

School of Nursing

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CALENDAR

The following dates are subject to change as the University makes decisions regarding the 2023–2024 academic year. Changes will be posted online on the School of Nursing’s website; see <https://nursing.yale.edu/academics/academic-calendar/2023-2024-academic-calendar>. Students enrolled in the Ph.D. program in Nursing should consult the Graduate School academic calendar for additional dates specific to Graduate School programs.

FALL 2023

Aug. 1	T	Registration opens for GEPN and D.N.P. programs for fall courses
Aug. 14	M	Registration opens for M.S.N. and PMC programs for fall courses
Aug. 21–25	M–F	GEPN, Incoming R.N., and PMC new-student orientation
Aug. 25	F	First-year M.S.N. specialty and PMC orientation
Aug. 28	M	Fall term begins for GEPN, M.S.N., PMC, and D.N.P. students
Sept. 4	M	Labor Day. Classes do not meet
Sept. 5	T	Fall-term classes begin for Online M.S.N. Add/drop period begins
Sept. 7–8	TH–F	D.N.P. classes in session
Sept. 11	M	Last day to add classes for GEPN, M.S.N., PMC and D.N.P.
Sept. 18	M	Last day to add classes for Online M.S.N.
Sept. 22	F	Last day for GEPN, M.S.N., PMC and D.N.P. students to drop a fall-term course without it appearing on their transcript Last day to change auditor status in a class
Oct. 1	S	Incomplete grades from the summer term due
Oct. 2	M	Last day for Online M.S.N. students to drop a fall-term course without it appearing on their transcript
Oct. 12–13	TH–F	D.N.P. classes in session
Oct. 20	F	Midterm
Nov. 16–17	TH–F	D.N.P. classes in session
Nov. 17	F	Classes end; November recess begins, 7 p.m.
Nov. 27	M	Classes resume Last day to withdraw from a fall-term course for GEPN, M.S.N., PMC and D.N.P.
Dec. 4	M	Last day to withdraw from a fall-term course for Online M.S.N.
Dec. 15	F	Classes end for GEPN, M.S.N., PMC and D.N.P., 7 p.m.
Dec. 22	F	Classes end for Online M.S.N. Program

SPRING 2024

Jan. 4	Th	Fall-term final grades due
Jan. 8	M	Spring-term classes begin for Online M.S.N. program Add/drop period begins
Jan. 15	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 16	T	Spring term classes begin for GEPN, M.S.N., PMC and D.N.P. Add/drop period begins
Jan. 22	M	Last day to add classes for Online M.S.N.

Jan. 25–26	TH–F	D.N.P. classes in session
Jan. 29	M	Last day to add classes for GEPN, M.S.N., PMC and D.N.P.
Feb. 1	TH	Incomplete grades from the fall term due
Feb. 5	M	Last day for Online M.S.N. students to drop a spring-term course without it appearing on their transcript
Feb. 12	M	Last day for GEPN, M.S.N., PMC and D.N.P. students to drop a spring-term course without it appearing on their transcript Last day to change auditor status in class
Mar. 7–8	TH–F	D.N.P. classes in session
Mar. 8	F	Midterm; spring recess begins for all programs, 7 p.m.
Mar. 18	M	Classes resume for Online M.S.N.
Mar. 25	M	Classes resume for GEPN, M.S.N., PMC and D.N.P.
Apr. 8	M	Last day to withdraw from a spring-term course for Online M.S.N.
Apr. 17–8	TH–F	D.N.P. classes in session
Apr. 22	M	Last day to withdraw from a spring-term course for GEPN, M.S.N., PMC and D.N.P.
Apr. 26	F	Classes end for Online M.S.N. Program
May 10	F	Classes end for GEPN, M.S.N., PMC and D.N.P., 7 p.m.
May 15	W	Final grades due for graduating students
May 20	M	Commencement
May 31	F	Final grades due for continuing students

SUMMER 2024

May 6	M	Summer-term classes begin for Online M.S.N. Program
May 13	M	Summer-term classes begin for all GEPN, M.S.N., and D.N.P. programs Add/drop period begins
May 27	M	Memorial Day. Classes do not meet
May 28	T	Last day to add classes; registration closes for all programs
June 1	S	Incomplete spring-term grades due for students taking summer-term courses
June 10	M	Last day to drop a summer-term course without the course appearing on the transcript
June 19	W	Juneteenth. Classes do not meet
July 4	TH	Independence Day. Classes do not meet
July 12	F	Last day for GEPN students to withdraw from a summer-term course
July 15	S	Incomplete spring-term grades due for students not taking summer-term courses
July 22	M	Last day for M.S.N., PMC, and D.N.P. students to withdraw from a summer-term course
July 26	F	GEPN program ends; final grades are due
Aug. 5	M	Summer term ends for M.S.N., PMC and D.N.P.
Aug. 16	F	Summer term ends for Online M.S.N. program

FACULTY GRADING CALENDAR

Jan. 4	TH	Final fall-term grades due
May 15	W	Final spring-term grades due for graduating students

May 31	W	Final spring-erm grades due for continuing students
July 26	F	Final GEPN summer-term grades due

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A MESSAGE FROM THE DEAN

Welcome to the Yale School of Nursing (YSN).

Nurses occupy a unique niche in the healthcare system. YSN prepares different kinds of nurses, including nurse practitioners, nurse-midwives, Doctors of Nursing Practice, and Ph.D. prepared scientists. They are, at first glance, clinicians, researchers, managers, policy makers, or educators. Take a longer look and you see people who are also equity advocates, wellness promoters, paradigm re-shapers, and healthcare visionaries. They don't just dream about the future of healthcare; they are creating it. That's your future job.

Part of your professional responsibility—an important part—is to consider and understand the larger forces that shape a healthcare system that is at once the most advanced in the world and yet one that tolerates disparities in outcomes for many patient populations. Your job as a nurse is not to just treat illness and injury, but rather to foster wellness that is equally attainable for all.

The pandemic was devastating in many ways, not the least of which was the way in which it revealed the existing inequities in access to healthcare and the consequences—measured in lives lost—of those inequities. The CDC agreed, saying that, “The population health impact of COVID-19 has exposed longstanding inequities that have systematically undermined the physical, social, economic, and emotional health of racial and ethnic minority populations and other population groups that are bearing a disproportionate burden of COVID-19.”

As nurses, we must deliver state-of-the-art care that is compassionate and effective. But we must also be unflinching, unstoppable advocates for equitable access to such care, recognizing that care denied to some causes harm to all because it's a failure to deliver on the country's promise of a nation in which everyone is entitled to “certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Author/advocate Heather McGhee (*The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*) calls out those who falsely state equity as a zero sum game—if you gain, I lose. She instead speaks of a “solidarity dividend” in which everyone benefits from greater systemic equity. The healthcare system could well be the ultimate example of this. Equity of access to wellness would translate to *reduced* long-term medical costs, *reduced* health insurance costs, *increased* worker productivity, and *increased* social cohesiveness.

Healthcare equity is the goal. Nurses have a pivotal role in our quest to attain that goal.

It begins here, and now, with every person in the Yale School of Nursing community. We need to step back *and* step forward—back in order to pause, take a breath, and see the larger picture of why gaps in access to healthcare exist, despite the enormous wealth in this country. Then we need to step *forward* and deploy our knowledge, understanding, know-how, and moral determination. This means preparing students in the Yale School of Nursing to see the root causes of healthcare disparities. It means understanding why population health needs to be a major focus, and why nursing needs to address the social determinants of health just as it addresses the illnesses that

are the outcome of those social determinants. The scope of the nursing profession vision has expanded, much to our credit.

We are one of the nation's leading schools of nursing. We have the facilities, faculty, and commitment to make a difference. We have a global perspective, a dedicated Office of Diversity, Equity, and Inclusion, a meaningful DEIB plan, an enviable record of research on fundamental health-related issues, and most important, an environment and ecosystem that empowers and encourages *everyone* to be an agent of change.

We are building a YSN community that models equity, access, collaboration, cooperation, diversity, belonging, and safety. It is a community with awareness of and respect for all the communities with which we interact, locally, nationally, and globally.

This fall we celebrate the centennial of the Yale School of Nursing. For a century, we have graduated succeeding generations of nurse-leaders. As we look ahead to all that needs to be done, let's commit to being the leaders in moving the nation toward full healthcare equity.

Azita Emami, Ph.D., M.S.N., B.S.N., R.N.T., R.N., FAAN

Dean, Yale School of Nursing

Linda Koch Lorimer Professor of Nursing

Pronouns: she/her

YALE SCHOOL OF NURSING

History

The School of Nursing, founded in 1923 with funding through the Rockefeller Foundation, became the first school to prepare nurses under an educational program rather than an apprenticeship program. Dean Annie Goodrich's insistence that her students came to Yale to learn a highly skilled profession instead of providing 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 1959-1960, 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 again 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 the 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.

As approved by the Board of Permanent Officers, the School launched the Online PMHNP program in the summer of 2023 with its first cohort of students. As a three-year part-time program, students will be enrolled each term.

COVID-19 PANDEMIC

In March 2020, the the School, 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.

ANTI-RACISM AT YSN

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. The Office of Diversity, Equity, and Inclusion reports to the associate dean for equity. In September 2021, Angela Richard-Eaglin, D.N.P., M.S.N., FNP-BC, CNE, FAANP, CDE, joined YSN as the associate dean for equity.

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. Dr. Reese delivered a report in March 2021 summarizing his findings, giving 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 required to have five-year plans to enhance diversity, equity, inclusion (DEI), and belonging. The school engaged in a planning process engaging all constituencies within the YSN community and implemented the plan in November 2021. The associate dean for equity and the director of the Office of Diversity, Equity, and Inclusion report on the plans' progress quarterly.

