring for more acute, complex pediatric patients in order to become eligible to apply for pediatric nurse practitioner certification in acute care through the Pediatric Nursing Certification Board. This Post-Master's Certificate option builds on the existing curriculum of the Pediatric Nurse Practitioner–Acute Care specialty and assumes that the entering student has a master's degree or doctoral 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-AC specialty except for the statistics and research course. For purposes of student eligibility for certification, all PNP-AC 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-AC students will be determined based on the incoming student's graduate academic record.

Pediatric Nurse Practitioner–Primary Care

The Post-Master's Pediatric Nurse Practitioner–Primary Care (PNP-PC) 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–Primary Care specialty and assumes that the entering student has a master's degree or doctoral 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-PC specialty except for the statistics and research course. For purposes of student eligibility for certification, all PNP-PC 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-PC 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 plan of study includes all the required courses currently offered in the PMHNP specialty except for the statistics and research course. For purposes of student eligibility for certification, all PMHNP 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.

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 lifespan focus through the American Nurses Credentialing Center.

DOCTOR OF NURSING PRACTICE (D.N.P.) PROGRAMS

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."¹ The post-master's Doctor of Nursing Practice (D.N.P.) programs, like the Yale Ph.D. and master's degree programs, are 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. programs focus on vision and innovation. In the Healthcare Leadership, Systems, and Policy program, the focus is on aggregates, systems, and health care organizations including emerging and nontraditional models of health care, leadership, executive leadership, and policy. In the Clinical program the focus is on clinical practice innovation. Nursing practice, within these focal areas, provides for interventions that influence practice and health care outcomes for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy.

¹ Annie Warburton Goodrich, *The Social and Ethical Significance of Nursing* (New York: Macmillan, 1933).

All competencies embody YSN's philosophy that nursing has an ethical and social significance, and the curriculum is designed to prepare transformational executive, policy, and clinical leaders and innovators with the knowledge and skills to improve health care delivery and policies that are essential to insure patient-centered and culturally responsive clinical care, and safe, high-quality outcomes for diverse populations within and across health care systems and organizations.

The three-year part-time (six terms) Leadership D.N.P. program is tailored for mid-career nurses who are in leadership trajectories in their careers. The two-year part-time (five terms) Clinical D.N.P. program is geared toward clinically practicing advanced practice nurses. Both D.N.P. programs combine online course work with intensive on-campus experiences.

Upon completion of the YSN Leadership D.N.P. program, the graduate will demonstrate success in the areas of health systems services and leadership. Upon completion of the Clinical D.N.P. program, the graduate will demonstrate success in the areas of clinical innovation and practice change. Both programs focus on the competencies outlined in the American Association of Colleges of Nursing's *D.N.P. Essentials*.

Admission Requirements

HEALTH CARE LEADERSHIP, SYSTEMS, AND POLICY D.N.P. PROGRAM

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 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. Non-nursing master's-degree applicants are required to have a portfolio review to determine the number of additional practice hours that may be required.

A total of 1,000 practicum hours is required for a D.N.P. degree. Those who entered with a master's degree in nursing generally earned a minimum of 500 clinical hours. Practice 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 administrative project or experience. Applicants who completed fewer than the hours needed to meet the required 1,000 hours must fulfill those hours through one or more of the following mentored/supervised leadership practica:

1. Mentored practicum: working with an experienced manager, administrator, or executive
2. Additional administrative systems/organizational activities, which are planned in collaboration with the faculty adviser, goal-defined, measurable, and appropriate to the systems/organization leadership role.

CLINICAL D.N.P. PROGRAM

Applicants must hold a master's degree in nursing and a current license and certification to practice as an advanced practice nurse in the United States. (*Note:* Connecticut licensure is not required if practicing elsewhere.)

A total of 1,000 practicum hours is required for a D.N.P. degree. Advanced practice nurses enter with a minimum of 500 clinical hours from their M.S.N. program, which are applied toward the required total of practicum hours.

Hours for the Clinical D.N.P. program are accrued through mentored practica as a clinical leader/innovator with a population focus.

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 unofficial transcript from each college or university attended. If admitted, applicants will be required to submit one official transcript from all colleges and universities attended. 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, if a transcript is issued in a language other than English, it must be accompanied by an English translation.
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. Applicants with degrees from Australia, Canada (with the exception of Quebec), New Zealand, Singapore, Ireland, and the United Kingdom are exempt from taking the English proficiency exam. The following scores are required for admission to any programs at Yale School of Nursing:

Test of English as a Foreign Language (TOEFL) minimum score: 95/120 total, with minimum section scores of Reading 24/30; Listening, 22/30; Writing, 24/30; and Speaking, 25/30.

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

It typically takes a month from the date of test administration for the 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.

8. Applicants are required to upload an academic writing sample to the online application.

The Graduate Record Examination (GRE) is not required.

The application is available online at <https://apply.nursing.yale.edu/apply>. More information about the program can be obtained by visiting <https://nursing.yale.edu/enrollment-management/admissions/doctor-nursing-practice-dnp> or by contacting the Office of Admissions at ysnadmissions@yale.edu.

The application deadlines for both Doctor of Nursing Practice programs are listed online at <https://nursing.yale.edu/admissions-1>. It is the applicant's responsibility to ensure that all materials are received by the Office of Admissions in a timely manner. Incomplete or late applications will not be forwarded to the Admissions Committee for consideration.

Students are admitted to degree programs without regard to their ability to pay. See the chapter Educational Expenses and Financial Aid.

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 templates 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.

HEALTH CARE LEADERSHIP, SYSTEMS, AND POLICY D.N.P. PROGRAM

Plan of Study

YEAR ONE

Fall Term

NURS 9570	Evidence for the Doctor of Nursing Practice
NURS 9630	Moving Health Care Forward: Innovation and Implementation

Spring Term

NURS 9670	Quality and Safety in Health Care Organizations
NURS 9890	D.N.P. Project: Part 1

Summer Term

NURS 9690	Uses of Data in Decision-Making
NURS 9850	Achieving Population Health Equity

YEAR TWO

Fall Term

NURS 9810	Leadership Development
NURS 9820	Leadership Development Practicum
NURS 9900	D.N.P. Project: Part 2

Spring Term

NURS 9710	Health Care Policy, Politics, and Process
NURS 9770	The Business of Health Care

YEAR THREE

Fall Term

NURS 9980	Leadership Immersion Practicum
NURS 9990	D.N.P. Project: Evidence-Based Practice Change

Spring Term

NURS 9981	Leadership Immersion Practicum
NURS 9991	D.N.P. Project: Evidence-Based Practice Change

CLINICAL D.N.P. PROGRAM

Plan of Study

YEAR ONE

Fall Term

NURS 9570	Evidence for the Doctor of Nursing Practice
NURS 9630	Moving Health Care Forward: Innovation and Implementation
NURS 9680	Clinical D.N.P. Scholarly Project Development

Spring Term

NURS 9510	Clinical D.N.P. Practicum I
NURS 9670	Quality and Safety in Health Care Organizations
NURS 9890	D.N.P. Project: Part 1

Summer Term

NURS 9520	Clinical D.N.P. Practicum II
NURS 9690	Uses of Data in Decision-Making
NURS 9850	Achieving Population Health Equity
NURS 9900	D.N.P. Project: Part 2

YEAR TWO

Fall Term

NURS 9530	Clinical D.N.P. Practicum III
NURS 9650	Clinical Leadership and Finance

Spring Term

NURS 9540	Clinical D.N.P. Practicum IV
NURS 9660	Clinical Innovation Seminar
NURS 9710	Health Care Policy, Politics, and Process

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 <https://gsas.yale.edu/admission>. More information about the program is available at <https://nursing.yale.edu/phd> and <https://gsas.yale.edu>.

Fields of Study

Fields include chronic conditions (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 marginalized populations; end-of-life and palliative care; environmental influences on health; and community-based interventions.

Special Admission Requirements

- Applicants should have a master's degree in nursing, or the equivalent. A grade point average of 3.5 on a 4.0 scale for graduate work is preferred.
- The Graduate Record Examination (GRE) taken no more than five years prior to application is required.
- Applicants whose native language is not English must present evidence of completing the Test of English as a Foreign Language (TOEFL), which is administered by ETS, or the International Testing System (IELTS). Applicants who received or will receive an undergraduate degree from a college or university where English is the primary language of instruction are exempt from the English Language Test requirement and are not required to submit the TOEFL or IELTS. Applicants must have studied in residence for at least three years to qualify. The TOEFL or IELTS, if required, should be taken as early as possible to ensure that

official scores are released and received no later than the stated deadline of the program for which the student is applying.

- Previous course work in statistics within the past five years with a minimum grade of High Pass, B, 3.0, or equivalent.
- Completion of a graduate-level research methods course within the past five years with a grade of at least High Pass, B, 3.0, or equivalent.
- Admission essay as described in the online application.
- References from three individuals, one of whom must be doctorally prepared, that address the student's aptitude for doctoral study.
- Sample 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 fifteen core courses and four cognates in the student's area of specialization (including one advanced analysis course) is required. Successful completion of the dissertation seminar (NURS 906 in the fall and NURS 907 in the spring) every term until the final dissertation defense is also required. The required core courses are:

NURS 901	Quantitative Methods for Health Research
NURS 902	Qualitative Methods for Health Research
NURS 903	Multi-Method Measurement of Biobehavioral Phenomena
NURS 904	Mixed Methods Research
NURS 905	Intervention Development, Testing, and Introduction to Implementation Science
NURS 908	Synthesis of Knowledge and Skills for Nursing Science
NURS 909	Nursing Science and Grant Writing
NURS 912	Knowledge Development for Nursing Science
NURS 913	Chronic Conditions: Risk Factors, Prevention, and Management of Adverse Outcomes
NURS 929	Responsible Conduct of Research
NURS 9850	Achieving Population Health Equity
BIS 505	Biostatistics in Public Health II
BIS 633	Population and Public Health Informatics
EPH 505	Biostatistics in Public Health
CDE 534	Applied Analytic Methods in Epidemiology
or STAT 660	Multivariate Statistical Methods for the Social Sciences

Cognates may be taken in nursing, or in any area related to the student's dissertation research, including appropriate methodology and statistics courses. One of the four cognates must be an advanced analysis course appropriate to the dissertation. Some

examples of the disciplines that doctoral students have chosen are public health, developmental psychology, exercise physiology, family and human relations, and sociology. Cognates may include independent study with Ph.D. program faculty.

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 NURS 929, Responsible Conduct of 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.

The Yale School of Nursing does not offer the option of a combined degree.

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.

COURSES

NURS 901a, Quantitative Methods for Health Research Samantha Conley

This course introduces students to quantitative research methods and how to evaluate various scientific designs for investigating problems of importance to nursing and health. Emphasis is placed on scientific rigor, validity, and the critical appraisal of research. Experimental, quasi-experimental, and observational designs are presented and evaluated for internal, external, construct, and statistical validity. The interrelationships of the research question and study aims with study design and method are thoroughly explored. The course prepares students for designing a quantitative study. Required of first-year Ph.D. students in nursing. Three hours per week for fourteen weeks. 1 Course cr

NURS 902b, Qualitative Methods for Health Research Staff

This course introduces students 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. 1 Course cr

NURS 906a, Dissertation Seminar I Nancy Redeker

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. 1 Course cr

NURS 907b, Dissertation Seminar II Nancy Redeker

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. 1.5 hours every other week for fourteen weeks. 1 Course cr

NURS 908a, Synthesis of Knowledge and Skills for Nursing Science M Tish Knobf

This course is designed to develop beginning competencies necessary to engage in a career as a nurse scientist. It includes the basic principles and processes of scientific writing, literature searches, synthesis of research evidence, and presentation skills. 1 Course cr

NURS 909b, Nursing Science and Grant Writing Staff

This course is designed to provide the foundation for students to develop knowledge and skills for becoming a nurse scientist, including beginning competencies in the principles and processes of grant writing. 1 Course cr

NURS 912a, Knowledge Development for Nursing Science Lois Sadler

This course introduces the historical perspective of the philosophy of science and the relationship to nursing science. Students review nursing's disciplinary perspective and examine the philosophical, theoretical, and conceptual linkages for knowledge development for nursing science. The course is required of all first-year students in the Ph.D. program and open to others by permission of the instructor. Three hours per week for fourteen weeks. 1 Course cr

NURS 913b, Chronic Conditions: Risk Factors, Prevention, and Management of Adverse Outcomes Samantha Conley

In this course, students examine the concepts of health and illness over the lifespan, in the context of chronic conditions. We focus on relationships among predisposing or contextual factors, processes, and outcomes, considering individual, family, and caregivers, community, and larger societal (social determinants of health) perspectives. We consider early adversity, marginalized populations, and adaptation to chronic conditions over time. Three hours per week for fourteen weeks. 1 Course cr

NURS 929b, Responsible Conduct of Research Monica Ordway

These class sessions introduce 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 first-year Ph.D. students in nursing. Open to others with permission of the instructor. 1 Course cr

NURS 5020a, Nursing Colloquia I Daihnia Dunkley

Registered nurses are exposed to a myriad of professional, social, and ethical issues that influence the delivery, quality, and safety of nursing care. This course explores these issues and how they relate to national health priorities, vulnerable populations, social justice, evidence-based practice, and quality improvement. The course is organized into weekly modules that incorporate the following content areas: Social Determinants of Health, Professional Behavior, Social Justice, Ethical and Social Significance of Nursing, Evidence-Based Practice, Delegation and Prioritization, Quality Improvement and Safety, and Legal and Regulatory Issues. 1 Course cr

NURS 5021b, Nursing Colloquia II Daihnia Dunkley

Registered nurses are exposed to a myriad of professional, social, and ethical issues that influence the delivery, quality, and safety of nursing care. This course explores these issues and how they relate to national health priorities, vulnerable populations, social justice, evidence-based practice, and quality improvement. The course is organized into weekly modules that incorporate the following content areas: Social Determinants of Health, Professional Behavior, Social Justice, Ethical and Social Significance of Nursing, Evidence-Based Practice, Delegation and Prioritization, Quality Improvement and Safety, and Legal and Regulatory Issues. 1 Course cr

NURS 5030a, Biomedical Foundations: Health and Illness I Sharen McKay

This course is designed to guide student learning of factual and conceptual information on the structure and function of normal human bodily systems and then to begin to apply that knowledge to deepen understanding of pathophysiological processes. Three hours per week. 3 Course cr

NURS 5031b, Biomedical Foundations: Health and Illness II Sharen McKay

This course is designed to guide student learning of factual and conceptual information on the structure and function of normal human bodily systems and then to begin to apply that knowledge to deepen understanding of pathophysiological processes. Three hours per week. Prerequisite: NURS 5030. 3 Course cr