Accreditation

The Master of Science in Nursing, Doctor of Nursing Practice, and Post-Graduate APRN Certificates at the Yale School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; 202.887.6791. The Graduate Entry Prespecialty in Nursing is approved by the State of Connecticut Board of Examiners for Nursing. The Nurse-Midwifery specialty program at Yale is fully accredited by the Accreditation Commission for Midwifery Education (ACME), 8403 Colesville Road, Suite 1230, Silver Spring, MD 20910-6374; 240.485.1803; acme@acnm.org; www.midwife.org/acme.

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 in 1923, 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, cardiovascular disease, and cancer; to pregnancy and early childhood outcomes, including pregnancy and birth outcomes, neurodevelopment in early life, and adolescent parenthood; and more, including pain, stress, palliative care, sleep, and biobehavioral 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. Notably, YSN houses the Yale Center for Sleep, Biobehavioral, and Translational Research, a 2,800 square foot facility to support the conduct of cutting-edge clinical and translational research focused on improving understanding of the interactions of sleep, circadian, biological, and behavioral phenomena in relation to health. The intent of the Center and its core faculty is to address significant health problems through the provisions of facilities, infrastructure support, consultation, and education. 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 training and primary care services.

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 Office of Global Affairs and Planetary Health (OGAPH) coordinates Yale School of Nursing's programs worldwide by developing and organizing academic activities on planetary and global health. OGAPH believes in fostering an environment focused on health education rooted in science, global partnership, and cultural awareness. The office's initiatives focus on improving the health of communities in the United States and around the world by promoting a global learning experience through diverse opportunities for collaborative research and scholarship. As a member of the Yale Institute of Global Health, OGAPH is the intersecting point for a wealth of opportunities across Yale. Members of the YSN community interested in global academic or research work domestically or internationally are encouraged to consult OGAPH and its resources.

GOALS

- Develop and support strategic partnerships inside the Yale community and beyond
- Incorporate international students' and faculty's perspectives and experiences in the YSN community
- Coordinate with the Yale Institute of Global Health to leverage shared interests across health professional schools
- Facilitate nursing research
- Integrate the concepts of global affairs and planetary health into all programs of study at YSN
- Increase the resilience of healthcare systems to planetary stressors

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), global affairs and planetary health coordinator.

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 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 2023–2024 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

ELIGIBILITY

Graduate Entry Prespecialty in Nursing (GEPN)

To be eligible to apply to the Graduate Entry Prespecialty in Nursing (GEPN) program, applicants must have a baccalaureate degree from an accredited college or university. No specific major is required. If an applicant did not complete their undergraduate studies at an institution in the U.S. or Canada, they must submit a credential evaluation issued by World Education Services (WES) or another international credential evaluation service approved by the Office of Admissions. Applicants must have earned a cumulative undergraduate GPA of 3.0 or have scored in at least the fiftieth percentile of each section of the Graduate Record Examination (GRE).

GEPN PREREQUISITES

All successful GEPN applicants are required to show evidence of successful completion of four prerequisite courses before beginning the program. These courses must be completed before June 15 in the year the student matriculates into the program. It is not required that prerequisite courses be completed or in progress at the time of application. In order for prerequisites to count toward the requirement, they must have been completed within the eight years prior to the application submission date and a grade of B- (80) or better must have been earned. Prerequisites must be taken at an accredited college or university and can be taken either in person or online. AP or IB credits are not acceptable to fulfill the prerequisite requirement.

In cases where applicants have earned grades lower than B- in any of the prerequisite courses, coursework may be retaken prior to matriculation to meet the application requirements. For the purpose of evaluating whether the prerequisite requirements have been met, in cases where courses have been taken multiple times the admissions office will note the highest grade achieved. All coursework, including retaken courses, must be completed with B- or higher grades by June 15.

The Office of Admissions, in conjunction with the YSN Admissions Committee, reserves the right to make determinations about whether any individual course(s) successfully meet the prerequisite requirement.

The four required prerequisite courses are:

1. Human Anatomy & Physiology I with lab (4 credits). *Students may complete one term of anatomy with lab and one term of physiology with lab as separate courses.*
2. Human Anatomy & Physiology II with lab (4 credits). *Students may complete one term of anatomy with lab and one term of physiology with lab as separate courses.*
3. General Chemistry with lab (4 credits)
4. Microbiology with lab (4 credits)

Master of Science in Nursing (M.S.N.)

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. If an applicant did not complete their undergraduate studies at an institution in the U.S. or Canada, they must submit a credential evaluation issued by World Education Services (WES) or another international credential evaluation service approved by the Office of Admissions. Applicants must have earned a cumulative undergraduate GPA of 3.0 or have scored in at least the fiftieth percentile of each section of the Graduate Record Examination (GRE). A course in statistics and research methods is recommended for admission, but not required. Additionally, at least one year of professional nursing experience is highly recommended.

EDUCATIONAL AND LICENSING REQUIREMENTS

The Yale School of Nursing M.S.N. program curriculum meets the educational requirements for licensure for all states and Washington, D.C., with the exception of Oregon. No determination has been made yet whether or not the M.S.N. program curriculum meets the educational requirement for initial licensure in Oregon. For up-to-date information about state-specific academic restrictions and accreditation, please visit the YSN website.

The M.S.N. program is intended to prepare the student for licensure and certification requirements across a broad range of states. However, licensure and certification requirements are set by agencies that are not controlled by or affiliated with Yale University or the Yale School of Nursing and licensure and certification requirements can change at any time. The Yale School of Nursing encourages students planning to pursue licensure or certification in any given state to consult with the board of nursing in that state to determine if the program they are considering satisfies appropriate state licensure and/or certification requirements.

Applicants must either be licensed to practice nursing in at least one U.S. state or completing a program after which they can obtain a license to practice nursing in at least one U.S. state before course registration for their first term begins. If the applicant is completing a nursing program at the time of application, admission into the M.S.N.

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. For fall entrants into on-campus M.S.N. programs, 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.

APPLICATION PROCEDURES AND REQUIREMENTS

The following application materials are required in order to complete an application for admission to the M.S.N.:

1. Online application form
2. Nonrefundable application fee
3. Résumé/curriculum vitae
4. Personal statement/essay
5. One official transcript from each college or university attended, regardless of whether or not a degree was sought or earned. If admitted, applicants will be required to submit final, official transcripts from all colleges and universities attended indicating degree conferral where applicable. Applicants who have undertaken coursework at institutions outside of the U.S. or Canada must submit a course-by-course evaluation conducted by a international credentialing agency such as World Education Services <https://wes.org> or a similar agency approved by the Office of Admissions. 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 language is not English and who have not completed the equivalent of a U.S. bachelor's degree at an institution where English is the primary language of instruction; see below for additional information.

Applications will be reviewed only if all application materials are received by the applicable application deadline. 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 published deadline will not be forwarded to the Admissions Committee for consideration.

In some cases, applicants may be asked to participate in a virtual interview with a faculty member. Admission decisions are based upon a range of factors, including 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.

Program information, links to the online application, deadlines and complete application instructions can be obtained by visiting <https://nursing.yale.edu/>

admissions or by contacting the Office of Admissions at ysn.admissions@yale.edu (ysnadmissions@yale.edu).

GRADUATE RECORD EXAMINATION AND MINIMUM GPA

Scores from the General Test of the Graduate Record Examination (GRE) are not required for those with a minimum cumulative conferred bachelor's degree GPA of 3.0. Applicants who do not meet the cumulative GPA criterion are required to take the GRE and score at or above the fiftieth 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 may be required to take the GRE or provide alternative evidence of sufficient performance in their undergraduate degree, as requested by the Office of Admissions.

Test scores, when applicable, must be submitted electronically by the Educational Testing Service. Scores that are more than five years old are not acceptable.

M.S.N. applicants required to take the GRE should plan to take it sufficiently early to allow the test results to be included in their application prior to the applicable 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 seven to ten business days from the date of a computerized administration for the official transcript of GRE scores to be transmitted. Paper-based GRE results may take two months or longer. Prompt arrangements for taking this examination should be made in order to meet applicable 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 calling 609.771.7670.

ENGLISH AS A FOREIGN LANGUAGE

All applicants whose native language is not English and who did not earn a bachelor's degree at an institution where English is the primary language of instruction must take the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS). In cases where an applicant is required to submit English proficiency exam results, 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: 100/120 total, with minimum section scores of reading, 25/30; listening, 25/30; writing, 25/30; 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 be transmitted. Prompt arrangements for taking an English examination

should be made in order to meet the appropriate application deadline for receipt of scores.

REAPPLICATION POLICY

Unless explicitly authorized by the Office of Admissions and/or YSN leadership, applicants to the Yale School of Nursing who have applied three times to the same program without receiving an offer of admission will not be allowed to apply to that program again. For the purposes of this policy, GEPN and M.S.N. are considered the same program.

COMMISSION ON GRADUATES OF FOREIGN NURSING SCHOOLS (CGFNS) EXAMINATION

Prior to enrolling at YSN, 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.

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, childbearing families, community health nursing, and interprofessional collaboration in practice. It 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 by January 1 of their first specialty year and submit proof of their Connecticut RN licensure. 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. Exception: Acute Care students are required to pass the NCLEX exam by October 10 in the first specialty year in order to enroll in N7820, Critical Care Immersion.