NURS 5050a, Essentials of Health Assessment and Clinical Skills

Kassandra August-Marcucio and Joanna Cole

This course is designed to provide the student with the essential knowledge and skills to gather a comprehensive health history and perform a head-to-toe physical assessment of the patient. It aims to develop strong, clinically competent nurses with clinical reasoning skills that will allow them to provide high-quality, evidence-based patient care. Clinical skills and competency are demonstrated in a laboratory environment. This course requires four hours per week of didactic class time and four to eight hours per week of clinical labs/skills laboratory to provide the nursing student with essential preparation to enter the clinical environment. Required of all GEPN students. 5½ Course cr

NURS 5080a, Nursing and the Community I Michelle Kennedy and Marcie Gawel

This course provides the foundational principles and highlights the importance of community health nursing and public health nursing practice, skills, and science. It moves from a focus on individual health and illness needs to populations and systems for the entry-level nursing student. Fifteen hours per term. 1 Course cr

NURS 5081b, Nursing and the Community II Michelle Kennedy and Marcie Gawel

This course expands upon the knowledge and skills of NURS 5080 to provide the foundational principles and highlight the importance of community health nursing and public health nursing practice, skills, and science. It moves from a focus on individual health and illness needs to populations and systems for the entry-level nursing student. Fifteen hours per term. Prerequisite: NURS 5080. 1 Course cr

NURS 5090a, Introduction to Drug Therapy Elizabeth Cohen and Linda Ghampson

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. 3 Course cr

NURS 5110a, Clinical Applications of Human Anatomy Christopher Schayer

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. 2 Course cr

NURS 5130c, Community Health Nursing and Public Health

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. 2½ Course cr

NURS 5140b or c, Clinical Practice Care of Childbearing Families Jessica Stanek, Daihnia Dunkley, and Erin Morelli

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. 2 Course cr

NURS 5150b and NURS 5151c, Care of Childbearing Families Staff

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. 1 Course cr

NURS 5160a, Clinical Practice of Care of the Adult Patient Camille Hamilton and Jennifer McIntosh

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. 2½ Course cr

NURS 5170a, Nursing Care of Adult Patient I Camille Hamilton and Nathan Levitt

This full-year course (with NURS 5171) focuses on pathophysiological problems in the adult in the acute care setting, including the promotion, maintenance, and restoration of health. Required of all students in the prespecialty year. Two hours per week. 2 Course cr

NURS 5171b, Nursing Care of Adult Patient II Camille Hamilton and Nathan Levitt

This full-year course (with NURS 5170) focuses on pathophysiological problems in the adult in the acute care setting, including the promotion, maintenance, and restoration of health. Required of all students in the prespecialty year. Two hours per week. 2 Course cr

NURS 5180b or c, Clinical Practice in Pediatric Nursing Wendy Mackey and Marcie Gawel

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. 2 Course cr

NURS 5190b and NURS 5191c, Pediatric Nursing Staff

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. 1 Course cr

NURS 5200b, Clinical Practice in Psychiatric–Mental Health Nursing

Jennifer McIntosh

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 NURS 5210. 2 Course cr

NURS 5210b, Psychiatric–Mental Health Nursing Jennifer McIntosh

In combination with NURS 5200, 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. Four hours per week, first half of spring or summer term, as assigned. 2 Course cr

NURS 6000c, Advanced Health Assessment for Entering RN Students

This course is required of all RNs entering the M.S.N. program regardless of specialty. It is conducted over the summer and 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. 3 Course cr

NURS 6010a, Advanced Pathophysiology Mary-Ann Cyr

This course provides students with advanced physiologic and pathophysiology 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. 3 Course cr

NURS 6020b, Advanced Pharmacology Elizabeth Cohen

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. 2 Course cr

NURS 6040b, Statistics and Research for Evidence-Based Practice Nursing

Robin Whittemore and Neesha Ramchandani

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. 3 Course cr

NURS 6050a, Transitions to Professional Practice Jonathan Johnson and

Neesha Ramchandani

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. 2 Course cr

NURS 6060a, Promoting Health in the Community Daihnia Dunkley and

Jennifer McIntosh

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. 2 Course cr

NURS 6070a, Mental Health Management for Advanced Practice Nurses

Lindsay Powell

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. 2 Course cr

NURS 6100a, Advanced Concepts and Principles of Diabetes Care Elizabeth Doyle

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. 2 Course cr

NURS 6110a and NURS 6111b, Clinical Practice in Diabetes Care and Management

Elizabeth Doyle

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. 1.65 Course cr per term

NURS 6120b, Principles of Advanced Oncology Practice Marianne Davies and

Vanna Dest

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. 2 Course cr

NURS 6130a and NURS 6131b, Advanced Management of Clinical Problems in**Oncology** Marianne Davies and Vanna Dest

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: NURS 6120. 1 Course cr

NURS 6140a and NURS 6141b, Clinical Practicum for Oncology Nurse Practitioners

Marianne Davies and Vanna Dest

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. 1½ Course cr per term

NURS 6150a, Research Seminar I Monica Ordway

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. 2 Course cr

NURS 6160b, Research Seminar II Monica Ordway

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. 2 Course cr

NURS 6180b, Gender and Sexuality Health Justice (GSHJ) I Nathan Levitt

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. 2 Course cr

NURS 6190a, Gender and Sexuality Health Justice (GSHJ) II Nathan Levitt

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. 2 Course cr

NURS 6200b, Gender and Sexuality Health Justice (GSHJ) III Nathan Levitt

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. 2 Course cr

NURS 6202a or b, Gender and Sexuality Health Justice (GSHJ) Clinical

Nathan Levitt

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. 1 Course cr

NURS 6210a and NURS 6211b, Advanced Primary Care and Community Health

Ami Marshall

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. 2 Course cr per term

NURS 6230b, Clinical Practice I for Global Health Track Patricia Ryan-Krause

This clinical application course for students in the global health track 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 pursuing the global health track during the spring term of their first 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. Taken before NURS 6240. 1 Course cr

NURS 6240a, Clinical Practice II for Global Health Track Patricia Ryan-Krause

This clinical application course for students in the global health track 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 pursuing the global health track during the fall term 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. Taken after NURS 6230. 1 Course cr

NURS 6260a, Emancipation and Justice I: Critical Theory and Perspectives in Advanced Practice Nursing LaRon Nelson

This elective course provides an opportunity for students to examine the major foundations and assumptions of nursing knowledge, practices, and interventions. The overall goal of the course is to facilitate students' development of skills in applying integrative anti-racism as a framework for understanding contemporary and emerging issues related to advanced nursing practice. This course also helps students develop competence in analyzing contemporary health issues by employing a range of critical social theories. We review and discuss research in which nurses and other health professionals applied integrative anti-racism and critical social theories to understand and address health inequities. Class discussion includes global and national health issues. The course is designed for M.S.N. students in their first specialty year. Enrollment is limited. Students may audit the course at the discretion of the instructor(s). 2 Course cr

NURS 7000a, Advanced FNP/AGPCNP Specialty Health Assessment Ami Marshall, Morgan Mako, Nicole Colline, and Ophelia Empleo-Frazier

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. 2 Course cr

NURS 7020a, Primary Care I A Ashley Draper and Martha Swartz

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—primary care 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. 1 Course cr

NURS 7030a, Primary Care I B Staff

Following NURS 7020, 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. 1 Course cr

NURS 7040b, Primary Care II Soohyun Nam

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 NURS 7020 and NURS 7030. 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: NURS 5040 and NURS 5041; or NURS 6000. 2 Course cr

NURS 7050b or c, Primary Care II Clinical Practice Staff

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. 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 NURS 7040 and, for family nurse practitioner students, with NURS 7460. Eight to sixteen hours of clinical practice (fifteen weeks) and one and one-half hours of clinical seminar per week. 6 Course cr

NURS 7060a, Primary Care III Ami Marshall

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 NURS 7070. Prerequisites: NURS 7030, NURS 7040, and NURS 7050. 2 Course cr

NURS 7070c, Primary Care III Clinical Practice Staff

This clinical course builds upon the experiences gained in NURS 7050 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. Eight to sixteen hours of clinical practice per week (fifteen weeks), and one and one-half hours of clinical conference per week. Prerequisite (or concurrent with): NURS 7050. 6 Course cr

NURS 7090b, Primary Care IV Clinical Practice Staff

This clinical course builds upon the experiences gained in NURS 7070 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 NURS 7500. Eight to sixteen hours of clinical practice per week (fifteen weeks), and ninety minutes of clinical conference per week. Prerequisite: NURS 7070. 6 Course cr

NURS 7100b, Concepts and Principles of Aging Ophelia Empleo-Frazier

This course introduces students to the major concepts and principles of gerontology and to a variety of biophysiological theories on aging. Health care delivery systems and care of the elderly are explored along with the current social policy initiatives and the state of the science of research as it relates to the older adult. Required of all adult/gerontology primary care nurse practitioner students in their first specialty year. Two hours weekly class time. Prerequisites: NURS 5040 and NURS 5041, or NURS 6000; and NURS 6040 and NURS 7000. 2 Course cr

NURS 7104b, Advanced Primary Care of the Older Adult Ophelia Empleo-Frazier and Ami Marshall

This course focuses on the role of the nurse practitioner in the assessment, diagnosis, and management of common primary geriatric syndromes. The age-friendly health system 4M model of geriatric care (Medications, Mentation, Mobility, and what Matters most) provides the framework for clinical conditions discussed in this course. Required of all adult/gerontology primary care nurse practitioner students in the final year. 2 Course cr

NURS 7110b, Advanced FNP/AGPCNP Pharmacology Elizabeth Cohen

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 of all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. Taken concurrently with NURS 6020. The hours per week are determined by the specialty. 1 Course cr

NURS 7200a, Women's Health I Gina Novick and Tamika Julien

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 nurse practitioner, family nurse practitioner, and adult/gerontology primary care nurse practitioner students in the first year of specialization. 1 Course cr

NURS 7210a, Women's Health II Gina Novick

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. 1 Course cr

NURS 7220a, Women's Health I and II Advanced Health Assessment and Clinical Practice Gina Novick, Loren Fields, and Monica Philipp

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. 3 Course cr

NURS 7230b, Women's Health III Loren Fields

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/gerontology primary care nurse practitioner students in the first year of specialization. 1 Course cr

NURS 7235a, Childbearing Care I Erin Morelli

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 the first year of specialization. Prerequisite: completion of all GEPN courses or R.N. license. 1 Course cr

NURS 724ob, Women's Health IV Tamika Julien and Monica Philipp

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. 1 Course cr

NURS 725ob or c, Women's Health III and IV Clinical Practice Staff

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 of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. 3 Course cr

NURS 726ob, Childbearing Care II Michelle Telfer

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. 2 Course cr

NURS 727ob or c, Childbearing Care II Clinical Practice Staff

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. 3 Course cr

NURS 728oa, Women's Health V Loren Fields

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. 2 Course cr

NURS 729oa, Women's Health V Clinical Practice Staff

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. 3 Course cr

NURS 730oa, Childbearing Care III Jessica Stanek

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. 2 Course cr

NURS 7310a, Childbearing Care III Clinical Practice Staff

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. 3 Course cr

NURS 7312b, Global Midwifery: Uganda Michelle Telfer

This seminar course is a precursor to the Summer Global Midwifery Clinical: Uganda (NURS 7314). It is an introduction to maternal and newborn global health issues including understanding the global burden of disease and morbidity and mortality affecting women and newborns. Building on NURS 7200–7240, 7235, 7260, 7270, the seminar develops the student's capacity to provide full-scope midwifery care for women and neonates in a low-resource setting. Introduction to country-specific prevalent tropical diseases and infections is covered, including their identification, treatment, and complications in pregnancy and childbirth. Historical, sociopolitical, economic, and cultural context is covered. Predeparture preparation with respect to personal health, travel safety, and anticipated ethical challenges is included. The Acholi language is introduced, and students are expected to master some basic phrases. Course meets one hour weekly. 1 Course cr

NURS 7320b or c, Integration of Midwifery Care Staff

This course is designed to help students assimilate all 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. 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 NURS 7330, and students must successfully complete all requirements of both courses in order to graduate. Prerequisites: all YSN core courses and all nurse-midwifery core courses. 6 Course cr

NURS 7330b or c, Integration of Women's Health Care Staff

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. For nurse-midwifery and nurse-midwifery/women's health nurse practitioner students, this course must be taken concurrently with NURS 7320, and students must successfully complete all requirements of both courses in order to graduate. Prerequisite: successful completion of all courses required for the first, second, and third terms of the specialty. 6 Course cr

NURS 7335b or c, Women's Health Primary Care Clinical Sarah Lipkin

Women's health nurse practitioner students are provided with supervised introductory clinical experience in adult primary care including the care of male patients. The emphasis of this clinical experience is on managing health promotion and common acute and chronic health problems. Students learn appropriate recognition, management, and referral of common medical conditions as they present in the outpatient setting. Examples of common health problems are: chronic and acute skin conditions, upper respiratory infections, asthma, hypertension, hyperlipidemia, thyroid, diabetes, headaches, and mood disorders. Additionally, students incorporate the primary care foundations of health promotion, risk assessment, disease prevention, and counseling. Required of all women's health nurse practitioner students. The course may be completed in any term of the year depending on clinical site availability. 2 Course cr

NURS 7340b, Midwifery and Women's Health Pharmacology Loren Fields

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 NURS 6020. 1 Course cr

NURS 7400a, Advanced Pediatric Health Assessment and Clinical Reasoning

Nancy Banasiak and Wendy Mackey

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. 2 Course cr

NURS 7410a, Individual and Family Development during Childhood

Monica Ordway

This course focuses on a critical overview of conceptual and theoretical perspectives on individual development from infancy through adolescence and family development. Sociocultural, ethnic, gender, 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. 1½ Course cr

NURS 7420a, Primary Care of Children I: Health Promotion Nicole Maciejak and Martha Swartz

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. 2 Course cr

NURS 7430a, Primary Care of Children I Clinical Practice Elyse Borsuk

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. 2 Course cr

NURS 7440a, Primary Care of Adolescents Alison Moriarty Daley

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. 2 Course cr

NURS 7450a or b, Primary Care of Adolescents Clinical Alison Moriarty Daley

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 primary care 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 and six hours of clinical conference. 2 Course cr

NURS 7460b, Primary Care of Children II Nancy Banasiak

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. 2 Course cr

NURS 7470b, Primary Care of Children II Clinical Practice Elyse Borsuk

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 primary care 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. 2 Course cr

NURS 7480a, Primary Care of Children III Nicole Maciejak

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 primary care students in the final year. Prerequisite: NURS 7460. 2 Course cr

NURS 7490c, Primary Care of Children III Clinical Practice Nancy Banasiak

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 primary care 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: NURS 7470. 2 Course cr

NURS 7500b, Primary Care of Children IV Nicole Maciejak

This course provides a forum for the 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 faculty and guest lecturers. Required of all family and pediatric nurse practitioner primary care students in the final year. 2 Course cr

NURS 7510b, Primary Care of Children IV Clinical Practice Nancy Banasiak

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 primary care students in the final year. Five hours weekly in a clinical setting and twelve hours of clinical conference. Prerequisite: NURS 7470. 2 Course cr

NURS 7520b, Chronic Health Conditions in Children and Adolescents

Elizabeth Doyle

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. Two hours per week. 2 Course cr

NURS 7530a or b, School Health Clinical Practice Nicole Maciejak

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 primary care 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. 2 Course cr

NURS 7540a and NURS 7541b, Specialty Pediatric Primary Care Clinical

Neesha Ramchandani

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 primary care nurse practitioner students in the final year. Four and one-half hours of clinical practice for fifteen weeks, nine hours of clinical conference, and 13.5 hours of web-based clinical conference over the course of the academic year.