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 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 5080	Nursing and the Community I
NURS 5130	Community Health Nursing and Public Health
NURS 5140	Clinical Practice Care of Childbearing Families ¹
NURS 5150	Care of Childbearing Families
NURS 5180	Clinical Practice in Pediatric Nursing ¹
NURS 5190	Pediatric Nursing

Summer Term

NURS 5051	Essentials of Health Assessment and Clinical Skills II
NURS 5081	Nursing and the Community II
NURS 5171	Nursing Care of Adult Patient II
NURS 5200	Clinical Practice in Psychiatric–Mental Health Nursing
NURS 5210	Psychiatric–Mental Health Nursing

MASTER IN NURSING SPECIALTIES

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

The specialties offered in the master's program are (1) Adult/Gerontology Acute Care Nurse Practitioner; (2) Adult/Gerontology Primary Care Nurse Practitioner; (3) Family Nurse Practitioner; (4) Midwifery and/or Women's Health Nurse Practitioner; (5) Pediatric Nurse Practitioner – 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. Students may also have an opportunity to pursue clinical concentrations in the areas of diabetes, oncology, research, 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
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

Fall Term

NURS 6000	Advanced Health Assessment
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**Fall Term**

NURS 6000	Advanced Health Assessment
NURS 6010	Advanced Pathophysiology
NURS 7020	Primary Care I A
NURS 7030	Primary Care I B
NURS 7100	Concepts and Principles of Aging
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 7000	Advanced Skills and Procedures for the Primary Care Provider
NURS 7040	Primary Care II
NURS 7045	Primary Care II Clinical Practice AGPCNP
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 individuals, 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**Fall Term**

NURS 6000	Advanced Health Assessment
NURS 6010	Advanced Pathophysiology
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 and Health Promotion of Children I
NURS 7440	Primary Care of Adolescents

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7000	Advanced Skills and Procedures for the Primary Care Provider
NURS 7040	Primary Care II
NURS 7050	Primary Care II Clinical Practice FNP
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 holistic primary health care across the lifespan. Clinical experiences throughout the two years of the program provide experience in the midwifery model of care as a framework for high-quality health care. Relevant research and concepts from midwifery, nursing, medicine, and the sciences are studied to provide the evidence and rationale for clinical practice. 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 development is encouraged and supported.

Courses and clinical work focus on the independent management of health care needs, including perinatal, intrapartum, contraceptive, gynecological, and primary care of individuals, families, and the neonate 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 set by the American College of Nurse-Midwives (ACNM), which can be found at <http://midwife.org/Full-Practice-Authority>. 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). For more information, visit their website at <http://amcbmidwife.org>.

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

Students admitted to the NM specialty complete the NM specialty master's degree or may choose to pursue the Nurse-Midwifery/Women's Health Nurse Practitioner

(WHNP) dual specialty. Students may also choose to pursue only the Women's Health Nurse Practitioner specialty. We strongly encourage students to consider these options prior to matriculation or consult with the specialty directors of both NM and WHNP specialties as soon as they are considering a change. If students choose to complete both specialties, additional tuition charges will be applied, and additional time to complete the program based on clinical site placement availability may be required (see the chapter Educational Expenses and Financial Aid).

The NM program of study is fully accredited by the Accreditation Commission for Midwifery Education (ACME), <http://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

Fall Term

NURS 6000	Advanced Health Assessment
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 Conference (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 Conference ¹
NURS 7300	Childbearing Care III
NURS 7310	Childbearing Care III Clinical Practice ¹

Spring Term/Summer Term (if needed)NURS 7320 Integration of Midwifery Care ¹NURS 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 individuals 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, reproductive health, medicine, the sciences, and the humanities provide a base for classroom education and clinical practice. Clinical experiences include a variety of outpatient health care settings from community health centers to public and private reproductive health and primary care offices.

Students from other specialties who are interested in taking a WHNP specialty course must obtain faculty approval.

Completion of the WHNP curriculum qualifies students for the national certification examination offered by the National Certification Corporation (NCC).

YEAR ONE

Fall Term

NURS 6000 Advanced Health Assessment

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 (if needed)**

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 Conference (spring or summer) ¹NURS 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 Conference ¹

Spring Term/Summer Term(if needed/requested)

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 or completed during academic breaks.

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

Students applying to YSN may pursue the Nurse Midwifery (NM) program, the Women's Health Nurse Practitioner (WHNP) program, or the combined 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. 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**Fall Term**

NURS 6000	Advanced Health Assessment
NURS 6010	Advanced Pathophysiology
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 Conference (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
NURS 6060	Promoting Health in the Community
NURS 6070	Mental Health Management for Advanced Practice Nurses
NURS 7280	Women's Health V
NURS 7290	Women's Health V Clinical Conference ¹
NURS 7300	Childbearing Care III
NURS 7310	Childbearing Care III Clinical Practice ¹

Spring and Summer Terms

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, 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 degree 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

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 and Health Promotion of Children I
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 advanced practice roles in the provision of primary care to children and adolescents within the context of the family and community. Evidence-based research and concepts from nursing, medicine, community health, child development, health promotion, and the natural and social sciences provide a foundation for practice.

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.

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

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 and Health Promotion of Children I
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 Practice 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 Practice 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 Practice I

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 Practice II

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 promoting mental health and providing therapeutic interventions across the lifespan to individuals living with mental health and substance use disorders. Coursework focuses on integrating theory and evidence-based practice into clinical applications including mental health assessment, risk prevention, differential diagnosis, treatment planning, and outcome management. Both pharmacologic and psychotherapy-based interventions are explored over a series of courses, acknowledging the importance of both in this specialty program. PMHNPs serve vulnerable populations through the core values of diversity, equity, inclusion and belonging in identifying and addressing structural and sociocultural determinants of health. They also evaluate systems of care, design evidence-based practice solutions, and work in collaboration with the multidisciplinary team.

PMHNPs provide care to children, adolescents, adults, and older adults in a wide range of clinical settings, including acute emergency psychiatric services, community mental health centers, private practice, school- or home-based care, integrated psychiatric and primary care, substance abuse and forensic sites, and acute and long-term care facilities. Many sites utilize a combination of in-person care and telepsychiatry to enhance accessibility.

Upon completion of the required curriculum, students are prepared to apply for certification as a psychiatric–mental health nurse practitioner across the lifespan 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

Fall Term

NURS 6000	Advanced Health Assessment
NURS 6010	Advanced Pathophysiology
NURS 7605	Psychopathology: Diagnosis and Clinical Reasoning
NURS 7615	Psychotherapeutic Interventions I: Principles and Theory
NURS 7625	Skills I: PMHNP Role Development
NURS 7785	Psychiatric-Mental Health Clinical Practice I

Spring Term

NURS 6020	Advanced Pharmacology
NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7626	Skills II: Clinical Decision Making and Treatment Planning
NURS 7635	Psychopharmacologic Interventions I: Foundations in Psychopharmacology
NURS 7786	Psychiatric-Mental Health Clinical Practice II

YEAR TWO**Fall Term**

NURS 6050	Transitions to Professional Practice
NURS 6060	Promoting Health in the Community
NURS 7715	Psychotherapeutic Interventions II: Application and Special Populations
NURS 7735	Psychopharmacologic Interventions II: Application and Special Populations
NURS 7795	Psychiatric-Mental Health Clinical Practice III

Spring Term

NURS 7716	Psychotherapeutic Interventions III: Complex Cases and Systems of Care
NURS 7736	Psychopharmacologic Interventions III: Complex Cases and Systems of Care
NURS 7796	Psychiatric-Mental Health Clinical Practice IV

Psychiatric–Mental Health Nurse Practitioner Specialty Online Part-Time Plan of Study

YEAR ONE**First Term**

NURS 6010	Advanced Pathophysiology
NURS 6060	Promoting Health in the Community

Second Term

NURS 6000	Advanced Health Assessment
NURS 6020	Advanced Pharmacology

Third Term

NURS 6040	Statistics and Research for Evidence-Based Practice Nursing
NURS 7605	Psychopathology: Diagnosis and Clinical Reasoning

YEAR TWO**First Term**

NURS 7615	Psychotherapeutic Interventions I: Principles and Theory
NURS 7625	Skills I: PMHNP Role Development
NURS 7635	Psychopharmacologic Interventions I: Foundations in Psychopharmacology

Second Term

NURS 7715	Psychotherapeutic Interventions II: Application and Special Populations
NURS 7782	Psychiatric-Mental Health Clinical Practice I

Third Term

NURS 7735	Psychopharmacologic Interventions II: Application and Special Populations
NURS 7783	Psychiatric-Mental Health Clinical Practice II

YEAR THREE**First Term**

NURS 7626	Skills II: Clinical Decision Making and Treatment Planning
NURS 7716	Psychotherapeutic Interventions III: Complex Cases and Systems of Care
NURS 7792	Psychiatric-Mental Health Clinical Practice III

Second Term

NURS 7736	Psychopharmacologic Interventions III: Complex Cases and Systems of Care
NURS 7793	Psychiatric-Mental Health Clinical Practice IV

Third Term

NURS 6050	Transitions to Professional Practice
NURS 7794	Psychiatric-Mental Health Clinical Practice V

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.

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.

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 clinical practice courses and a didactic course, which includes comprehensive management of patients with diabetes.

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 specialty years about the health disparities of LGBTQI+ patients through a racial and economic justice lens. Students are taught about LGBTQI+ primary care, gender affirming surgery and hormonal care, substance use, trauma-informed care, HIV care, global equity, fertility and reproductive care, disability justice, intersex health, and clinical care and health assessment in LGBTQI+ communities.

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, Pediatric Nurse Practitioner-Acute Care, and Psychiatric-Mental Health Nurse Practitioner specialties.

All students in this concentration are required to enroll in Gender and Sexuality Health Justice: Introduction to Health Disparities in LGBTQI+ People (NURS 6180), Gender and Sexuality Health Justice II: Specialized Primary Care of LGBTQI+ Patients and Communities (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 clinical and scholarly activities. All students in the track take two approved graduate-level courses in global and planetary health from a preselected list curated from Yale schools or departments. Students must also enroll in Clinical Practice I and II for Global Health Track (NURS 6230 and NURS 6240) and complete a minimum of 60 additional clinical hours either in an international setting with YSN-approved preceptors or in a domestic site serving global populations.

Eligibility The track is open to students in their first year of specialty study in the M.S.N. program. Enrollment is limited.

Application requirements 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 Global Health track faculty lead prior to applying to the Global Health track.

Faculty Lead Zhao Ni, Ph.D., B.Med.Sci., R.N.