1 Course cr

NURS 7550b, Advanced Pediatric Pharmacology Nicole Maciejak

This pharmacology course builds on general principles of pharmacology for advanced practice nurses and is designed to prepare students in the PNP specialties 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.

1 Course cr

NURS 7560b, Specialty Pediatric Acute Care Clinical Lauren Flagg

This clinical practicum provides students with the opportunity to gain knowledge and experience in a specialty practice area. Under the guidance and supervision of the preceptor, this direct learning experience provides students the ability to co-manage patients in these specialties. The student participates in (1) collecting comprehensive histories and conducting physical assessments, (2) reviewing laboratory data and other diagnostic findings, (3) forming assessments and plans, and (4) providing patient education. Required of all pediatric nurse practitioner acute care students in the first year. Eight hours per week in a clinical practice for fifteen weeks and one hour per week of clinical conference. 3 Course cr

NURS 7600a, Mental Health Assessment across the Lifespan Tina Walde and

Dilice Robertson

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. 2½ Course cr

NURS 7610a, Psychopathology across the Lifespan I Dilice Robertson

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. 2 Course cr

NURS 7620b, Psychopathology across the Lifespan II Susan Boorin

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. 2 Course cr

NURS 7630a and NURS 7631b, Psychiatric–Mental Health Clinical Practice across the Lifespan I and II Staff

The goal of this two-term 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. 4 Course cr per term

NURS 7650a, Individual Psychotherapy I Tina Walde

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.

1 Course cr

NURS 7660b, Individual Psychotherapy II Andree de Lisser

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 NURS 7650 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. 1 Course cr

NURS 7670b, Clinical Psychopharmacology across the Lifespan Susan Boorin

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. 2 Course cr

NURS 7680a, Clinical Outcome Management in Psychiatric–Mental Health Nursing

Susan Boorin

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. 2 Course cr

NURS 7690a, Group Psychotherapy Andree de Lisser

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. 1½ Course cr

NURS 7700a, Psychiatric–Mental Health Clinical Practice across the Lifespan III
Staff

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. Clinical supervision seminar meetings two hours per week. Prerequisites: first-year clinical and didactic requirements. 6 Course cr

NURS 7710b, Psychiatric–Mental Health Clinical Practice across the Lifespan IV
Staff

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 NURS 7700, 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. Clinical supervision seminar meets two hours per week. Prerequisites: first-year clinical and didactic requirements. 6 Course cr

NURS 7720b, Applied Psychopharmacology across the Lifespan Lindsay Powell

This elective course builds on NURS 7670 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. 2 Course cr

NURS 7730b, Family Psychotherapy Andree de Lisser

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 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. 1½ Course cr

NURS 7800a, Advanced Health Assessment in Adult/Gerontology Acute Care Staff

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. Prerequisites: NURS 5040 and NURS 5041; or NURS 6000. 3 Course cr

NURS 7810a, Advanced Diagnostics in Acute Care Allison Cable

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. 3 Course cr

NURS 7820a, Critical Care Clinical Immersion Staff

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. 3 Course cr

NURS 7830b, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems I Mary-Ann Cyr

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. 4 Course cr

NURS 7840b, Adult/Gerontology Acute Care Clinical Practice I Staff

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 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. Eight hours

of clinical practice plus one hour of seminar per week. Prerequisites: NURS 5040 and NURS 5041, or NURS 6000; and NURS 7800 and NURS 7810. 3 Course cr

NURS 7850a, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems II Mary-Ann Cyr

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: NURS 5040 and NURS 5041, or NURS 6000; and NURS 7800, NURS 7810, and NURS 7830. 4 Course cr

NURS 7860a, Adult/Gerontology Acute Care Clinical Practice II Staff

The first term of a yearlong (with NURS 7870) 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 NURS 7840. 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 NURS 7830 and NURS 7850. 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. 8.3 Course cr

NURS 7870b, Adult/Gerontology Acute Care Clinical Practice III Laura Andrews and Darcy Ulitsch

The second term of a yearlong (with NURS 7860) 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 NURS 7840. 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 NURS 7830 and NURS 7850. 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. 8.3 Course cr

NURS 7880b, Advanced Acute Care Pharmacology Allison Cable

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 NURS 6020. The hours per week are determined by the specialty. 1 Course cr

NURS 7910a, Advanced Acute and Critical Care Diagnostics for Pediatrics

Nancy Banasiak and Lauren Flagg

This course focuses on the assessment and diagnostic skills required to care for acute, complex, and critically ill children from infancy to adolescence. Emphasis is on the assessment of the respiratory system, cardiovascular system, and metabolic acid-base abnormalities. Students examine the appropriate selection, interpretation, and application of diagnostic and laboratory testing. Required of all pediatric nurse practitioner acute care students in the first year of specialization. Two hours per week for fifteen weeks. Prerequisite: NURS 6000. 2 Course cr

NURS 9510b, Clinical D.N.P. Practicum I Joan Combellick

This course is the first in a series of four Clinical D.N.P. practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their D.N.P. projects. In this first practicum, students begin to engage and work with experts in the health care systems and agencies where they will conduct their projects. This practicum prepares D.N.P. students for the systems interactions involved in planning and executing clinical projects. The expected outcomes are: (1) a written agreement with the agency for D.N.P. project implementation, (2) engagement and planning activities with agency personnel involved in requisite protocols for project implementation, and (3) development of a relationship with an external mentor/expert. Students develop a preliminary outline of systems activities and protocols to be followed in this preparation phase of the project and obtain the signed agreement from their outside mentor/expert. Required of all first-year Clinical D.N.P. students. 1½ Course cr

NURS 9520c, Clinical D.N.P. Practicum II

This course is the second in a series of four Clinical D.N.P. practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their D.N.P. projects. In this second practicum, students work with their outside mentors/experts and designated agency personnel to (1) identify the systems opportunities and challenges related to project implementation and (2) develop a plan to address them. The expected outcome is a finalized written plan for D.N.P. project implementation, containing the plan for meeting all requisite protocols required by the agency, including appropriate human subject protocols. Required of all first-year Clinical D.N.P. students. Prerequisite: NURS 9510. 1½ Course cr

NURS 9530a, Clinical D.N.P. Practicum III Joan Combellick

This course is the third in a series of four Clinical D.N.P. practica in which students gain health care agency experience in preparing for, developing, implementing, evaluating, and disseminating their D.N.P. projects. In this third practicum, students implement their D.N.P. projects in the health care system or agency where they completed the first two clinical D.N.P. practica. They consult with their outside mentors/experts to execute their written plan as developed in Clinical D.N.P. Practicum

II (NURS 9520). The expected outcome is completion of the implementation phase of their project. Students keep weekly logs of their activities, which are submitted to, reviewed by, and discussed with course faculty. Required of all second-year Clinical D.N.P. students. 180 hours. Prerequisite: NURS 9520. 4 Course cr

NURS 9540b, Clinical D.N.P. Practicum IV Jessica Coviello

This course is the fourth and final in a series of four Clinical D.N.P. practica in which students gain health care agency experience in preparing for, developing, implementing, evaluating, and disseminating their D.N.P. projects. In this final practicum, students evaluate and disseminate their D.N.P. project implementation findings. They develop a plan with their outside mentors/experts to disseminate D.N.P. project findings to the health care system or agency where the project was implemented. This includes recommendations for scaling and sustainability. The expected outcome is completion of the final D.N.P. project phases: evaluation and dissemination. Students keep weekly logs of their activities, which are submitted to, reviewed by, and discussed with course faculty. Required of all second-year Clinical D.N.P. students. 180 hours. Prerequisite: NURS 9530. 4 Course cr

NURS 9570a, Evidence for the Doctor of Nursing Practice Joanne Iennaco and Samantha Conley

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. 3 Course cr

NURS 9630a, Moving Health Care Forward: Innovation and Implementation

David Vlahov

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. 2 Course cr

NURS 9650a, Clinical Leadership and Finance Summer Armack

The intent of this course is to facilitate the development of collaborative leadership skills for advanced practice nurses to improve clinical outcomes and influence the design of high-performing clinical settings in a multicultural society. Theories of leadership, organizational behavior, principles of diversity, inclusion, and equity, and consultative processes are applied to clinical leadership in health care settings. Principles of business and finance are examined in order to analyze, develop, and implement practice-level initiatives. Effective strategies are evaluated for managing the leadership and business factors impacting clinical leadership and patient care. 2 Course cr

NURS 9660b, Clinical Innovation Seminar Joanne Iennaco

This seminar is the synthesis of the clinical area of inquiry identified in the initial term of NURS 9680. Discussion examines completion of the D.N.P. essential competencies in understanding and innovating delivery of care in health care systems. Outcomes

include integrating focused area of D.N.P. expertise by mapping the clinical focus area competencies to Clinical D.N.P. program projects and experiences. Required of all Clinical D.N.P. students. 3 Course cr

NURS 9670b, Quality and Safety in Health Care Organizations Lisa Corbett and Tracy Sklar

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. 3 Course cr

NURS 9680a, Clinical D.N.P. Scholarly Project Development Joanne Iennaco

This seminar for the Clinical D.N.P. student supports the initial development of the D.N.P. proposal. Topics discussed in the seminar include: the structure and process of clinical knowledge development and translation; assessing existing evidence in relationship to current clinical practices and processes of change; identification of factors to ensure effective clinical implementation; and approaches to clinical scholarship development, including communication and expression. Seminar outcomes include an individualized Clinical Area of Inquiry and a Project Proposal identifying the focus and site for the D.N.P. project. Meets fifteen hours per term both in person and online. 1 Course cr

NURS 9690c, Uses of Data in Decision-Making

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. 2 Course cr

NURS 9710b, Health Care Policy, Politics, and Process Staff

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. 3 Course cr

NURS 9770b, The Business of Health Care Mary Ann Camilleri

This course focuses on the synthesis of theoretical and practical principles of economics, financial decision-making, and business in health care systems and organizations. Principles of finance and fiscal management are used to analyze revenue streams, payer sources, reimbursement, and value-based payment models. Budgeting for both short-term operations and long-term strategy is applied to current and emerging health care delivery models. Ethical responsibilities in financial and business decision-making are emphasized, including delivery models focused on population health equity. Business communications and negotiations are practiced and critiqued. Required of all D.N.P. students in the second year. Prerequisites: first-year D.N.P. courses and NURS 9690. 3 Course cr

NURS 9810a, Leadership Development Mary Ann Camilleri

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 (NURS 9820), 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. 3 Course cr

NURS 9820a, Leadership Development Practicum Mary Ann Camilleri

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 in e-portfolio, labeled as “practica.” 1 Course cr

NURS 9850c, Achieving Population Health Equity

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. 2 Course cr

NURS 9890b, D.N.P. Project: Part 1 Staff

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. 2 Course cr

NURS 9900c, D.N.P. Project: Part 2 Joan Kearney

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. 2 Course cr

NURS 9980a and NURS 9981a or b, Leadership Immersion Practicum

Jessica Coviello

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 NURS 9990/NURS 9991. 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. Required of all D.N.P. students in the final year. 225 practicum hours. Prerequisites: successful completion of all required theoretical and D.N.P. project courses as well as an approved D.N.P. project proposal. 2½ Course cr per term

NURS 9990a and NURS 9991a or b, D.N.P. Project: Evidence-Based Practice Change

Jessica Coviello

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. 2½ Course cr per term

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 and the instructor of the course. 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.

YSN STUDENT POLICIES AND GUIDELINES

The Yale School of Nursing expects students to understand and follow its set student policies and guidelines intended to help students navigate their academic career at YSN. The information in this section includes policies, procedures, guidelines, and resources available to YSN students and outlines the School's expectations for students.

Questions regarding the contents of this chapter can be directed to Saveena Dhall, associate dean of student life and belonging, saveena.dhall@yale.edu, 203.737.2258.

For the most updated information on all YSN student policies and guidelines, see <https://nursing.yale.edu/students/ysn-student-resources-guidelines>. The list of policies and guidelines, including those referenced in full below, includes:

- Academic Integrity
- Academic Support for Success
- Access Student Records
- Challenge Policy
- Children in YSN Classrooms and Common Areas
- Course Withdrawal
- Disciplinary Procedures of the School of Nursing
- Education Records
- Grading System and Definitions of Honors, High Pass, Pass, Fail (*see below*)
- Inclement Weather Information
- HIPAA Guidelines
- Leave of Absence and Withdrawal (*see below*)
- Licensure (*see below*)
- Mandatory Background Check
- Military Leave (*For those students in the Armed Forces, we thank you for your service. Please see also Leave of Absence and Withdrawal, below, which provides information in the case of military deployment.*)
- M.S.N./D.N.P. Students in Academic Difficulty (*see below*)
- Non-Matriculated Auditors and Students
- Notice of Privacy Practices
- Part-Time Study for M.S.N. and Post-Master's Certificate Students
- Personal Conduct and Academic Integrity Standards (*see below*)
- Policy on Student Participation in Commencement before Completion of Requirements (*see below*)
- Poster and Publicity Policy for YSN Student Organizations (*see below*)
- Request for a Grade of Incomplete
- Satisfactory Academic Progress: Implications for Financial Aid
- Sexual Misconduct Resources (*see also Resources on Sexual Misconduct in the chapter Yale University Resources and Services*)
- Student Building Use (*see below*)
- Student Guidelines for Off-Campus Exams
- Student NCLEX Reporting Process (*see below*)
- Student Use of Degree Credentials

Summer Registration for Students

Technical Standards for Admission and Progression (*see below*)

Tobacco Free Yale

Tuition Rebate and Refund (*see Tuition Rebate and Refund Policy in the chapter Educational Expenses and Financial Aid*)

YSN Alcohol Policy for Student-Organized Events (*see below*)

YSN COVID-19 Building Guidelines

YSN Testing Accommodations Protocol (*see below*)

Commonly referenced policies and additional student guidelines are:

Grading System

The grading system consists of Honors (H), High Pass (HP), Pass (P), and Fail (F). 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, as follows:

H	Honors (92–100)
HP	High Pass (83–91)
P	Pass (74–82)
F	Fail (73 and below)

The standard numerical system is not used for Pass/Fail courses. Furthermore, Pass/Fail courses are not included in the calculation of cumulative GPA on a student's transcript.

Final grades for Pass/Fail courses are assigned as follows:

- Pass (P/F)
- Fail (F/F)

Four additional indicators may appear on a student's transcript:

- Incomplete (INC)
- Credit Waiver (CRW)
- Audit (AUD)
- Full-Year Course (Y). A "grade" of Y is assigned for the first term of a full-year course and will be converted to a standard grade once both terms are completed.

HONORS (H)

Superior graduate-level performance. Superior performance is maintained with new or complex material. Consistently demonstrates complete and accurate understanding and application of knowledge and skills. Synthesizes and integrates data from relevant disciplines and evidence-based sources to make decisions. Independently and appropriately initiates and follows through with learning opportunities.

HIGH PASS (HP)

Above-average graduate-level performance. Deals with new or complex material when periodic consultation is given. Demonstrates conceptual and accurate understanding and application of theoretical knowledge and skills. Uses information from relevant disciplines and evidence-based sources when developing a database or making decisions, but does not always achieve synthesis and true integration. Follows suggestions about opportunities that will enhance learning.

PASS (P)

Meets requirements as derived from course objectives. Demonstrates adequate understanding and application of theoretical knowledge and skill.

FAIL (F)

Does not meet requirements as derived from course objectives. No credit is given for the course.

PASS/FAIL (P/F)

The Pass/Fail course has been completed satisfactorily without identifying level of performance.

FAIL/FAIL (F/F)

The Pass/Fail course has not been completed satisfactorily. No credit is given for the course.

INCOMPLETE (INC)

All students are encouraged to complete all course work by the end of the term. However, a student and instructor may agree to an extension on completing course work. A grade of Incomplete (INC) on a transcript refers to such unfinished course work. For additional information, see the Request for a Grade of Incomplete policy at <https://nursing.yale.edu/students/ysn-student-resources-guidelines>.

CREDIT WAIVER (CRW)

Ungraded credit for work completed at another school that is applied toward a course requirement at YSN. Receiving a course credit toward the requirements for the degree requires demonstration of competence or mastery of the particular subject matter. More information is available at <https://nursing.yale.edu/students/registrar/challenge-policy>.

AUDIT (AUD)

A student who wishes to audit a course outside of Yale School of Nursing must receive permission from the instructor (not all faculty allow auditors) and YSN adviser and must officially enroll in the course as an auditor by contacting the Office of the Registrar at YSN. Typically, the minimum general requirement for auditing is attendance in two-thirds of the class sessions; instructors may set additional requirements for auditing their classes. Audited courses appear on the student's transcript with a grade of AUD.

Leave of Absence and Withdrawal

It is to the School's advantage to have enrolled students complete the course of study. When extenuating circumstances arise which 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

Leave of absence (LOA) 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 courses, audit courses, or continue in scholarly work during the period of leave.

Granting of Leave

1. Students should meet with their academic adviser and specialty/program director to discuss their request. Students must complete the appropriate form before a request can be considered. Forms can be found online at <http://nursing.yale.edu/withdrawal-leave-absence>.
2. The request for LOA must be approved by the specialty/program director after consultation with the student. The request is approved and forwarded to the division chair and the associate dean of student life and belonging as well as the director of enrollment management. Approval of leave will be noted by a formal letter to the student from the associate dean, with a copy to the division chair, specialty/program director, academic adviser, and director of enrollment management.
3. The granting of a student leave must be in accordance with the Academic Progression Policy.
4. 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 specialty/program director after an interview with the student, consultation with the associate dean of student life and division chair, and review of the clinician's recommendation when indicated.
5. International students who apply for an LOA must consult with Office of International Students and Scholars (OISS) regarding their visa status.

Yale Health

Students on LOA are eligible to purchase Yale Health Student Affiliate Coverage for the term(s) of the leave. See Health Services in the chapter Yale University Resources and Services.

Term of Leave

LOA will be granted, for a fixed and limited term, which will ordinarily be two terms or less. The specific length of the LOA is determined by the associate dean of student life, upon receipt of recommendation from the division chair and specialty/program director, with appropriate consultation with the student.

Medical Leave

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence based on the written recommendation of the director of Yale Health or the director of Yale Mental Health and Counseling, and with the approval of the associate dean of student life and the student's division chair and specialty/program director. The general policies governing leaves of absence are described above. Students who are making satisfactory progress toward their degree requirements are eligible for a medical leave any time after matriculation.

The School reserves the right to place a student on a mandatory medical leave of absence when, on the recommendation of the director of Yale Health or director of Yale Mental Health and Counseling, the dean of the School of Nursing 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.

Students who are placed on medical leave during any term will have their tuition adjusted according to the same schedule used for withdrawals. (See Tuition Rebate and Refund Policy in the chapter Educational Expenses and Financial Aid.)

Before re-registering, a student on medical leave must secure written permission to return to School from the director of Yale Health or the director of Yale Mental Health and Counseling. The letter must be presented to the School before the student resumes studies following a mandatory medical leave.

Parental Leave

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 specialty/program 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.

Return after Leave

A student on LOA has the right to return to the School to complete the requirements for the degree at the date the LOA expires, provided that:

1. The student notified the School, in writing, by the date specified in the original letter granting the LOA, confirming intent to return;
2. The student has complied with any written conditions of the LOA by the time the LOA has expired; and
3. In the case of a medical LOA, a medical statement has been provided in accordance with the above terms, and the division chair, specialty/program director, and associate dean of student life have determined that the student is eligible to return.

A student who, for any reason, does not enroll at the termination of the LOA shall be determined to have terminated association with the School, will be withdrawn, and will be ineligible to return.

Records

When LOA is granted, appropriate materials will be filed in the student's folder regarding date and length of leave. The associate dean of student life will notify the registrar and the Financial Aid Office so that they may communicate with Student Financial Services, Yale Health, and other offices as deemed necessary. They will follow the same procedure if leave is extended and/or ended by the student's return or termination of the student's association with the School.

U.S. MILITARY LEAVE READMISSIONS POLICY

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

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the associate dean of student life. 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 life 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.

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

WITHDRAWAL

Reasons for Withdrawal

Withdrawal is termination of the student's association with the School. Withdraw 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 chair due to a course failure. Failure of a course means the student is unable to progress in the GEPN program.

Withdrawal Procedures

Students who initiate withdrawal are required to complete and submit the withdrawal form that is available at <http://nursing.yale.edu/withdrawal-leave-absence>. If a student is withdrawn from the School due to academic failure, the specialty/program director and the student's academic adviser will meet with the student to notify the student that the student is being withdrawn from the program. The specialty/program 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 life, the director of enrollment management, the division chair, and the executive deputy dean.

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

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 by the registrar's office.

Petition for Readmission

The student who is eligible to return to the program, and desires readmission, must first meet with the specialty/program 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 specialty/program director, the director of enrollment management, and the associate dean of student life along with updated transcripts and a résumé or CV. Petitions will be reviewed by the specialty/program 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 specialty/program 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.

Licensure

GRADUATE ENTRY PRESPECIALTY IN NURSING (GEPN)

Students in the Graduate Entry Prespecialty in Nursing must pass the NCLEX-RN and submit proof of their Connecticut R.N. licensure by December 1 of the first year of their specialty program.* Any student who does not pass the NCLEX-RN, or who does not sit for the NCLEX-RN prior to this date, may be required to withdraw or take a leave of absence and will be required to make individual arrangements for completion

of the specialty requirements after receiving a passing grade on the NCLEX-RN. GEPN students must follow steps outlined in the Student NCLEX Reporting Process (<https://nursing.yale.edu/enrollment-management/registrar/registrar-policies/student-nclex-reporting-process>).

* Some specialties may have licensure requirements based on the licensure requirement of the assigned clinical sites. In such circumstances, students are advised to obtain their Connecticut R.N. license as quickly as possible to ensure they can continue with their clinical hours at sites with R.N. licensure requirements.

MASTER'S PROGRAM FOR NURSES WITH BACCALAUREATE DEGREES

Requirements for admission for registered nurses include a baccalaureate degree from an accredited college or university, and graduation from a school of nursing. Applicants must be licensed in at least one state. If the student is a new graduate from a school of nursing, the student's Connecticut R.N. license must be submitted ninety days from the student's graduation date. Incoming students with an out-of-state R.N. license must obtain a Connecticut R.N. license prior to enrollment and no later than August 1. 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. Students who have not passed the NCLEX-RN by the above mentioned dates may be required to withdraw or take a leave of absence and will be required to make individual arrangements for completion of the specialty requirements after passing the NCLEX-RN exam.

DOCTOR OF NURSING PRACTICE PROGRAMS

Applicants to the Health Care Leadership, Systems, and Policy D.N.P. program must hold a current R.N. license to practice in the United States. Clinical D.N.P. program applicants must hold a current license to practice as an R.N. as well as an advanced practice nurse or certified midwife in the United States prior to the start of the first term of the Clinical D.N.P. program.

PH.D. STUDENTS

An active R.N. license is not required unless the student is practicing. However, Ph.D. students are encouraged to maintain their R.N. license.

M.S.N./D.N.P. Students in Academic Difficulty

In the Master of Science in Nursing (M.S.N.) and Doctor of Nursing Practice (D.N.P.) programs, satisfactory academic progress is defined as a grade of Pass or higher in all required courses or a grade of Pass in Pass/Fail courses. Satisfactory completion of all required courses in a given term is a prerequisite for progression in the program of study. Required courses are defined in the program's plan of study. These program requirements are listed in the YSN Bulletin in the chapters Master's Program (M.S.N.) and Doctor of Nursing Practice (D.N.P.) Programs, and on the YSN website (<https://nursing.yale.edu/masters-specialties>). There are two possible actions that may be taken when a student is in academic difficulty. They are separate actions as defined in this policy. The first is an academic warning, which may or may not lead to the second, academic probation.

ACADEMIC WARNING

Written warning of the risk of failure must be provided to the student as soon as course evaluation procedures provide evidence that there is a risk. The purpose of the academic warning is to provide the student notice of the risk of failure. Academic warning applies to students at risk for failure in classroom, clinical, or research activities. It is a faculty responsibility to maintain ongoing documentation of each student's progress in courses. In academic courses, documentation of a student's progress may be evident in written work grades, faculty comments on exams/projects, and faculty notes on classroom participation if that is part of the grade. In clinical practica, documentation may be evident in clinical objective checklists, comments on progress evaluations, faculty notes about observed practice, supervisory sessions, or reports of clinical staff working with the student.

The warning should clearly detail deficit areas and, where appropriate, spell out the objectives the student is at risk for not meeting. The written warning should be sent to the student with a copy to the program chair, the specialty director or program director, the academic adviser, and the associate dean of student life. The faculty member who issued the warning may request a meeting with the student. The faculty member and the student, in consultation with the clinical preceptor if applicable, should plan corrective action.

Students who fail a required course may not continue with any academic or clinical course work until notified by the specialty director or program director of the student's status in the School. The program chair, associate dean of student life, specialty director or program director, course instructor, and the student's academic adviser will review the student's case to determine which of the following will occur:

1. The student may be withdrawn from the School.
2. The student may be placed on academic leave of absence and allowed to return to retake the failed course.
3. In rare circumstances, the student may be allowed to continue in the program and retake the failed course at the next available offering.

ACADEMIC PROBATION

If the student is allowed to continue in the program, the student will be placed on academic probation until the student has successfully completed the failed course. For #2 and #3 above, the faculty member, specialty director or program director, and program chair will develop a plan and time frame for retaking the failed course. If applicable, the student may be charged additional tuition for the retake of the course at the per credit hour rate. If the student achieves a grade of Pass or better upon retaking the course, probationary status will be removed, and the student will be permitted to continue in the program. Students will be allowed to retake the failed course only once.

Each course failed is considered one occurrence of academic probation. Throughout their enrollment at YNSN, students may be placed on academic probation a maximum of two times before they are withdrawn from the program.

The financial aid officer will be notified by the associate dean of student life only when a probation status is likely to affect the student's eligibility for aid or registration status.

Personal Conduct and Academic Integrity Standards

The Yale School of Nursing (YSN) is an academic and professional community committed to the education of students and the development 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. YSN students must abide by the regulations of the University, including these YSN Personal Conduct and Academic Integrity Standards, the University's sexual misconduct policies, and all other applicable policies. They are also expected to obey local, state, and federal laws, and any criminal charges must be reported to the Dean's Office and may be cause for discipline by YSN. Students should be mindful that such violations of these standards, University policy, or local, state, or federal law may impact their future eligibility for professional licenses, boards, or credentialing at a hospital site.

PERSONAL CONDUCT STANDARDS

YSN strives to cultivate an academic and professional community that respects the health, safety, and property of others, allows all students to participate in its educational offerings, places honesty and integrity at the forefront, and adheres to applicable federal, state, and local laws. With these goals in mind, YSN prohibits the following forms of behavior by its students:

1. Physical restriction, assault, or any other act of violence or use of physical force against any member of the University community or while engaged in any University activity, or any act that threatens the use of violence or physical force.
2. Acts of harassment, intimidation, or coercion, including the harassment of a University community member on the basis of race, religion, sex, gender identity, sexual orientation, status as a veteran, disability, or national or ethnic origin, toward any member of the University community or while engaged in any University activity.
3. Disruption of a legitimate function or activity of the University community, including impacting the learning experience of classmates by disrupting in-person or online classes and meetings, blocking entrances and exits to University buildings, unauthorized occupation of any space on the Yale campus, or preventing the free expression or dissemination of ideas.
4. Refusal to comply with the direction of a University police officer, security guard, or other official, including a member of the faculty, acting in the performance of their duties.
5. Misuse, alteration, or fabrication of University credentials or documents, such as an identification card or transcript.
6. Misrepresentation or lying to University officials, including during a formal inquiry.
7. Misrepresentation in applying for admission or financial aid.