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. As well, students in the Online M.S.N. Psych-Mental Health Nurse Practitioner (PMHN) program are not eligible to participate in the joint-degree program due to the in-person requirement of this program. 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. As well, students in the Online M.S.N. Psych-Mental Health Nurse Practitioner (PMHN) program are not eligible to participate in the joint-degree program due to the in-person requirement of this program. 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

ELIGIBILITY AND ADMISSION REQUIREMENTS

In order to apply to the post-master's certificate program, applicants must be licensed advanced practice nurses or certified nurse midwives, have current Connecticut R.N. licensure, have earned a bachelor's degree in any major from an accredited college or university, and have a master's degree in nursing awarded by an accredited college or university in a specific specialty area. At least one year of post-master's clinical nursing experience is preferred, but not required.

The post-master's certificate can be pursued as part- or full-time enrollment. The duration of study for a post-master's certificate is determined by the specialty directors, course requirements, and the incoming student's graduate academic record. Applicants must indicate whether they intend to enroll part- or full-time in the application for admission.

Five areas of specialization are offered: 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. Selection of the intended specialization must be made at the time of application.

Program information, links to the online application, deadlines and complete application instructions can be obtained by visiting <https://nursing.yale.edu/admissions> or by contacting the Office of Admissions at ysn.admissions@yale.edu.

APPLICATION PROCESS

The following application materials are required in order to complete an application for admission to the post-master's certificate:

1. Online application form
2. Nonrefundable application fee
3. Résumé/curriculum vitae
4. Personal statement/essay
5. One official transcript from each college or university attended, regardless of whether or not a degree was sought or earned. If admitted, applicants will be required to submit final, official transcripts from all colleges and universities attended indicating degree conferral where applicable. Applicants who have undertaken coursework at institutions outside of the U.S. or Canada must submit a course-by-course evaluation conducted by a international credentialing agency such as World Education Services (<https://wes.org>) or a similar agency approved by the Office of Admissions. 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. Evidence of current Connecticut R.N. licensure
8. TOEFL or IELTS scores for applicants whose native language is not English and who have not completed the equivalent of a U.S. bachelor's degree at an institution where English is the primary language of instruction; see below for additional information.

Applications will be reviewed only if all application materials are received by the applicable application deadline. 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 published deadline will not be forwarded to the Admissions Committee for consideration.

In some cases, applicants may be asked to participate in a virtual interview with a faculty member. Admission decisions are based upon a range of factors, including evidence of motivation, academic ability, personal understanding of and propensity for advanced practice nursing in the area of specialization they select, letters of recommendation, and potential for continued constructive use of the professional education.

Program information, links to the online application, deadlines, and complete application instructions can be obtained by visiting <https://nursing.yale.edu/admissions> or by contacting the Office of Admissions at ysn.admissions@yale.edu (ysnadmissions@yale.edu).

ENGLISH AS A FOREIGN LANGUAGE

All applicants whose native language is not English and who did not earn a bachelor's degree at an institution where English is the primary language of instruction must take the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS). In cases where an applicant is required to submit English proficiency exam results, 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: 100/120 total, with minimum section scores of reading, 25/30; listening, 25/30; writing, 25/30; 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 be transmitted. Prompt arrangements for taking an English examination should be made in order to meet the appropriate application deadline for receipt of scores.

REAPPLICATION POLICY

Unless explicitly authorized by the Office of Admissions and/or YSN leadership, applicants to YSN who have applied three times to the same program without receiving an offer of admission will not be allowed to apply to that program again.

COMMISSION ON GRADUATES OF FOREIGN NURSING SCHOOLS (CGFNS) EXAMINATION

Prior to enrolling at YSN, 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.

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 adult/gerontology 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 Certificate Family Nurse Practitioner (PMC-FNP) is a program that provides certified nurse practitioners formal education and clinical training in advanced family practice across the lifespan. 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. Required courses for all post-master's FNP students are determined based on the incoming student's graduate academic record. Clinical courses

are supervised by the FNP specialty faculty. 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.

This program will fully prepare the FNP student to become board eligible and thus apply for certification and licensure as a family nurse practitioner.

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 gap analysis yielding a plan of study may be obtained from the specialty director.

The PMHNP 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.

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 systems leadership trajectories in their careers. The three-year part-time (six 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, including large scale system change; business; 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*.

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

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.

At this time, the Clinical D.N.P. program is not accepting applications from individuals residing in the following states: New York, Oregon, Washington.

Application Procedures

The following application materials are required:

1. Online application form
2. Nonrefundable application fee
3. Current résumé/curriculum vitae
4. Personal statement/essay
5. Academic writing sample
6. One official transcript from each college or university attended, regardless of whether a degree was sought or earned. If admitted, applicants will be required to submit final, official transcripts from all colleges and universities attended indicating degree conferral where applicable. Applicants who have undertaken

coursework at institutions outside of the U.S. or Canada must submit a course-by-course evaluation conducted by an international credentialing agency such as World Education Services (<http://www.wes.org>) or a similar credential evaluation agency approved by the Office of Admissions. 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 (clinical, academic, and/or professional)
8. 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 whose native language is not English and who have not completed the equivalent of a US bachelor's degree at an institution where English is the primary language of instruction. If required, the following minimum scores must be achieved:

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 official transcript of scores to reach the School. If required, prompt arrangements for taking an English examination should be made in order to meet the published application deadline.

It is the applicant's responsibility to ensure that all required application 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.

Links to the online application, deadlines and complete application instructions can be obtained by visiting <https://nursing.yale.edu/admissions> or by contacting the Office of Admissions at ysn.admissions@yale.edu.

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 in accordance with the specific program requirements. For the Leadership Program, projects may comprise executive leadership practice, systems/organizational practice, safety/quality organizational projects, and community-based and healthcare policy initiatives. For the Clinical Program, projects may comprise clinical guideline development, clinical practice innovation projects, safety/quality clinical practice projects, or clinical policy and protocol change. 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	Organizational/Systems Leadership Development
NURS 9820	Organizational/Systems 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 9600	Clinical Inquiry Seminar I
NURS 9630	Moving Health Care Forward: Innovation and Implementation

Spring Term

NURS 9601	Clinical Inquiry Seminar I
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 9610	Clinical Inquiry Seminar II
NURS 9650	Clinical Leadership and Finance
NURS 9900	D.N.P. Project: Part 2

Spring Term

NURS 9515	Clinical DNP Practicum I
NURS 9710	Health Care Policy, Politics, and Process

YEAR THREE

Fall Term

NURS 9525	Clinical DNP Practicum II
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Spring Term

NURS 9535	Clinical DNP Practicum III
NURS 9620	Clinical Inquiry Seminar III

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

Common areas of inquiry include chronic conditions, self and family management, symptom science, maternal and child health, sleep and sleep disorders, global health, health equity and health disparities, 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, or a Doctor of Nursing Practice (D.N.P.) degree. A grade point average of 3.5 on a 4.0 scale for graduate work is preferred.
- 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). 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.
- Applicants who received or will receive an undergraduate degree from a college or university where English is the primary language of instruction for at least three years of the program are exempt from the English Language Test requirement.

- 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

COURSEWORK

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) 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	Measurement of Biobehavioral Phenomena
NURS 904	Mixed Methods Research
NURS 905	Intervention Development and Introduction to Implementation Science
NURS 908	Synthesis of Knowledge and Skills for Nursing Science
NURS 912	Knowledge Development for Nursing Science
NURS 913	Chronic Conditions: Risk Factors, Prevention, and Management of Adverse Outcomes
NURS 915	Nurse Scientist and Grant Writing
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 are designed to support the student's dissertation research, including, but not limited to, content, methodology, and/or analysis. Cognates can be chosen from a variety of disciplines such as public health, psychology, physiology, family and human

relations, and sociology. Cognates may also 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 in each term throughout the program. Students must achieve a grade of Honors in at least two core courses by the end of the fourth term to remain in good standing. 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 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 teaching, typically in the master's program and 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 coursework has been completed. The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral coursework. 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 coursework 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 or theoretical framework, critical review of relevant literature, design, methods, and plan for analysis. The oral Qualifying Examination typically lasts one to one-and-a-half hours. The student gives a fifteen-minute formal presentation of the proposed study and answers questions regarding the research and related topics. Successful completion of the Qualifying Examination is required for candidacy for the doctoral degree.
3. The Final Oral Examination is based on the dissertation. The dissertation is intended to demonstrate that the student is competent in the chosen area of study and has conducted independent research. The Final Oral Examination typically lasts one-and-a-half to two hours. The student gives a fifteen- to twenty-minute formal presentation of the dissertation and answers questions. Successful completion and

approval by committee and GSAS of the Final Oral Examination is required before the Ph.D. can be awarded.

Master's Degree

M.Phil. This degree is awarded by the Graduate School 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, two years of Graduate Research Assistant experience, and must have passed the Preliminary Examination. This degree is normally granted only to students who are withdrawing from the Ph.D. program.

For information on the terminal master's degree offered by the Yale School of Nursing (Master of Science in Nursing), please see the chapter Master's Program or visit the School's website, <https://nursing.yale.edu>.