8. Without explicit permission of the instructor, recording course lectures or circulating, selling, or distributing notes, transcriptions, or outlines of class lectures, or any course materials, in any course of instruction.
9. The misuse of University funds, materials, or facilities, or willful damage of University property.
10. Unauthorized use or possession of University services, equipment, or facilities.
11. Violation of University rules for using information technology services and facilities, including computers, the University network, software systems, and electronic mail.
12. Trespassing on University property to which access is prohibited.
13. Possession or use of explosives, incendiary devices, or weapons (e.g., firearms, ammunition, air rifles, paintball and pellet guns, stun guns, knives, etc.) on or about the campus.
14. Interference with the proper operation of safety or security devices, including fire alarms, electronic doors or gates, fire extinguishers, and sprinkler systems.
15. Unlawful manufacture, possession, use, or distribution of drugs or alcohol, including serving underage minors, on University property or as part of any University activity, or noncompliance with the YSN Student Alcohol Policy. Yale is a drug-free campus.
16. Use of tobacco products on any location on campus, including outdoor spaces. Yale is a tobacco-free institution.
17. Noncompliance with HIPAA and other patient privacy standards.
18. Noncompliance with patient care and/or workplace policies at any YSN preceptor location.

ACADEMIC INTEGRITY STANDARDS

In furtherance of its educational mission, YSN also prohibits academic dishonesty, a term that encompasses making any claim within or about your research or scholarship that is untrue. The following are some forms of academic dishonesty:

1. Plagiarism, that is, the failure to acknowledge ideas, research, or language taken from others, whether intentional or unintentional. YSN requires citations whenever students either directly quote or indirectly draw upon and benefit from the scholarship of others. This requirement applies equally to all scholarly work by students, including a paper or an exam for a course, a presentation in class or at a conference, or a manuscript for publication.
2. The unauthorized collaboration with others on graded course work (including problem sets, lab reports, take-home exam questions, papers) without express permission from the instructor.
3. Cheating on examinations, problem sets, or any other form of assessment, including the unauthorized duplication or distribution of assessments.
4. The falsification, fabrication, or misuse of data.
5. Submitting work from one course for a grade or credit in another, without first obtaining express written permission from both course instructors.

SANCTIONS FOR VIOLATIONS

Violations of any of the above Personal Conduct and Academic Integrity Standards may be referred to the Dean's Office for review by the Disciplinary Committee. The YSN Disciplinary Procedures apply to all such reviews. A separate process and policy applies to reports of sexual misconduct. Such complaints should be referred to the Title IX Office or to the University-Wide Committee on Sexual Misconduct.

Students found responsible for violating the Personal Conduct and Academic Integrity Standards may be subject to penalties, including, but not limited to, one or more of the following: restitution, reprimand, probation, suspension, or dismissal. Penalties of suspension or dismissal will be noted on the student's transcript. Pending disciplinary charges will be noted on a student's transcript if the student withdraws from YSN after being formally charged but before such charges have been resolved. A student who has petitioned for a degree will not receive the degree while charges are pending or while serving a suspension.

In addition to imposing penalties for offenses subject to disciplinary action, YSN may refer students for prosecution, and students found guilty of unlawful possession, use, or distribution of drugs or alcohol on University property or as part of any University activity may be required to complete an appropriate rehabilitation program.

Students must annually sign this form attesting that they have read and will abide by this policy while enrolled at YSN.

Approved by Executive Committee, June 16, 2021

Approved by BPO, July 14, 2021

Policy on Student Participation in Commencement before Completion of Requirements

Students who wish to participate in Commencement ceremonies in May and have not completed course requirements and are in "good standing" may participate only if the faculty of record for requirement(s) in question—in consultation with the specialty director, associate dean of student life and belonging, and executive deputy dean—attest that the student is expected to finish all requirements no later than December 31 of that same year. The student's specialty/program director will create an academic plan with the student for completion of remaining work to meet the December 31 deadline. The student will submit a request for an "incomplete" grade to the registrar for any courses with incomplete work in which the student is enrolled. For any spring-term courses with incomplete work in which the student is enrolled, the faculty of record will submit a grade of "incomplete" to the registrar.

Any time that a student is allowed to participate in the May Commencement before completion of requirements, an asterisk will be printed following the student's name in the program that states the student is expected to complete requirements by December of that year. These students will not be presented to the Yale Corporation for conferral and will not receive a diploma until all their work is finalized and graded.

Poster and Publicity Policy for YSN Student Organizations

Posters must be confined to the bulletin boards, kiosks, display cases, and other spaces that the Yale School of Nursing has specifically designated for posters. Other forms of non-electronic publicity on campus grounds or buildings at Yale School of Nursing are prohibited. The following regulations apply to YSN student organization posters on the Yale School of Nursing's campus:

- Posters may not exceed 11 by 14 inches. Only one copy of each poster may be placed on the same bulletin board/display area.
- Posters for an event must provide the name of the event, its date, time, and location, including the name of its sponsoring organization.
- To post in a particular Yale building outside of YSN, follow the applicable poster policy of that institution/organization.
- Authorized staff members¹ typically remove all posters from bulletin boards and other designated spaces once a week. Posters improperly placed in other locations (interior or exterior walls, doors, signs, trees, utility poles, etc.) or that otherwise do not comply with this policy will be subject to immediate removal.
- Unless by authorized staff members, the removal, defacing, destroying, or posting over existing posters is prohibited.
- Glue, staples, and tape of any variety (e.g., Scotch tape, masking tape, duct tape) are damaging and may not be used on any Yale property. Thumbtacks or pushpins should be used on bulletin boards but may not be used on any interior or exterior woodwork.

Violation of these regulations may result in a student organization's loss of official recognition and consequent loss of funding opportunities. Violations may also subject individuals to discipline under other University or School regulations. Students or student organizations may also be charged for the costs of removing improperly posted materials and repairing any damaged property.

¹ Authorized staff members include staff of the Office of Student Life and YSN Manager of Facilities and Administrative Services.

Student Building Use

The Yale School of Nursing building at 400 West Campus Drive in Orange, Connecticut, is a shared space among faculty, staff, and students. The following protocol has been proposed to:

1. Ensure a safe environment for our community
2. Adhere to University best practices and compliance standards
3. Support Yale and YSN sustainability efforts by reducing energy use.

PROTOCOL

- Students will be granted access to all floors of the building during regular school hours (defined as 7:30 a.m. to 8 p.m.).

- Between 8 p.m. and 7:30 a.m., Yale Nursing students will be permitted access to the garden level and first floor of the building only (garden-level classrooms, wellness room, the Hub, first-floor classrooms, study rooms, and the Learning Commons).
- Exceptions include approved events and/or classes that take place during non-school hours.
- Building access will be extended during certain exam periods and communicated in advance to students.

Student NCLEX Reporting Process

Students are required to have an active Connecticut R.N. license as per YSN's Licensure Policy. This NCLEX reporting process outlines student responsibilities with respect to reporting exam date(s) and results by set deadlines. This standardized process will allow for students to receive remediation if needed and allow YSN faculty and staff to better support students, particularly those who have not passed the NCLEX-RN.

GUIDELINES FOR TAKING AND REPORTING NCLEX RESULTS

1. Students are given information in May on the NCLEX-RN testing process, including recording date of exam and reporting results.
2. Upon receipt of GEPN student grades, final transcripts are sent to the Department of Public Health by the Registrar's Office in early August.
3. GEPN students secure an NCLEX-RN exam date and record their exam date in eValue by September 15.
4. GEPN students must pass the NCLEX-RN by December 1 of their first specialty year.*
5. RN students who are not new graduates must upload their active Connecticut R.N. license into eValue by August 1.
6. New RN graduates must pass NCLEX-RN and upload their Connecticut R.N. license into eValue by 90 days from their graduation date.
7. Post-Graduate Master's Certificate students must upload their active Connecticut R.N. license into eValue by August 1.
8. All incoming D.N.P. students are required to have an active R.N. license and upload it into eValue by August 1.
9. Ph.D. students are not required to have an active R.N. license unless they are practicing. However, they are encouraged to maintain their R.N. license.

After GEPN students take the NCLEX-RN exam, they must record their unofficial result, PASS OR FAIL, in eValue within three days of the exam date.

Upon receipt of the Connecticut R.N. license, students must upload their Connecticut R.N. license into eValue within three days so that it may be verified.

* Some specialties may have licensure requirements based on the licensure requirement of the assigned clinical sites. In such circumstances, students are advised to obtain their Connecticut R.N. license as quickly as possible, to ensure they can continue with their clinical hours at sites with R.N. licensure requirements.

GUIDELINES FOR STUDENTS WHO DO NOT PASS THE NCLEX

1. If the student rescheduled the exam or did not pass the NCLEX, the student must record the new exam date in eValue.
2. Students who do not pass the NCLEX must report this to the associate dean of student life and belonging and their specialty director(s).
3. Obtain a new exam date as soon as possible given the 45-day wait period and record the new exam date in eValue.
4. Make an appointment with their specialty director(s) to review their remediation plan based on the NCLEX score report.
5. After taking the exam, students must record their unofficial result, PASS OR FAIL, in eValue within three days of the exam date and inform their specialty director(s) and the associate dean of student life and belonging.
6. Upon receipt of the Connecticut R.N. license, students must upload their Connecticut R.N. license into eValue within three days so that it may be verified. The Connecticut R.N. license must be uploaded into eValue by December 1.

MAINTAINING AN ACTIVE LICENSE

Students are responsible for maintaining an active Connecticut R.N. license and must upload their new and renewed license annually in order to remain compliant, participate in clinical hours, and attend classes (see Licensure Policy). Students with out-of-state clinical placements will upload their additional licenses in eValue and seek assistance from the Clinical Support Unit if needed.

Technical Standards for Admission and Progression

By accepting admission and enrolling in the Yale School of Nursing, students certify that they have read this policy and understand the technical standards for admission and progression in the program. In addition to didactic content, nursing education requires that a student must complete a clinical/practicum component that involves caring for patients. This policy reviews the School's expectations for the student's participation in and adherence to required technical standards in the classroom, simulation, and throughout clinical settings. The Yale School of Nursing does not discriminate on the basis of disability. If reasonable accommodations will allow an otherwise qualified student with a disability to meet these technical standards, reasonable accommodations will be provided. Students who require accommodations on the basis of disability must register with Student Accessibility Services (see Student Accessibility Services in the chapter Yale University Resources and Services), provide supporting documentation to that office, and request accommodation.

Essential eligibility requirements for participation in the nursing program include the following technical standards:

OBSERVATION/COMMUNICATION

- Auditory, visual, and tactile ability sufficient to observe, monitor, assess, and respond to patient health needs in a variety of clinical settings

- Capacity to use data for demonstrations and oral presentations, and use visual images, sounds, and verbal and nonverbal communication to inform patient care
- Ability to record information accurately and clearly in oral and written form and communicate effectively and sensitively with patients and colleagues

PHYSICAL/MOTOR

- Physical abilities sufficient to move throughout clinical settings, execute motor movements, and perform manually based diagnostic procedures (i.e., palpation, auscultation, percussion, etc.) required to provide general and emergency patient care
- Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards
- Motor skills sufficient to meet the requirements specific to the specialty scope of practice

INTELLECTUAL—CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE

- Critical thinking sufficient for clinical and academic judgment
- Sophisticated problem-solving skills, including calculation, reasoning, analysis, and synthesis; ability to learn through a variety of modalities, including classroom, simulation, and clinical settings, individual and team-based learning, preparation of oral and written reports, and use of technology to support academic work
- Ability to integrate and assimilate complex information from multiple sources in varying amounts, and multiple educational experiences in a timely fashion, in order to formulate accurate diagnosis and management plans
- Ability to comprehend spatial relationships and three-dimensional relationships of structures

BEHAVIORAL/SOCIAL

- Interpersonal ability to interact appropriately, sensitively, and compassionately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
- Ability to adhere to the Yale School of Nursing Personal Conduct Policy in academic and clinical settings
- Ability to demonstrate appropriate judgment in decision-making, in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, and supervisors
- Ability to function effectively under physically demanding workload, long hours, and in times of physical and mental stress; display flexibility and openness for changing environments
- Ability to engage in respectful, mature, and healthy client-provider relationships.

YSN Alcohol Policy for Student-Organized Events

Yale School of Nursing is a community of adults, and the consumption of alcohol in a responsible manner may have a place within some YSN student-organized events. Students should bear in mind that YSN does not tolerate excessive drinking, nor any resulting harmful behavior, and that such conduct may violate YSN's Personal Conduct and Academic Integrity Standards.

In view of the importance of promoting the responsible use of alcohol, the liability issues connected with alcohol service and consumption, and compliance with Connecticut state law, the following guidelines apply whenever alcohol is purchased with YSN funds and/or served or consumed on YSN property in connection with a student-organized event.

- Alcohol, whether purchased with YSN funds or purchased with private funds, may not be served or consumed on YSN property except in the context of YSN-approved events. Students seeking to hold an event where alcohol will be served should contact the Office of Student Life in advance of the event for approval.
- YSN funds may not be used to support private parties or any parties at student homes.
- In accordance with Connecticut state law, alcoholic beverages may be dispensed only to individuals over the age of twenty-one and may not be dispensed to any intoxicated person.
- Driving under the influence of alcohol or other drugs creates a significant safety risk and is strictly prohibited by Connecticut law. When returning from events where alcohol is served, YSN encourages students to use the West Campus Shuttle, rideshare apps, taxi services, or public transportation.
- Alcohol served on the YSN campus must be consumed within the room or area in which the event is held; taking open containers of alcohol to other rooms or areas is not permitted.
- Beer and wine are the only alcoholic beverages that may be served. Mixed drinks or other "hard" alcoholic beverages are not permitted. Only one drink at a time may be served to each individual.
- Whenever alcohol is served, appropriate quantities of nonalcoholic beverages and a substantial amount of food must be available at the same location. Potato chips, pretzels, etc., do not meet the requirement for "substantial" food.
- No events may have a theme that promotes alcohol consumption, e.g., beer pong party, booze cruise, etc.
- Students should assist each other and any impaired guests, either by calling 911 or contacting Yale Health (203.432.0123) if the person's condition appears serious, or by helping to arrange transportation (either by calling a cab or by enlisting the help of sober friends to take the impaired guest home).
- Any exceptions to this policy must be approved in writing by the executive deputy dean.
- YSN reserves the right to add additional requirements based on event size and scope including, but not limited to, the presence of a police officer and/or the

requirement that alcohol be served by a bartender who is certified by TIPS or a similar organization and who is not a YSN student.

Note: YSN encourages students struggling with alcohol dependency to seek out help from Yale Health, the YSN Dean's Office, and other available resources.

YSN Testing Accommodations Protocol

The need for testing accommodations at YSN has increased in the past few years and continues to be more evident each term, as it has across campus. Concomitantly, YSN is committed to adhering to the Americans with Disabilities Act and to mandates from Yale's Student Accessibility Services (SAS), which speak to YSN values of inclusion and diversity. To this end, in an effort to create a smooth testing coordination process and experience for students, staff, and faculty, procedures and responsibilities for students, faculty, and staff are as follows.