COURSES

NURS 901a, Quantitative Methods for Health Research Julie Womack

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 M Tish Knobf and Bridget Basile Ibrahim

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 903a, Measurement of Biobehavioral Phenomena Xiaomei Cong

This course is designed to review measurement theory, reliability, and validity of measurement methods and discuss the accuracy and precision of biological and behavioral measures for clinical research. Measures are evaluated through the lens of diverse communities and populations, with the goals of promoting health equity. Required of all second-year Ph.D. students in nursing. Open to advanced graduate students in other schools of the University. Three hours per week for fourteen weeks. 1 Course cr

NURS 904a, Mixed Methods Research Shelli Feder

The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis, and evaluation of the common mixed methods designs. Required of all Ph.D. students in nursing. Three hours per week for seven weeks. 1 Course cr

NURS 905b, Intervention Development and Introduction to Implementation Science Shelli Feder and Monica Ordway

This course provides students and fellows with the essential elements of development and evaluation of nursing and health interventions; novel models for the processes of design, feasibility, and fidelity; and multiple phases of testing. Basic approaches, frameworks, and principles of implementation science are introduced. Required of all second-year students in the Ph.D. program and open to others by permission of the instructor. Three hours per week, first semester of the second year for fourteen weeks. 1 Course cr

NURS 906a, Dissertation Seminar I M Tish Knobf

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 every other week for fourteen weeks. 1 Course cr

NURS 907b, Dissertation Seminar II M Tish Knobf

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 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 912a, Knowledge Development for Nursing Science Deena Costa

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 Hermine Poghosyan

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, first semester. 1 Course cr

NURS 915b, Nurse Scientist and Grant Writing Zhao Ni

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 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 and Christine Rodriguez

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 5021c, Nursing Colloquia II Daihnia Dunkley and Christine Rodriguez

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 will be demonstrated in a laboratory environment. Through didactic, lab, and simulation learning the nursing student will acquire the essential skills that they will need to enter the clinical environment with confidence. This course is 5 credits and is required of all GEPN students. 5 Course cr

NURS 5051c, Essentials of Health Assessment and Clinical Skills II Joanna Cole and Kassandra August-Marcucio

This course is designed to provide the student with the essential knowledge and skills to continue to enhance their comprehensive history taking skills and head-to-toe physical assessment of the patient to provide evidence-based high-quality patient care. This course will build upon skills from including obtaining a complete comprehensive history, patient interviewing, physical assessment of the patient and clinical psychomotor skills that were established in NURS 5050. Clinical reasoning

skills will be refined for future nurses to successfully apply the foundational knowledge they will need in health assessment and clinical skills. Assessment and clinical skills acquired in this course will allow the future nurse will enter the work field with confidence. This course is required for all GEPN students. NURS 5050 3 Course cr

NURS 5080b, Nursing and the Community I Daihnia Dunkley and Marlene St. Juste
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. 2 Course cr

NURS 5081c, Nursing and the Community II Daihnia Dunkley and Marlene St. Juste
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. 2 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 Travis Mccann
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 5130b, Community Health Nursing and Public Health Daihnia Dunkley and Marlene St. Juste
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, Clinical Practice Care of Childbearing Families Daihnia Dunkley and Marlene St. Juste
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, Care of Childbearing Families Marlene St. Juste and Daihnia Dunkley
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. 2 Course cr

NURS 5160a, Clinical Practice of Care of the Adult Patient Jennifer McIntosh and Sandy Cayo

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. ½ Course cr

NURS 5170a, Nursing Care of Adult Patient I Charleen Jacobs and Sandy Cayo

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 5171c, Nursing Care of Adult Patient II Charleen Jacobs and Sandy Cayo

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, Clinical Practice in Pediatric Nursing Wendy Mackey

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, Pediatric Nursing Wendy Mackey

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. 2 Course cr

NURS 5200c, 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 5210c, Psychiatric–Mental Health Nursing Jennifer McIntosh and Max Greger-Moser

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 6000a and NURS 6000Ob or c, Advanced Health Assessment Staff

This course is designed to provide the advanced practice and midwifery student with the fundamental knowledge and skills needed to conduct a comprehensive, focused health history and physical examination and includes core content regarding assessment of all human systems, advanced assessment techniques, concepts, and approaches. Emphasis is on the assessment of physical, psychosocial, spiritual, and cultural dimensions of health, as well as factors that influence behavioral responses to health and illness. Normal/abnormal variations in physical exam findings and differential diagnoses will be presented. Content includes assessment of individuals of diverse and special populations, including transgender, LGBTQIA, geriatric, pediatric and individuals with disabilities. Through this course, students will also participate in Interprofessional Longitudinal Clinical Experience (ILCE) learning in collaboration with the Yale Schools of Medicine (including the Physician Associate Program) and Public Health in focus areas pertinent to the health history and institutional/structural barriers to effective health care. This course is required for all students in the first semester of MSN program enrolled in the Adult/Gero Primary and Acute Care Specialties, Family Nurse Practitioner, Nurse Midwifery, Women's Health and Psychiatric Mental Health Specialties. 3 Course cr per term

NURS 6010a and NURS 6010Oa, Advanced Pathophysiology Mary-Ann Cyr and Darcy Ulitsch

This course provides students with advanced physiologic and pathophysiologic concepts central to understanding maintenance of health and the prevention and management of disease across the lifespan. Content on cellular function, genetics, immunology, inflammation, infection, and stress and adaptation provides the framework on which further specialty content knowledge is built. Current research, case studies, and application to advanced nursing practice are highlighted. This is a core course. Required of all M.S.N. students in the first year of specialization. 3 Course cr per term

NURS 6020b and NURS 6020Ob or c, Advanced Pharmacology Staff

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 per term

NURS 6040b, Statistics and Research for Evidence-Based Practice Nursing Neesha Ramchandani and David Vlahov

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 and NURS 6060a or b, Promoting Health in the Community Staff

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 per term

NURS 6070a, Mental Health Management for Advanced Practice Nurses Sheryl Combs and Mary Lou Graham

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

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

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, Introduction to Health Disparities in LGBTQI+ People 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 LGBTQI+ 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 system, institutional, and knowledge barriers to providing health care services. This course serves to prepare future nurse practitioners/midwives to care for common clinical issues seen in LGBTQI+ patients and communities. Students are provided with an introduction to primary care for transgender and non-binary (TGNB) patients including hormone administration, surgical intervention, sexual health and fertility, and general health promotion. The role of the nurse practitioner/midwife as a member of the health care delivery team is emphasized. Open to all specialty programs. 2 Course cr

NURS 6200a, Specialized Primary Care of LGBTQI+ Patients and Communities

Nathan Levitt

Gender and Sexuality Health Justice II (GSHJ II) is the final didactic course of the GSHJ concentration to prepare future nurse practitioners and midwives for competence in common clinical issues encountered in LGBTQI+ populations. Topics include in-depth primary care management experienced by LGBTQI+ patients, health justice organizing, advocacy, sustainability, and leadership development. This course continues the focus on social, racial, and economic disparities through the lens of addressing systemic and institutional barriers to care and integrates learning from the GSHJ didactic courses and clinical experiences towards preparing students for their future careers in the field of gender and sexuality health justice care. This course is open to all specialty students. Prerequisite: NURS 6180 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 specialty clinical courses. This clinical provides students further opportunity to develop advanced nursing skills with LGBTQI+ patients, including specialized clinical judgment and evidence-based patient management strategies learned from didactic learning in both their specialty programs and within the GSHJ classroom. 1½ Course cr

NURS 6210a and NURS 6211a, Advanced Primary Care and Community Health Ami Marshall

This interdisciplinary, year-long (N6210 fall term, N6211 spring term) course with the medical school provides the learner with an experience in delivering interdisciplinary primary care to an under-resourced community at an urban medical clinic through a rotation at HAVEN, the Yale student-run free clinic. Students are assigned at the HAVEN clinic for eight Saturdays in total. Students engage in nearpeer teaching with other medical, physician associate, and nurse practitioner students. Didactic curriculum consists of foundational knowledge regarding teaching skills, cultural competency, and community-based systems to support under-resourced patients in community health settings. This course is available to all FNP, AGPCNP, WHNP, and MW specialty students in either their second specialty year of specialization. Students apply for elective and are chosen to participate at the discretion of the faculty. Students may only enroll in course one time; the course cannot be repeated. 2 Course cr per term

NURS 6230a or b, Clinical Practice I for Global Health Track Zhao Ni

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 LaRon Nelson

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 7000b, Advanced Skills and Procedures for the Primary Care Provider Nicole Colline

This course is designed to teach common skills and procedures encountered in the primary care setting. Through laboratory sessions, students demonstrate achievement of skill proficiency by collecting data, applying culturally responsive advanced health assessment techniques, and practicing said skill(s) on simulated body parts. Normal and abnormal adult variations are presented. Required for students in the Family Nurse Practitioner and Adult-Gerontological Primary Care Nurse Practitioner Specialty. Prerequisite: NURS 6000 Advanced Health Assessment. 2 Course cr

NURS 7020a, Primary Care I A Samantha Korbey

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 Elyssa Noce

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 Meghan Garcia

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 7045b, Primary Care II Clinical Practice AGPCNP Soohyun Nam

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. This course is required for students in the first year of specialization as Adult-Gerontological Primary Care (AGPCNP) Nurse Practitioner. Clinical seminar discussions focus on caring for adolescents, adults, and older adults. Prerequisite to this course is successful completion of all required courses in the fall semester of the 1st specialty year. This course must be taken concurrently with N7040. 180 clinical hours required and a one-hour-and-twenty-minute clinical seminar per week each semester. AGPCNP students are required to complete 180 total clinical hours to satisfy the N7050 course requirements. 4½ Course cr

NURS 7050b or c, Primary Care II Clinical Practice FNP 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 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. 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 and Elyssa Noce

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 7100a, 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 Elyssa Noce

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. This course is required of all AGPCNP and FNP specialty students in their second specialty year. 2 hours weekly class time. 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 Sascha James-Conterelli

This course is the first in a series of five didactic courses provided over three terms, which are designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory obstetric and gynecologic care. Women's Health I and II are the first courses in that series and focus on the care of essentially healthy individuals. Women's Health I provides foundational material and is required for all nurse-midwifery, women's health nurse practitioner, family nurse practitioner, and adult gerontologic primary care nurse practitioner students in the first year of specialization. 1 Course cr

NURS 7210a, Women's Health II Sascha James-Conterelli

This course is the second in a series of five didactic courses provided over three terms which are designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory obstetric and gynecologic care. Women's Health I and II are the first courses in that series and focus on the gynecologic and prenatal care of essentially healthy individuals. WH I provides foundational material, and WH II builds upon that foundation, providing greater depth and detail required for the women's health specialist. WH II is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. This course is open to others, with the permission of the instructor. 1 Course cr

NURS 7220a, Women's Health I and II Advanced Health Assessment and Clinical Practice Sascha James-Conterelli and Nina Erlanger