STUDENTS

- Students will be responsible for forwarding electronically their letter of accommodations received from SAS to their course faculty for courses where they wish to use their approved accommodations. The specific documentation provided to the student from SAS should be sent to their respective faculty within five business days of receiving it from SAS.
- Students will leave all personal items, laptop, and cell phone in their locker, car, etc. Nothing will be allowed to be brought into the assigned testing room/area.
- Students will abide by the honor code and not leave the testing room/area or remove the exam from the testing room and/or building. If the student must leave the room (i.e., bathroom emergency), the student must take the exam to the designated staff person (course instructor, senior administrative assistant, or testing coordinator).
- Students will receive specific information and instructions as to the date and time of the exam, start and end time of the exam, instructions for questions and bathroom breaks, and the contact person and where that person is located. This information will be emailed to each student at least the day before the exam.

OFFICE OF STUDENT LIFE AND BELONGING STAFF

- The Office of Student Life and Belonging (OSLB) will communicate with the student population about accommodations, student responsibilities, and important deadlines related to securing accommodations in a timely manner.
- The student services coordinator (OSLB) will be responsible for forwarding electronically to the senior administrative assistants for each program/specialty the letters of accommodations received from SAS. SAS letters include specific accommodations (time and a half, semi-private, etc.) for each student.
- The student services coordinator will send students with accommodations the YSN Testing Protocol upon receipt of their accommodations letter from SAS.
- OSLB will hire and train testing coordinator(s) and connect them to the senior administrative assistants for each program/specialty to make arrangements for use as needed.

FACULTY

- Faculty will determine the date/time of the exam.
- Faculty will be responsible for notifying the respective senior administrative assistant of the students who have documented accommodations and specific dates of exams no later than the end of the first month of the term.
- Faculty will make themselves available to students and attempt to circulate to those students in separate rooms, if possible.

SENIOR ADMINISTRATIVE ASSISTANTS

- Senior administrative assistants will follow up with faculty regarding their exam and quiz schedules (i.e., dates, time, allotted time for exam/quiz) to determine the room needs for students with accommodations.
- Each term, the senior administrative assistant for each program/specialty will reserve rooms at YSN based on student accommodation needs and communicate these directly to the faculty instructor and/or student.
- In situations where testing space is limited (heavy midterm or exam season), the senior administrative assistants will work with the Business Office to identify any spaces not designated on EMS that may be used only in the rare occasion when testing space is limited.
- Senior administrative assistants will be responsible for notifying each student who requires accommodations with specific information and instructions about the test day. Specific information/instructions to students should be sent by email at least the day before.
- Confidentiality of a student's accommodation is critical. Senior administrative assistants will be sure to send separate emails to each student or blind copy the group of students.
- Specific information/instructions to the students will include:
 - Date and start time of exam.
 - Where to report on the day/time of the exam.
 - The importance of notifying the administrative staff immediately if there is an issue with the space assigned.
 - What they are allowed to bring and not to bring: i.e., leaving personal items in lockers, their car, etc.
 - Refer to the protocol so the student may review it in advance.
 - Offer noise-canceling headphones if needed.
- Senior administrative assistants will place a sign outside the testing room that indicates a test is in progress, etc.
- In the event of a paper exam, if senior administrative assistants are determined as the designee to receive the completed exam, the end time of the exam should be written on the document.

Additional Student Guidelines

FERPA

For the Family Education Rights and Privacy Act (FERPA), see <https://registrar.yale.edu/rights-privacy/student-rights-under-ferpa>.

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-and-peaceable-assembly-students-yale>.

GRADUATE SCHOOL OF ARTS AND SCIENCES POLICIES

Nursing students in the Ph.D. program can access the Graduate School of Arts and Sciences Programs and Policies bulletin at <https://bulletin.yale.edu>.

GUIDELINES IN CASE OF OCCUPATIONAL EXPOSURE

See <https://yalehealth.yale.edu/more/exposure-blood-or-bodily-fluids-work>.

RESOURCES FOR STUDENTS TO ADDRESS DISCRIMINATION AND HARASSMENT CONCERNS

See <https://student-dhr.yale.edu>.

SERVICE ANIMAL POLICY

See <https://your.yale.edu/policies-procedures/policies/4400-service-animals-and-emotional-support-animals#1>. Students must first register their service animal with Student Accessibility Services (SAS) before they are permitted to bring their service animal to the building. Service animals registered with SAS are welcome at YSN. This includes during classes, meetings, and other events. Non-service animals (pets) are not permitted with the exception of planned occasions, and require prior approval from YSN.

UNIVERSITY STATEMENT ON DISCLOSURE OF DIRECTORY INFORMATION

See https://nursing.yale.edu/sites/default/files/university_statement_on_disclosure_of_directory_information.pdf.

EDUCATIONAL EXPENSES AND FINANCIAL AID

Tuition and Fees

For more information contact the YSN Financial Aid Office at ysnfinancialaid@yale.edu

MASTER'S PROGRAM (M.S.N.)

Tuition for students in the full-time M.S.N. program in 2021–2022 is \$47,114 (divided evenly between the fall and spring terms). Students entering the GEPN program pay an additional one-time summer-term tuition of \$18,689.

Tuition for students in the part-time M.S.N. program in 2021–2022 is \$31,274 (divided evenly between the fall and spring terms).

In addition, new full-time students in 2021–2022 pay an equipment and technology fee of \$2,025, continuing students pay an equipment and technology fee of \$695, and both new and continuing students pay a lab fee of \$460, as well as a student activity fee of \$120, all due in the fall term. Part-time students pay an equipment and technology fee of \$695 and a student activities fee of \$120.

Concentration Tuition

Tuition and fees for the concentrations can be found on the School of Nursing website at <https://nursing.yale.edu/enrollment-management/office-financial-aid/tuition-and-fees>.

Nurse-Midwifery and Women's Health Nurse Practitioner Dual Specialty

Students who are accepted into the NM/WHNP dual specialty will pay an additional fee, split over four terms, beginning in the fall of the first specialty year. For students who entered the dual specialty in the 2020–2021 academic year, the fee is \$15,750 (of which \$3,937.50 is due each term for four terms). For students entering the dual specialty in the 2021–2022 academic year, the fee is \$16,146 (of which \$4,036.50 is due each term for four terms).

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 dual specialty fee. If the student drops a specialty track in the second year, the fee will not be refunded.

DOCTOR OF NURSING PRACTICE PROGRAMS (D.N.P.)

Tuition for students in the part-time Health Care Leadership, Systems, and Policy D.N.P. program in 2021–2022 is \$31,273 (divided evenly between the fall and spring terms).

Tuition for students in the first year of the part-time Clinical D.N.P. program in 2021–2022 is \$46,910 (divided evenly between the fall, spring, and summer terms). Tuition

for students in the second year of the part-time Clinical D.N.P. program in 2021–2022 is \$46,910 (divided evenly between the fall and spring terms).

In addition, students in both programs pay an equipment and technology fee of \$695 and a student activities fee of \$120, both due in the fall term.

POST-MASTER'S CERTIFICATE PROGRAM

The Post-Master's Certificate Program and non-matriculated part-time study are available at \$1,820 per credit. Applicable fees, such as the equipment and technology fee of \$695 and the student activity fee of \$120, are also assessed in the fall term.

ADDITIONAL FEES

Acceptance Fee

A nonrefundable fee of \$600 is required upon acceptance of an offer of admission in order to secure a place in the entering class. For matriculating students, \$300 will be credited toward the fall-term tuition. Students whose acceptance fee was waived will not receive a bill credit.

Required Fees

The University requires hospitalization insurance for all students. Students will be billed \$2,650 in 2021–2022 for single-student hospitalization/specialty coverage with Yale Health (see Health Services in the chapter Yale University Resources and Services). 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.

Other Fees

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

Tuition Rebate and Refund Policy

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 2021–2022, no portion of tuition will be rebated in the fall term after October 27, 2021, for students in the D.N.P. program; after October 30, 2021, for students in the GEPN program; and after October 24, 2021, for students in the M.S.N. and post-master's programs. In the spring term, the date is April 3, 2022, for students in all programs. In the summer term, the dates are June 30, 2022, for students in the D.N.P. and GEPN programs; and July 10, 2022, 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 2021–2022, 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.

WITHDRAWAL AND LEAVE OF ABSENCE

For information on the general rules of the University and policies of the School regarding withdrawal and leave of absence, see Leave of Absence and Withdrawal in the chapter YSN Student Policies and Guidelines.

Student Accounts and Billing

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>.

STUDENT ACCOUNT

The Student Account is a record of all the direct charges for a student's Yale education such as tuition, room, board, fees, and other academically related items assessed by offices throughout the University. It is also a record of all payments, financial aid, and other credits applied toward these charges.

Students and student-designated proxies can view all activity posted to their Student Account in real time through the University's online billing and payment system, YalePay (<https://student-accounts.yale.edu/yalepay>). At the beginning of each month, email reminders to log in to YalePay to review the Student Account activity are sent to all students at their official Yale email address and to all student-designated YalePay proxies. Payment is due by 4 p.m. Eastern Time on the first of the following month.

Yale does not mail paper bills or generate monthly statements. Students and their authorized proxies can generate their own account statements in YalePay in pdf form to print or save. The statements can be generated by term or for a date range and can be submitted to employers, 401K plans, 529/College Savings Plans, scholarship agencies, or other organizations for documentation of the charges.

Students can grant others proxy access to YalePay to view student account activity, set up payment plans, and make online payments. For more information, see Proxy Access and Authorization (<http://sfas.yale.edu/proxy-access-and-authorization>).

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. Students who have not paid their student account term charges by the due date will also be placed on Financial Hold. The hold will remain until the term charges have been paid in full. While on Financial Hold, the University will not fulfill requests for transcripts or provide diplomas and reserves the right to withhold registration or withdraw the student for financial reasons.

PAYMENT OPTIONS

There are a variety of options offered for making payments toward a student's Student Account. Please note:

- All bills must be paid in U.S. currency.
- Yale does *not* accept credit or debit cards for Student Account payments.
- Payments should not be made to a Student Account that are in excess of the balance due (net of pending financial aid credits). Yale reserves the right to return any overpayments.

Online Payments through YalePay

Yale's recommended method of payment is online through YalePay (<https://student-accounts.yale.edu/yalepay>). Online payments are easy and convenient and can be made by anyone with a U.S. checking or savings account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments are immediately posted to the Student Account, which allows students to make payments 365/24/7 up to 4 p.m. Eastern Time on the due date of the bill, from any location, and avoid late fees.

For those who choose to pay by check, a remittance advice and mailing instructions are available on YalePay. Checks should be made payable to Yale University, in U.S. dollars, and drawn on a U.S. bank. To avoid late fees, please allow for adequate mailing time to ensure that payment is received by 4 p.m. Eastern Time on the due date.

Cash and check payments are also accepted at the Student Financial Services Cashier's Office, located at 246 Church Street. The Cashier's Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m.

Yale University partners with Flywire, a leading provider of international payment solutions, to provide a fast and secure way to make international payments to a Student Account within YalePay. Students and authorized proxies can initiate international payments from the Make Payment tab in YalePay by selecting "International Payment via Flywire" as the payment method, and then selecting the country from which payment will be made to see available payment methods. International payment via Flywire allows students and authorized proxies to save on bank fees and exchange rates, track the payment online from start to finish, and have access to 24/7 multilingual customer support. For more information on making international payments via

Flywire, see International Payments Made Easy at <https://student-accounts.yale.edu/sites/default/files/files/Yale%20International%20Payments%20-%20YalePay.pdf>.

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

A Yale Payment Plan provides parents and students with the option to pay education expenses monthly. It is designed to relieve the pressure of lump-sum payments by allowing families to spread payments over a period of months without incurring any interest charges. Participation is optional and elected on a term basis. The cost to sign up is \$50 per term.

Depending on the date of enrollment, students may be eligible for up to five installments for the fall and spring terms. Payment Plan installments will be automatically deducted on the 5th of each month from the bank account specified when enrolling in the plan. For enrollment deadlines and additional details concerning the Yale Payment Plan, see <https://student-accounts.yale.edu/ypp>.

BILL PAYMENT AND PENDING MILITARY BENEFITS

Yale will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other facilities, or the requirement that a student borrow additional funds, on any student because of the student's inability to meet their financial obligations to the institution, when the delay is due to the delayed disbursement of funding from VA under chapter 31 or 33.

Yale will permit a student to attend or participate in their course of education during the period beginning on the date on which the student provides to Yale a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates: (1) the date on which payment from VA is made to Yale; (2) ninety days after the date Yale certifies tuition and fees following the receipt of the certificate of eligibility.

Interruption or Temporary Suspension of University Services or Programs

Certain events that are beyond the University's control may cause or require the interruption or temporary suspension of some or all services and programs customarily furnished by the University. These events include, but are not limited to, epidemics or other public health emergencies; storms, floods, earthquakes, or other natural disasters; war, terrorism, rioting, or other acts of violence; loss of power, water, or other utility services; and strikes, work stoppages, or job actions. In the face of such events, the

University may, at its sole discretion, provide substitute services and programs or appropriate refunds. The decision to suspend services and programs shall be made at the sole discretion of the University.

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 January 7, 2022. All continuing students in the master's program must file for aid by March 15, 2022. 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 3.50 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 loans 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, <https://www.yalestudentjobs.org>, 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 but may be revised in compliance with federal and institutional policy.

Financial Support and Visa Process for International Students

International students are 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. School-specific forms and documents are available on the School of Nursing website at <https://nursing.yale.edu/enrollment-management/international-students>.

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 on Yale's Office of International Students and Scholars website at <https://oiss.yale.edu/immigration>.

GENERAL INFORMATION

Housing

EDWARD S. HARKNESS MEMORIAL HALL

Harkness Hall, located only steps away from the School of Medicine and Yale New Haven Hospital, houses students from the Schools of Medicine, Nursing, and Public Health, 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 20 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 from New Haven landlords. 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 8 a.m. to 3 p.m., Monday through Friday. (Hours subject to change.) 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/restaurants-cafes/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. For additional information visit <https://westcampus.yale.edu/our-campus/dining>.

The Student Government Organization

The Student Government Organization (SGO), open to all enrolled Nursing students, 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 emailing ysn.studentgovernment@gmail.com.

Awards

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

Annie Goodrich, founding Dean of Yale School of Nursing, was an outstanding nurse leader and educator whose vision set the course for nursing education. Each year, the students recognize an outstanding faculty member through the *Annie Goodrich Award* for excellence in teaching.