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/reproductive/sexual health care from adolescence through menopause. Building on the foundational content and competencies introduced in the previous semester, this course focuses on the evaluation and management of more complex gynecologic/reproductive/sexual health conditions. Through the process of working with this content, students will also engage with a variety of advanced practice nursing competencies such as appraising evidence and ways of knowing to formulate and defend an approach to practice; fostering caring relationships; employing context driven, advanced reasoning to the diagnostic and decision making processes; and facilitating complex conversations and decisions with patients. This course is required for all nurse-midwifery, women's health nurse practitioner, family nurse practitioner, and adult/gerontologic primary care nurse practitioner students in the first year of specialization. Open to others, with the permission of the instructor. Two hours per week for 8 weeks. 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 7240b, Women's Health IV Tamika Julien

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 7250b, Women's Health III and IV Clinical Conference Staff

This course provides a group space for students to process and reflect on the experiences and learning that is occurring in their outpatient clinical courses and clinical practice rotations. This course is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization and is taught concomitantly with the didactic courses 7230 and 7240. 1 Course cr

NURS 7260b, 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 7270b, 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 7280a, 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. Through the process of working with this content, 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. This course is required for all nurse-health nurse practitioner students in the second year of specialization. Two hours per week. 2 Course cr

NURS 7290a, Women's Health V Clinical Conference Staff

This course provides a group space for students to process and reflect on the experiences and learning that is occurring in their outpatient clinical courses and clinical practice rotations. This course is required for all nurse-midwifery and women's health nurse practitioner students in the second year of specialization and is taught concomitantly with the didactic course N7280. 1 Course cr

NURS 7300a, 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 7312c, 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 7314c, Global Midwifery Clinical: Uganda Michelle Telfer

This clinical course is the practicum for the seminar Global Midwifery: Uganda (NURS 7312) and runs for six consecutive weeks in the summer. This is an immersive clinical experience in nurse-midwifery that encompasses full-scope clinical experiences (AP, IP, PP, GYN) as well as some tropical medicine/infectious diseases. The experience includes mandatory predeparture skills labs and six weeks in Uganda spent between two locations: Ot Nywal Me Kuc Birth House in Atiak and either Kawempe Hospital in Kampala or Lacor Hospital in Gulu. Yale faculty accompany students, and close preceptorship is provided at all times. Prerequisite: NURS 7312. 4 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

This portion of the advanced clinical pharmacology course is designed to prepare students in the midwifery and women's health specialties to clinically apply principles of pharmacotherapy in the management of gynecologic/reproductive/sexual and primary health care conditions. Through employing the World Health Organization's person-drug (p-drug) process, series of selected case studies, and online and class discussion, students learn of responsible prescribing, including identifying when medication treatment is appropriate, choosing the best medicines for therapy, and monitoring the efficacy and safety of medicines. This course is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Open to others with the permission of the instructor. Fifteen hours of content is presented over the course of the semester. 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. Through this course, students also participate

in Interprofessional Longitudinal Clinical Experience (ILCE) learning in collaboration with the Yale Schools of Medicine (including the Physician Associate Program) and Public Health in focus areas pertinent to the health history and institutional/structural barriers to effective health care. Required of all pediatric nurse practitioner students in the first year of specialization. 3 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 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 and Health Promotion of Children I 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. Five hours of clinical practice weekly (76 hours) and 14 hours of clinical conference. 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. 2 Course cr

NURS 7450a or b, Primary Care of Adolescents Clinical Practice 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. Five hours of clinical practice weekly (76 hours) and 14 hours of clinical conference. 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 7490a, Primary Care of Children III Clinical Practice Jennifer Hill

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 at selected pediatric primary care sites in the community. Required of all pediatric nurse practitioner primary care students in the final year. Five hours of clinical practice per week (75.5 hours) 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 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 issues. Lectures, discussions, and case studies are presented by faculty and guest speakers. Required class for all final year pediatric and family nurse practitioner students. 2 Course cr

NURS 7510b, Primary Care of Children IV Clinical Practice Jennifer Hill

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 of clinical practice per week (75.5 hours) and twelve hours of clinical conference. Prerequisite: NURS 7470. 2 Course cr

NURS 7520b, Chronic Health Conditions in Children and Adolescents Neesha Ramchandani

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 / NURS 7541a, Specialty Pediatric Primary Care Clinical Practice I Elizabeth Doyle

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. Five and one half hours of clinical practice weekly (80 hours) either fall or spring semester and ten hours of clinical conference over fall and spring semesters. 1 Course cr

NURS 7541a / NURS 7540a, Specialty Pediatric Primary Care Clinical Practice II Elizabeth Doyle

This clinical practicum provides students with the opportunity to gain additional knowledge and experience in specialty practice areas with relevance to pediatric primary care. The course extends over the final academic year of specialization. Required of all pediatric nurse practitioner primary care students in the final year. Five and one half hours of clinical practice weekly (80 hours) either fall or spring semester and ten hours of clinical conference over fall and spring semesters. 1 Course cr

NURS 7550b, Advanced Pediatric Pharmacology Wendy Mackey

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 Elizabeth Doyle and Nancy Banasiak

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 7605a or b, Psychopathology: Diagnosis and Clinical Reasoning Staff

This foundational course examines the major psychiatric disorders commonly seen across the lifespan. Students will integrate a broad spectrum of resources based in modern neuroscience, developmental psychology, and public health to gain an understanding of the complex interactions that impact the wellness/illness continuum and guide the diagnostic process and decision making. Students will enhance their skills of differential diagnosis within the context of an individual's unique biologic, psychosocial, cultural, spiritual and structural determinants of health. 3 Course cr

NURS 7615c, Psychotherapeutic Interventions I: Principles and Theory Staff

This is the first course in a series of three courses which examines the theory and practice of psychotherapeutic interventions across the lifespan. This course weaves together comprehensive mental health assessment and communication strategies across the lifespan while developing and sustaining therapeutic alliance. Students will learn to compare therapeutic interventions from major schools of psychotherapy and apply interventions matched to client preferences, symptoms/disease, and context. Students will develop awareness of their own self and to practice critical self-reflection in their delivery of therapeutic interventions. 2 Course cr

NURS 7625c, Skills I: PMHNP Role Development Staff

This is the first course in a two-course series which focuses on foundational knowledge and skills for PMHNP role development and psychiatric assessment. It introduces the student to self reflective practice and principles of psychotherapeutic care. Students will learn techniques for establishing and maintaining a therapeutic alliance and conducting psychiatric assessment with individuals across the lifespan. 1 Course cr

NURS 7626b, Skills II: Clinical Decision Making and Treatment Planning Staff

This course is the second in a two-course series and focuses on case formulation and treatment planning for PMHNP practice. Using case-based learning and simulation, students will acquire the ability to develop biopsychosocial spiritual, cultural and structural formulations and treatment plans in a shared-decision making model for individuals with mental health disorders across the lifespan. Students will engage in comprehensive risk assessment and risk formulation. Students will also learn to effectively communicate formulations and plans of care to an interprofessional team. This course is pending course approval. 1 Course cr

NURS 7630a, Psychiatric–Mental Health Clinical Practice across the Lifespan I

Carissa Tufano

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

NURS 7635b or c, Psychopharmacologic Interventions I: Foundations in

Psychopharmacology Allison Underwood

This is the first course in a series of three to prepare the PMHNP student for the prescribing of psychotropic medication to treat mental disorders in individuals across the lifespan. It provides the foundational knowledge of the major classes of psychotropic medication, the disorders they treat, and the neurobiology necessary to understand the actions of drugs on the brain. The student will learn the role of the advanced practice provider in prescriptive practice, incorporating evidence based, person-centered care. Successful completion of NURS 7605 Psychopathology Diagnosis and Clinical Reasoning 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 7690b, Group Psychotherapy Staff

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 7785c, Psychiatric-Mental Health Clinical Practice I Staff

This is the first clinical practicum in a series of four practicums that aim to develop the clinical and leadership skills required for advanced psychiatric mental health nursing practice. In the first clinical practicum, emphasis is placed on advanced practice nursing role development, formation of reflective practice and self-care strategies, clinical problem identification, applying ethical principles to care delivery and increasing understanding of working in systems of care. Students will gain experience working with individuals, groups, and families across the lifespan and as part of collaborative care teams. Students are assigned to psychiatric clinical placements on the basis of competency development, previous clinical experience, and interests. Students will use the clinical case conference format to integrate and apply clinical skills. Clinical case conference meets 2 hours per week with PMHNP faculty. *This course is pending course approval.* 2 Course cr

NURS 7786b, Psychiatric-Mental Health Clinical Practice II Staff

This is the second clinical practicum in a series of four practicums that aim to develop the clinical and leadership skills required for advanced psychiatric mental health nursing practice. In the second clinical practicum, emphasis is placed on performing and documenting focused mental health assessments, diagnosing mental health problems, and beginning utilization of evidence-based therapeutic and educational interventions within a biopsychosocial and structural framework. Students are expected to coach patients, groups, and families on self-care management strategies, identifying community partnerships, and describe system initiatives to improve care. In their clinical setting, students will provide care for individuals, groups and families across the lifespan with uncomplicated (1-2 diagnoses) presentations. Students are assigned to psychiatric clinical placements on the basis of competency development, previous clinical experiences, and interests. Students will use the clinical case conference format to integrate and apply clinical skills. Clinical case conference meets 2 hours per week with PMHNP faculty. *This course is pending course approval.* 4 Course cr

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

Brenda White

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 Brenda White

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 Allison Cable

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 Darcy Ulitsch

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 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 Lauren Flagg and Wendy Mackey

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 7912a, Acute Care of Children I Lauren Flagg

This course, the first of two didactic courses, examines specific clinical problems of acutely, critically, and chronically ill patients from infancy through adolescence. Emphasis is on pathophysiology, critical assessment strategies, diagnosis, and management including pharmacology of emergent health care problems within an interdisciplinary, family-centered model of care. This course also explores the scope of practice of pediatric nurse practitioners in meeting the needs of children with complex acute and critical conditions. Required of all pediatric nurse practitioner—acute care students in the final year. Two hours per week. 2 Course cr