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 *Milton and Anne Sidney Prize* is awarded to a graduating student whose research, in the judgment of the faculty, best exemplifies the School's commitment to clinical scholarship and its mission to contribute to better health care for all people. Nominations are solicited from faculty.

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

The Yale School of Nursing has long been an innovator and leader in education, practice, and research. Faculty research covers a wide array of topics that encompass and address health disparities and well-being of underrepresented and structurally marginalized populations. The YSN Office of Diversity, Equity, and Inclusion (ODEI) directly contributes to YSN by guiding the School's growth to increase equity and improve belonging for all, thereby creating an environment that is reflective of the communities that we serve and that supports the overall mission of YSN.

Mission

YSN ODEI strives to foster and sustain a YSN community that is diverse, equitable, and inclusive for all. YSN ODEI supports Belonging at Yale's (<https://belong.yale.edu>) institution-wide pursuit to develop an environment where we can be ourselves, seek our full potential, and freely participate in the vibrant life of a scholarly community and its pursuit of excellence.

Vision

To make YSN a national model for diversity, equity, inclusion, and belonging in nursing.

Goals

1. Actively enhance diversity of YSN faculty, staff, and students through innovative and evidence-based methods of recruitment, career development, retention, and advancement.
2. Develop and employ strategies to increase representation and enhance inclusion, belonging, and support for faculty, staff, and students from underrepresented identity groups.
3. Provide education, training and development, celebration, and community-building opportunities aimed at increasing diversity competencies of all YSN faculty, staff, preceptors, and students.
4. Provide platforms for all YSN faculty, staff, and students to share their experiences and engage in diversity, equity, inclusion, and belonging (DEIB) efforts, including supporting the IDEAS Council as a representative delegation of all YSN constituents.
5. Provide consultation and support to YSN faculty, staff, and students on DEIB matters.
6. Lead in the development and accountable implementation of the YSN DEIB plan.
7. Provide access to reporting and support for issues related to sexual misconduct, discrimination, and harassment.
8. Celebrate the DEIB excellence of YSN faculty, staff, students, and alums.
9. Engage YSN alums and our surrounding communities in YSN DEIB efforts.
10. Collaborate across YSN and other Yale units on DEIB initiatives.

ODEI is also responsible for the implementation of bias, harassment, discrimination, and other misconduct procedures for YSN. These procedures are administered by the ODEI director, who also serves YSN as the Title IX coordinator and the discrimination and harassment resource (DHR) coordinator (formally dean's designee). Title IX and DHR coordinators are identified by the dean as YSN community members with the responsibility to receive student concerns and offer advice and guidance related to diversity and inclusion, discrimination and harassment, and equal opportunity. These roles support students, faculty, and staff and respond to their needs.

For more information, please contact the YSN director of ODEI, Maurice Nelson, at maurice.nelson@yale.edu.

CLINICAL RESOURCES

Yale School of Nursing places students in more than 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.

YALE SCHOOL OF MEDICINE

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, Nancy J. Brown, M.D.*

YALE SCHOOL OF PUBLIC HEALTH

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.*

YALE CHILD STUDY CENTER

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, Keith Churchwell, M.D.; Chief Nursing Executive, Beth Beckman, D.N.Sc.*

NORTHEAST MEDICAL GROUP

Part of the Yale New Haven Health System, Northeast Medical Group is a not-for-profit multispecialty medical foundation established in 2010. It has more than 130 community practices in Connecticut, Rhode Island, and Westchester County, New York. *Chief Executive Officer, Prathibha Varkey, M.B.B.S., M.P.H.*

CONNECTICUT MENTAL HEALTH CENTER

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 Sernyak, M.D.; Director of Nursing, Anjana Sharma, R.N.*

Other Clinical Resources

COMMUNITY HEALTH CENTER, INC.

Community Health Center, Inc., is a private, nonprofit health care provider in the state of Connecticut, providing comprehensive primary care services in medicine, dentistry, and behavioral health to more than 145,000 people. CHC incorporates prevention and health promotion, treatment of illness, and management of chronic disease—often all during the same visit. Using innovative service delivery models and state-of-the-art technology, CHC goes beyond traditional health services to bring care to the places it is most needed and most impactful. *Founder, President, and Chief Executive Officer, Mark Masselli; Senior Vice President and Clinical Director, Margaret Flinter, Ph.D., A.P.R.N.*

CONNECTICUT HOSPICE

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. *Interim Chief Executive Officer, Barbara L. Pearce*

CORNELL SCOTT-HILL HEALTH CENTER

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

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*

HARTFORD HEALTHCARE

Hartford HealthCare has cultivated a strong, unified culture of accountability and innovation. Its care-delivery system, serving 185 towns and cities, includes two tertiary-level teaching hospitals, an acute-care community teaching hospital, an acute-care hospital and trauma center, three community hospitals, the state's most extensive behavioral health network, a large multispecialty physician group, a clinical care organization, a regional home care system, an array of senior care services, and a large physical therapy and rehabilitation network at more than 350 locations in Connecticut and Rhode Island. Hartford HealthCare's unique, system-wide Institute Model offers a single, high standard of care in crucial specialties at hospital and ambulatory sites across Connecticut. The institutes include: Behavioral Health; Cancer; Heart and Vascular; Neuroscience; Orthopedics; and Urology. *President and Chief Executive Officer, Jeffrey Flaks, M.H.A.*

MIDDLESEX HEALTH

Middlesex Health is a fully connected, comprehensive network of expert health care providers, serving Central Connecticut and the shoreline area. Services include everything from primary care, physical rehab, and walk-in urgent care to groundbreaking surgeries, lifesaving cancer treatments, and precision diagnostic imaging tools. Middlesex Health serves as Connecticut's first Mayo Clinical Care Network member. *President and Chief Executive Officer, Vincent G. Capece, Jr.*

PROHEALTH PHYSICIANS

Formed in 1997, ProHealth Physicians includes more than 360 primary care and specialty physicians and advanced practice clinicians, and offers a wide range of diagnostic and therapeutic services. Made up of community-based physician practices, ProHealth focuses on continuous improvement and ongoing expansion of clinical programs to support wellness and to prevent and treat chronic illnesses. With more than ninety locations throughout the state of Connecticut, its primary care providers and specialists care for more than 360,000 people statewide. *President and Chief Executive Officer, Benito A. Alvarez, M.D., M.B.A., J.D., FACHE*

VETERANS AFFAIRS CONNECTICUT HEALTHCARE SYSTEM

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, Alfred A. Montoya, Jr., M.H.A., FACHE, VHA-CM*

YALE UNIVERSITY RESOURCES AND SERVICES

A Global University

Global engagement is core to Yale's mission as one of the world's great universities. 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

Yale's engagement beyond the United States dates from its earliest years. The University remains 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.

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.

Teaching and research at Yale benefit from the many collaborations underway with the University's international partners and the global networks forged by Yale across the globe. International activities across all Yale schools include curricular initiatives that enrich classroom experiences from in-depth study of a particular country to broader comparative studies; faculty research and practice on matters of international importance; the development of online courses and expansion of distance learning; and the many fellowships, internships, and opportunities for international collaborative research projects on campus and abroad. Together these efforts serve to enhance Yale's global educational impact and are encompassed in the University's global strategy.

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 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. EliExpress (Yale Library’s delivery service) transports library books daily among the libraries on central campus and to the School of Nursing at West Campus.

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 Marx Science and Social Science Library, the Law Library, and the Divinity Library. All libraries are open to students for study purposes.

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, blood draw, 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 within thirty days. 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, and students enrolled in the EMPH program 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, 2021. Please access the Incoming Student Vaccination Record form for graduate and professional students at <https://yalehealth.yale.edu/new-graduate-and-professional-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 Vaccine Portal (available after June 20), and all supporting documents must be uploaded to <http://yale.medicatconnect.com>. The final deadline is August 1.

COVID-19 Effective April 2021, all students are required to provide proof of completed immunization against COVID-19. Antibody titers or evidence of previous infection are *not* accepted as proof of immunity. Currently approved vaccines include Pfizer-BioNTech (two doses), Moderna (two doses), and Janssen/Johnson & Johnson (one dose). International vaccines that are authorized for emergency use by the World Health Organization will also be accepted by Yale as meeting the COVID-19 vaccination requirement. Yale Health's website will be updated as new vaccines are reviewed (<https://yalehealth.yale.edu/covid-19-vaccination-faq-international-students-and-scholars>). Students who encounter insurmountable difficulties in being vaccinated at home, or live internationally and do not have access to an accepted vaccine, will be provided with free vaccine on campus by special arrangement. Students who are not compliant with this vaccine requirement will not be permitted to register for classes or move into the dormitories for the fall term, 2021.

Influenza All students are required to have flu vaccination in the fall term when it is made available to them by Yale Health.

Measles, mumps, rubella, and varicella All students 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 after the student's first birthday; the second dose must have been given at least twenty-eight (28) 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, 2021.

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, 2021. 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 on campus and are over the age of twenty-nine.

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 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 with the result as a numeric value listed. 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 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 other locations in the New Haven area listed on the Student Travel website. Travel health services are *not* a covered benefit. Students will be charged for travel consultations, medications, and travel immunizations at Yale Health and all other locations. 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.

Student Accessibility Services

Student Accessibility Services (SAS) facilitates reasonable accommodations for all Yale students with disabilities who choose to register with the office. Registration with SAS is kept private. SAS helps arrange academic, transportation, dietary, and housing accommodations across campus. To qualify as a student with a disability, supporting documentation must be provided. The required first step for a student with a disability is completion of the registration form, which will initiate the process of obtaining disability-related accommodations; see https://yale-accommodate.symphlicity.com/public_accommodation.

SAS works with students with sporadic and temporary disabilities as well. At any time during a term, students with a newly diagnosed disability requiring accommodations should register following the above instructions. More information can be found at <https://sas.yale.edu>, including instructions for requesting or renewing accommodations and the guidelines for supporting documentation. You can also reach us at sas@yale.edu or 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 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 affirmative 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 and resources for victims of sexual misconduct. Information on options for reporting an incident, accommodations and other supportive measures, and policies and definitions may be found at <https://smr.yale.edu>.

SHARE: INFORMATION, ADVOCACY, AND SUPPORT

55 Lock Street, Lower Level

Appointments and drop-in 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 via direct hotline, as well as for drop-in hours on weekdays during regular business hours. 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 Cantú (203.432.2610, cristina.cantu@yale.edu), or Freda Grant (freda.grant@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 or gender.

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, Vice 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 sexual misconduct policy. The UWC is comprised of faculty, senior administrators, and graduate and professional students drawn from throughout the University. UWC members are trained in the protocols for maintaining confidentiality and observe strict confidentiality with respect to all information they receive about a case.

YALE POLICE DEPARTMENT

101 Ashmun Street

24/7 hotline: 203.432.4400

<https://your.yale.edu/community/public-safety/yale-police-department>

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 email 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

Keep up to date about campus news and events by subscribing to the Yale Today and/or Yale Best of the Week e-newsletters (<https://news.yale.edu/subscribe-newsletter>), which feature stories, videos, and photos from YaleNews (<http://news.yale.edu>) and other campus websites. Also visit the Yale Calendar of Events (<http://calendar.yale.edu>) and the University's Facebook, Twitter, Instagram, LinkedIn, and YouTube channels.

The Yale Peabody Museum of Natural History, founded in 1866, houses more than fourteen million specimens and objects in ten curatorial divisions: Anthropology, Botany, Entomology, History of Science and Technology, Invertebrate Paleontology, Invertebrate Zoology, Mineralogy and Meteoritics, Paleobotany, Vertebrate Paleontology, and Vertebrate Zoology. The renowned collections continue to enrich teaching and learning and to inform groundbreaking new research. The museum's

galleries are currently under renovation and will reopen in 2024 to display thousands of objects, including the first *Brontosaurus*, *Stegosaurus*, and *Triceratops* specimens ever discovered.

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 nearly 300,000 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 museum that houses the largest collection of British art outside the United Kingdom, encompassing works in a range of media from the fifteenth century to the present. Opened to the public in 1977, the center's core collection and landmark building—designed by architect Louis I. Kahn—were a gift to Yale University from the collector and philanthropist Paul Mellon. The museum offers a vibrant program of exhibitions and events both in person and online. 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 degree recitals by graduate students, the School of Music presents the Ellington Jazz Series, Faculty Artist Series, Horowitz Piano Series, New Music New Haven, Onepo Chamber Music Series, and Yale in New York, as well as performances by the Yale Opera, Yale Philharmonia, Yale Choral Artists, and various YSM ensembles, along with concerts at the Morris Steinert Collection of Musical Instruments. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and many other special events. The Norfolk Chamber Music Festival/Yale Summer School of Music presents a six-week Chamber Music Session, along with the New Music Workshop and the Chamber Choir and Choral Conducting Workshop. Many of these concerts stream live on the School's website (<https://music.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, Yale Glee Club, 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.

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) 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 and 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 Gryphon, a graduate and professional student center, located at 204 York Street. The center provides office and event space for GPSS and other student organization activities, funds student groups, and houses Gryphon's Pub, open nightly. 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 varsity basketball, volleyball, and gymnastics competitions; 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 group exercise classes in dance, martial arts, zumba, yoga, pilates, spinning, HIIT and cardio, 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. Memberships at reasonable fees are available for faculty, employees, postdocs, visiting associates, alumni, and members of the New Haven community. Memberships are also available

for spouses and children of all members. Additional information is available 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 Yale Golf Course. All members of the Yale community and their guests may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available at <https://sportsandrecreation.yale.edu>.

Approximately fifty club sports are offered at Yale, organized by the Office of Club Sports and Outdoor Education. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale students, faculty, staff, and alumni 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, including 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.

OISS programs, like 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 email, grab a cup of coffee, 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 ALUMNI ASSOCIATION

OFFICERS FOR THE YEAR ENDING JUNE 2021

President

Christa Hartch '02 M.S.N.

Secretary

Nancy Kraus '78 M.S.N.

Board of Directors

Maria Banevicius '92 M.S.N

Fanta Bayoh '18 M.S.N.

Stephan Davis '16 D.N.P.

Kathryn Dzurilla '18 M.S.N.

Julie Edwards '17 M.S.N.

Laura Ippolito Bracale '00 M.S.N., M.P.H.

Elyssa Noce '17 M.S.N.

Caroline R. Piselli '15 D.N.P.

Elliott Race '18 M.S.N.

Elizabeth Silvers '19 M.S.N.

Ex-Officio Members

Bridget Cota '09 M.S.N., Chairperson, Alumni Fund and Class Agents

Jonathan Johnson '18 M.S.N., Faculty Representative

Ann Kurth '90 M.S.N., Dean, and Linda Koch Lorimer Professor

YAA Delegates

Stephen Davis '16 D.N.P.

Kathryn Dzurilla '18 M.S.N.

Amanda Filippelli '15 M.S.N.

YAA Assembly At-Large Delegate

Elyssa Noce '17 M.S.N.

YAA Assembly Appointed At-Large Delegate

Lydia Cristobal '16 D.N.P.

YAA Board of Directors Representatives

Lydia Cristobal '16 D.N.P.

Elaine Gustafson '86 M.S.N.

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>, email 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>, email 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.). Postgraduate 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>, email 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>, email 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>, email 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>, email 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>, email 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 208292, New Haven CT 06520-8292.

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>, email 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 and composition. Certificate in Performance (CERT), 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>, email 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 the Environment 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>, email admissions.yse@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of the Environment, 300 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>, email 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://www.architecture.yale.edu>, email 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 (P.M.C.), 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.

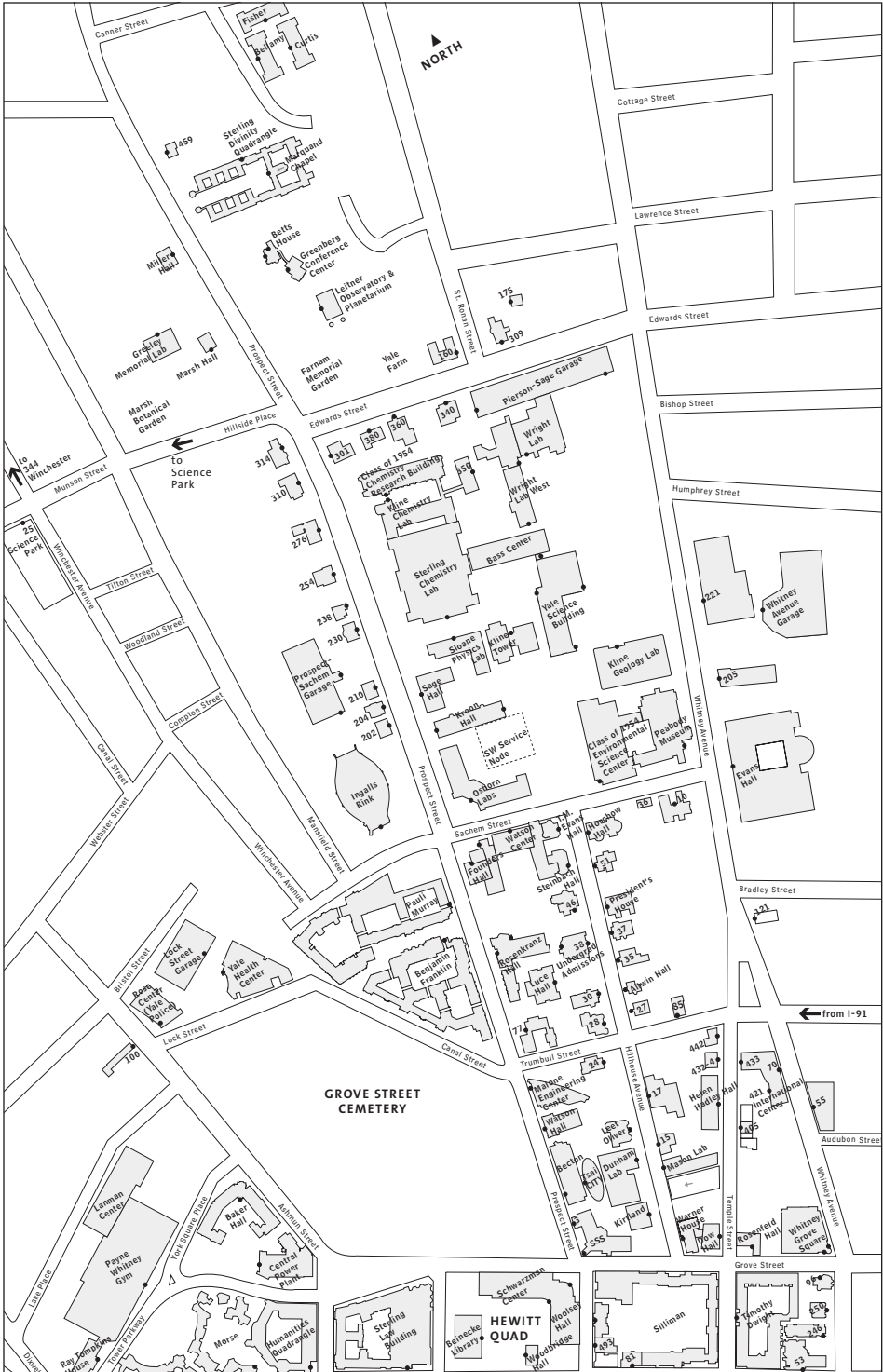
David Geffen School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, Doctor of Fine Arts (D.F.A.).

For additional information, please visit <https://drama.yale.edu>, email dgsd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to David Geffen School of Drama at Yale University, 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.

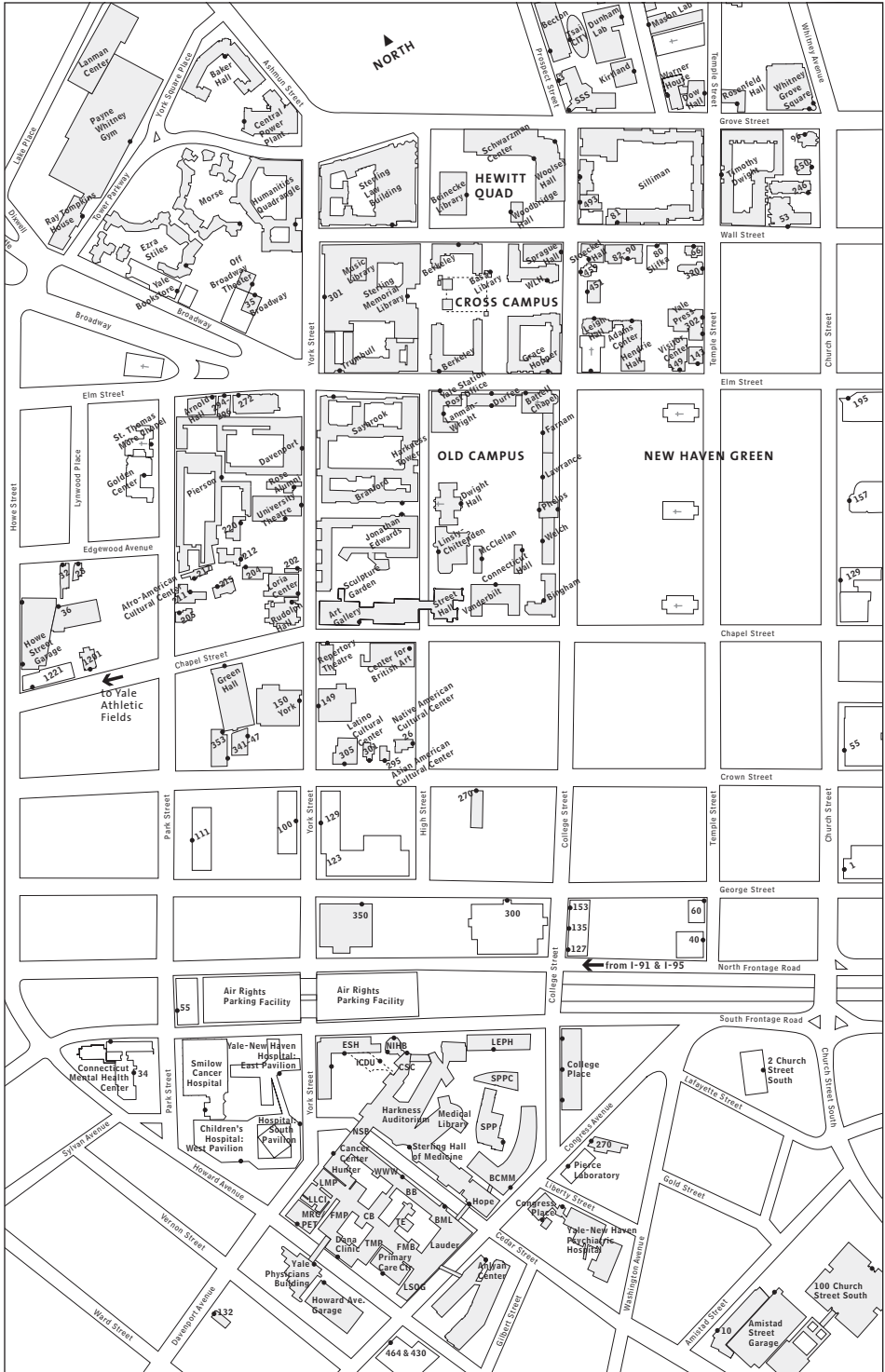
For additional information, please visit <https://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

YALE UNIVERSITY CAMPUS NORTH

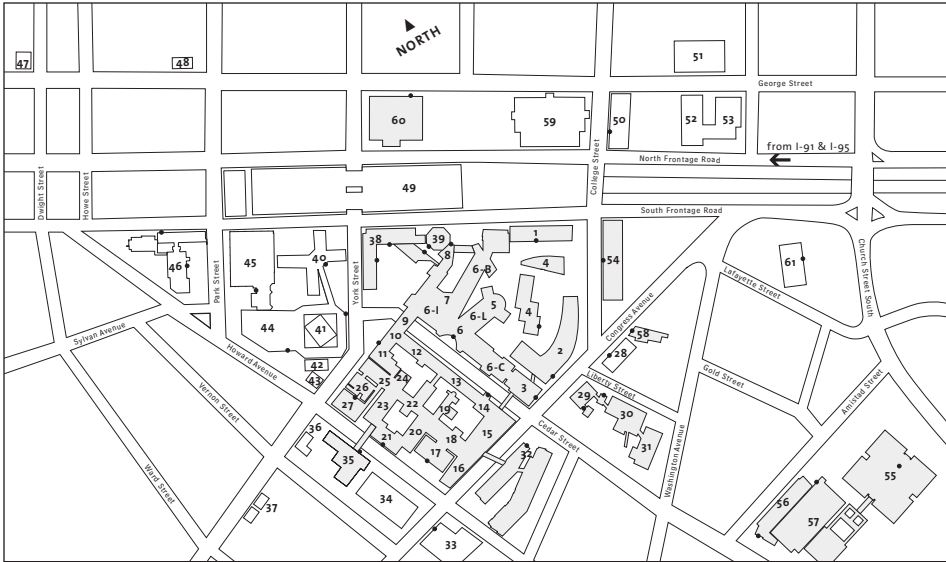


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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER

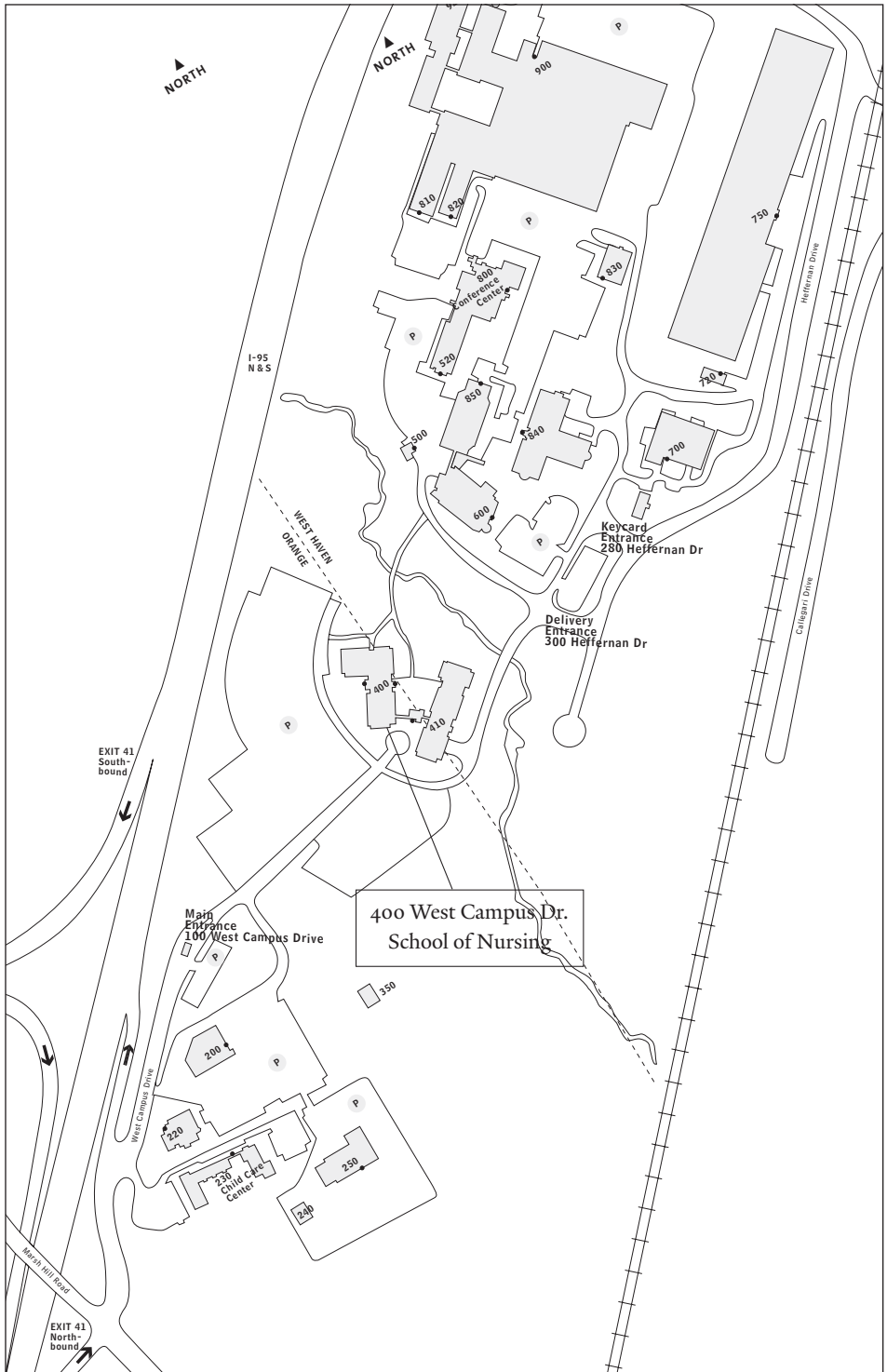


YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



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|---|---|
| <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 |
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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, Senior Director of the Office of Institutional Equity and Access, 203.432.0849. For additional information, see <https://oiea.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 Yale Police Department at 203.432.4400, the University will provide this information to any applicant for admission, or to prospective students and employees. The report is also posted on Yale's Public Safety website; please 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>.

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