NURS 7914a, Acute Care of Children I Clinical Lauren Flagg

This practicum, the first of two clinical courses, provides students with direct learning experiences in the coordination and delivery of advanced care from infancy through adolescence in a pediatric acute care setting. The focus of this course is on learning to assess, diagnose, and manage acute conditions and illnesses encountered in the pediatric acute care population. Under the guidance and supervision of the preceptor, the student develops advanced clinical skills, explores evidence-based research, and creates plans of care within the context of their patient's culture and environment. Required of all pediatric nurse practitioner—acute care students in the final year. Twelve hours per week in a clinical setting and 1.5 hours per week of simulation/clinical conference. Prerequisite: NURS 7910. 4½ Course cr

NURS 7916b, Acute Care of Children II Lauren Flagg

This course, the second of two didactic courses, continues to examine specific clinical problems of acutely, critically, and chronically ill patients from infancy through adolescence. Emphasis is on pathophysiology, critical assessment strategies, diagnosis, and management including pharmacology of emergent health care problems within an interdisciplinary, family-centered model of care. This course also explores the scope of practice of pediatric nurse practitioners in meeting the needs of children with complex acute and critical conditions. Required of all pediatric nurse practitioner—acute care students in the final year. Two hours per week. Prerequisites: NURS 7912 and NURS 7914. 2 Course cr

NURS 7918b, Acute Care of Children II Clinical Lauren Flagg

This practicum, the second of two clinical courses, provides students with direct learning experiences in the coordination and delivery of advanced care from infancy

through adolescence in a pediatric acute care setting. The clinical setting differs from the first-term experience. The focus of this course is on learning to assess, diagnose, and manage acute conditions and illnesses encountered in the pediatric acute care population. Under the guidance and supervision of the preceptor, the student develops advanced clinical skills, explores evidence-based research, and develops plans of care within the context of their patient's culture and environment. Required of all pediatric nurse practitioner – acute care students in the final term. Sixteen hours per week in a clinical setting and two hours per week of simulation/clinical conference. Prerequisites: NURS 7912 and NURS 7914. 6 Course cr

NURS 9515b, Clinical DNP Practicum I Elizabeth Molle

This course is the first in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this first practicum course, students begin to engage and work with experts in the healthcare systems and agencies where they will conduct their projects. Students work with their outside experts and designated agency personnel to identify the systems opportunities and challenges related to project implementation and develop a plan to address them. This practicum prepares DNP students for the systems interactions involved in planning and executing clinical projects. The expected outcomes are: (1) an agreement with the agency for DNP 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 expert. The expected outcomes are a signed agreement from their external expert, and a finalized written plan for DNP project implementation. This contains the plan for meeting all requisite protocols required by the agency, including appropriate human subject protocols. This course is required for all Clinical DNP students after successful completion of the year two fall term. 3 Course cr

NURS 9525a, Clinical DNP Practicum II Joan Combellick

This course is the second in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this second practicum, students implement their DNP projects in the healthcare system or agency where they have completed the first Clinical DNP practica. They consult with their outside mentors/experts to execute their written plan as developed in Clinical DNP Practicum II. The expected outcome is completion of the implementation phase of their project. This course is required for all second year Clinical DNP students after successful completion of the Spring semester Year 2. 5 Course cr

NURS 9535b, Clinical DNP Practicum III Joan Combellick

This course is the third and final in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this final practicum, students evaluate and disseminate their DNP project implementation findings. They develop a plan with their outside mentors/experts to disseminate DNP project findings to the healthcare system or agency where the project was implemented. This includes recommendations for scaling and sustainability. The expected outcome is completion of the final DNP project phases: evaluation and dissemination. This course is required for all Clinical DNP students after successful completion of Fall semester Year 3. 4 Course cr

NURS 9570a, Evidence for the Doctor of Nursing Practice Elizabeth Molle and Rhoda Redulla

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 9600a and NURS 9601b, Clinical Inquiry Seminar I Rhoda Redulla

This seminar for the Clinical DNP student supports the initial development of the Clinical Area of Inquiry separate from the DNP Project 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 plan, summary of inquiry activities completed, and a project proposal identifying and clarifying the focus and site for the DNP project as separate from the area of Clinical Inquiry. This course is required for all first year Clinical DNP students. ½ Course cr per term

NURS 9610a, Clinical Inquiry Seminar II Joanne Iennaco

The Clinical Inquiry Seminar II accounts for completed activities, and planning next steps in the Clinical Area of Inquiry identified in the initial course, N9600/N9601 Clinical Inquiry Seminar I. Seminar discussion explores dissemination planning and examines completion of inquiry activities and their application to the DNP essential competencies in understanding and innovating delivery of care in health care systems. Outcomes include integrating focused area of DNP expertise by mapping the clinical focus area competencies to Clinical DNP program projects and experiences. Required of all Clinical DNP students after the successful completion of year one of the Clinical DNP Program. 1 Course cr

NURS 9620b, Clinical Inquiry Seminar III Joanne Iennaco

The Clinical Inquiry Seminar III synthesizes the clinical area of inquiry activities identified in N9600 & N9610 Clinical Inquiry Seminar I & II. Seminar discussion examines completion of the DNP essential competencies in understanding and innovating delivery of care in health care systems. Outcomes include integrating focused area of DNP expertise by mapping the clinical focus area competencies to Clinical DNP program projects and experiences. Required of all Clinical DNP students in their final term. 2 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 Mary Allegra

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 9670b, Quality and Safety in Health Care Organizations Mary Allegra

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 9690c, Uses of Data in Decision-Making Stephen Burrows

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 Ellen Andrews and Deborah Poerio

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, Organizational/Systems Leadership Development Mary Ann Camilleri

In this hybrid online and on-campus 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. Required of DNP students in the second year. The course meets essential knowledge of AACN DNP Essential Domains 1, 5, 6, 7, 9 and 10 and includes competencies of nationally recognized professional associations including: ACHE, Healthcare Executive Competencies and AONL Nurse Leader Competencies. 3 Course cr

NURS 9820a, Organizational/Systems Leadership Development Practicum Mary Ann Camilleri

This leadership practicum requires students to participate in a mentored leadership initiative in a healthcare setting or related community-based organization, governmental agency, professional or trade association or with local, state, or national policy makers. The expected outcomes are (1) development of a mentor-mentee relationship with an understanding of the respective roles and practices, (2) demonstrated growth in selected leadership competency area(s), (3) delivery of a leadership project/change initiative for the mentor, and (4) for course faculty and each student him/herself, a descriptive log of leadership styles encountered in the practicum experience and self-observation of the student's own evidence-based leadership practice. Required for DNP students in their second year, Fall term. Concurrent with NURS 9810. 1 Course cr

NURS 9850c, Achieving Population Health Equity David Vlahov

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 9900a, D.N.P. Project: Part 2 Staff

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 9981b, Leadership Immersion Practicum Ron Yolo

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 9991b, D.N.P. Project: Evidence-Based Practice Change

Ron Yolo

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 Erin Morelli, associate dean of student life, erin.morelli@yale.edu, 203.650.6484.

YSN student policies and guidelines are subject to change. For the most updated information, see <https://nursing.yale.edu/students/ysn-student-policies-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
- Change in Specialty Policy and Process
- Children in YSN Classrooms and Common Areas
- Course Withdrawal
- Disciplinary Procedures of the School of Nursing
- Education Records
- Emergency Suspension Policy
- GEPN/MSN/DNP Students in Academic Difficulty (*see below*)
- Grading System and Definitions of Honors, High Pass, Pass, Fail (*see below*)
- Inclement Weather Information
- HIPAA and Yale Training Requirements
- Leave of Absence and Withdrawal (*see below*)
- R.N. Licensure and BLS (*see below*)
- Mandatory Background Check
- Military Leave (*For those students in the Armed Forces, we thank you for your service. Please see Leave of Absence and Withdrawal, above, which provides information in the case of military deployment.*)
- 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*)
- Religious Observance

- 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-RN Reporting Policy (*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 Accommodations Protocol (*see below*)

Grading System and Definitions of Honors, High Pass, Pass, Fail

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 assessment of learning 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 (83–91.99)
P	Pass (74– 82.99)
F	Fail (73.99 and below)

Yale School of Nursing does not round final grades.

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)

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

- Incomplete (INC)
- Credit Waiver (CRW)
- Audit (AUD)
- Withdrawal (W)
- Full-Year Course (YR). A "grade" of YR 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 take a leave of absence, all reasonable efforts will be made to accommodate the situation and enable the individual to meet the requirements for the degree program of study in which they are currently enrolled.

There must be sufficient evidence that circumstances exist that make it impossible or difficult for the student to continue with their current program of study.

This policy and these procedures apply to extenuating circumstances 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 be allowed to enroll in courses, audit courses, or continue in scholarly or clinical work during the period of leave. A student on LOA ordinarily retains remote library privileges and e-mail access. A student on LOA is ineligible for the use of any University facilities normally available to enrolled students.

The granting of student leave must be in accordance with the Academic Progression Policy.

Granting of Leave

Process for the student:

1. Students are required to meet with their academic adviser and specialty/program director to discuss their plan for a LOA.
2. Students considering a LOA are recommended to meet with the associate director of financial aid. Students who take a LOA during any term will have their tuition

adjusted according to the same schedule used for withdrawals. See (YSN Tuition Rebate and Refund policy). A student on LOA is not eligible for financial aid, including loans, and in most cases, student loans are not deferred during periods of non-enrollment.

3. International students who apply for a LOA must consult with the Yale Office of International Students and Scholars (OISS) regarding their visa status.
4. Following meetings with the adviser and specialty/program director/program chair, if a LOA is deemed necessary, the student must complete the appropriate form before a request can be considered. Forms can be found online at <http://nursing.yale.edu/withdrawal-leave-absence>.
5. This form, once submitted, will be reviewed by the specialty/program director/program chair who will determine if initial approval will be granted.
6. After initial approval of the LOA request, it is forwarded to the associate dean of student life for review and final approval.
7. The final approved form is forwarded to the registrar (associate director of enrollment services) for recording on the transcript.
8. A letter, via e-mail, outlining the approval and the conditions of the LOA will be sent to the student, with a copy sent to the division chair, specialty/program director/program chair, the associate director of financial aid, the associate dean of enrollment management, and the executive deputy dean.

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. Students in the Online M.S.N. program are not eligible for Yale Health.

Term of Leave

LOA will be granted, for a fixed and limited term, which will be a minimum of one term and a maximum of one year. 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.

Personal Leave

A student who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing all LOA are described above. Personal leave cannot be granted retroactively. Students who are making satisfactory progress toward their degree requirements are eligible for leave any time after matriculation.

Medical Leave

A student who must interrupt study temporarily because of illness or injury will be granted a medical leave of absence based on the written recommendation of their healthcare provider. The general policies governing leaves of absence are described above. Before returning, a student on medical leave must secure a medical statement from their healthcare provider to return to School. The statement must be presented to the School before eligibility to return can be determined.

Parental Leave

A student who wishes or needs to interrupt study temporarily for reasons of pregnancy, childbearing, or parenting, will be granted a leave of absence for parental responsibilities. The general policies governing all leaves of absence are described above.

Any student planning parental leave 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.

Academic Leave

A student must follow the plan of study for their degree program. In the event that a student is not making satisfactory academic progress, they may need to take an academic LOA. The determination of the need for an academic leave is per the Students in Academic Difficulty policy. The general policies governing LOA are described above.

Involuntary Medical Leave

In rare circumstances, the School reserves the right to place a student on a mandatory medical leave of absence when, on the recommendation of a healthcare provider, the director of Yale Health, director of Yale Mental Health and Counseling, or 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 academic communities, or the student has refused to cooperate with efforts deemed necessary by Yale Health and/or 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 their healthcare provider, directory 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.

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, via e-mail, to the associate dean of student life and their program chair/director, 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

Returning students are recommended to meet with the YSN Office of Financial Aid. A student who, for any reason, does not indicate their plan to return at the expiration of the LOA shall be determined to have terminated association with the School, and will be withdrawn.

Records

When LOA is granted, appropriate materials will be filed in the student's record 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. Withdrawal may be initiated by the student or by faculty, and the student may be eligible or ineligible to return. In rare cases, at the discretion of the dean, the School may withdraw a student if it is determined that the student is a danger to self or others or if the student is unable to act on the student's behalf to prevent academic and/or financial jeopardy. Students in the GEPN year may be withdrawn from the program by the

program 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 associate director of enrollment management, the associate director of enrollment services, 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 director of enrollment services will notify the YSN Financial Aid Office. 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 associate director of enrollment services, 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 January 1 of the first year of their specialty program. GEPN students should take the NCLEX-RN and obtain their R.N. license as early as possible, as not having one will delay starting clinical, which may delay graduation.

Any student who does not pass the NCLEX-RN, or who does not sit for the NCLEX-RN prior to January 1, will be required to take a leave of absence or withdraw 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>).

Adult/Gerontology Acute Care specialty students must have passed their NCLEX-RN by October 10 of their first specialty year. 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. If an Adult Gerontology Acute Care specialty student has not passed by October 10, the student will need to take a leave of absence or withdraw.

ON-CAMPUS 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. 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. Delays in obtaining Connecticut R.N. licensure will delay graduation. If the student is a new graduate from a school of nursing, the student must have passed the NCLEX-RN by January 1. Students who do not meet this requirement will be required to take a leave of absence or withdraw. New nursing graduates should take the NCLEX-RN and obtain their R.N. license as early as possible, as not having one will delay starting clinical learning experiences, which may delay graduation.

YALE ONLINE M.S.N. PROGRAM

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 as an R.N. in at least one state. All students in the specialty M.S.N. years are responsible for maintaining an active R.N. license and must upload their renewed license annually in order to remain compliant and participate in clinical and attend classes. Initial licensure must be uploaded to YSN thirty days prior to coursework beginning.

CLINICAL SITE AND WORKPLACE SITE

All YSN students, including those in part-time study in a master's specialty program cannot be assigned to a clinical rotation in their current workplace unit.

DOCTOR OF NURSING PRACTICE PROGRAMS

Students in the Healthcare Leadership, Systems, and Policy D.N.P. program must maintain a current R.N. license to practice in the United States. Clinical D.N.P. program students must maintain a current license to practice as an R.N. as well as an advanced practice nurse or certified nurse-midwife license in the United States prior to the start of the first term of the Clinical D.N.P. program.

DOCTOR OF PHILOSOPHY STUDENTS

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.

GUIDELINES FOR SUBMITTING AND MAINTAINING R.N. LICENSE

All M.S.N. and D.N.P. students must submit their R.N. licenses in the eValue system to be verified, and they must maintain an updated license in that system throughout their time as a YSN student. Students who are not in compliance may not continue attending clinical learning experiences, which may delay their date of graduation. Students with out-of-state clinical placements are required to upload any additional licenses in eValue and may seek assistance from the Clinical Support Unit, if needed. Students are responsible for the costs of R.N. licensing, including licensing in other states for clinical training. YSN Clinical Support Unit is responsible for verifying that out of state license has been obtained prior to student beginning out of state clinical training. The YSN Clinical Support Unit will verify all R.N. licenses and will work with the YSN Office of Student Life and the specialty director(s)/program chairs for students who are out of compliance.

BASIC LIFE SUPPORT CERTIFICATION POLICY

All GEPN and M.S.N. Specialty students are required to maintain Basic Life Support (BLS) for the Healthcare Professional certification through the American Heart Association while enrolled in the School of Nursing. Due to clinical site requirements, certifications offered through organizations other than the American Heart Association will not meet this requirement. Students who do not maintain CPR certification will not be able to continue with clinical training. The cost of BLS certification and maintenance is the responsibility of the student.

Students in the on-campus degree programs at YSN BLS certification is due by June 1 for newly enrolled students. It must expire after December 31 of the first term at YSN and be maintained throughout the student's time as a YSN student.

Students in the Yale Online M.S.N. program BLS certification is due thirty days prior to initial coursework. It must expire after the last day of classes of the first term of coursework and be maintained throughout the student's time as a YSN student.

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. Additionally, students must abide by the American Nurses Association Code of Ethics (<https://nursingworld.org>). 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. By accepting admission and enrolling in the Yale School of Nursing, students certify that they have read this policy and understand the Personal Conduct and Academic Integrity Standards.

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.
19. Violation of the American Nurses Association Code of Ethics.

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. Violations of the Connecticut Nurses Practice Act may result in a report of the matter to the Board of Nurses.

Policy on Student Participation in Commencement before Completion of Requirements

Students in the M.S.N. and D.N.P. program who wish to participate in Commencement ceremonies in May and have not completed course requirements may participate if the following requirements are completed:

- The faculty of record for requirement(s) in question—in consultation with the specialty director, associate dean of student life, and executive deputy dean—has attested that the student is expected to finish all requirements and have only one term of coursework remaining in their plan of study.
- The student's specialty/program director has created an academic plan with the student for completion of remaining work to meet the deadline.
- The student has submitted 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 and has only one term of coursework remaining. 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.

Graduation dates outside of the May ceremony are subject to the degree conferral dates set by the Yale Corporation. The YSN Registrar's Office can provide the upcoming degree conferral dates; these dates do not always align with the end of the term.

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, and
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

This NCLEX-RN reporting process outlines student responsibilities with respect to reporting exam date(s) and results by set deadlines. This standardized process allows 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. In the spring of their GEPN year, students are provided information by the associate dean of student life and the chair of GEPN on the NCLEX-RN testing process including a review of particular dates and this YSN NCLEX policy regarding what is required of students to record exam date(s) and report results.
2. The costs to take the exam and obtain licensure are the responsibility of the student and budgeted into the total cost of attendance by the YSN Office of Financial Aid.
3. Upon receipt of GEPN student grades, and successful completion of the comprehensive final proctored ATI in NURS 5171, Care of the Adult, students are eligible to request their final transcript via Parchment, in Yale Student Information System, to be sent to the Connecticut Department of Public Health in early August.
4. By September 1, GEPN and incoming R.N. students who do not yet have an R.N. license will secure an NCLEX-RN exam date and record their exam date into eValue. Each week the Office of Student Life generates a report to ascertain who has obtained a Connecticut R.N. license and who has not entered a scheduled test date. These reports are shared with the specialty directors as students cannot begin specialty year clinical rotations until they have an R.N. license. Students who have not yet scheduled a date to take the NCLEX-RN will be contacted by e-mail to assist them with scheduling should they need help. Please note: If a student reschedules the exam, the student must update the new exam date in eValue.
5. All M.S.N. specialty students must pass the NCLEX-RN by January 1 of their first specialty year*. Students who have not passed the NCLEX-RN by this date are required to take a leave of absence and may return to YSN in the spring of the following academic year as long as the NCLEX has been passed. A leave of absence will affect financial aid and any outstanding loans will come due after six months.
6. Once the NCLEX-RN exam has been completed, the student must record the unofficial result, *pass or fail*, into eValue within three days of the test date. The Office of Student Life tracks test dates and results beginning September 1 and shares them with the executive deputy dean, GEPN program chair, and specialty directors. If a student does not pass the NCLEX-RN, the guidelines below should be followed.

7. Upon receipt of the Connecticut R.N. license, students must upload the license within three days into eValue so it may be verified.
8. All M.S.N. specialty students should obtain their R.N. license as early as possible as not having one will delay starting clinical experiences.
9. A student with a delay in starting their clinical experiences may have a delay in graduation and completion of the program.

* Exception: Adult/Gerontology Acute Care students are required to pass the NCLEX exam by October 10 in their first specialty year in order to enroll in NURS 7820, Critical Care Immersion. If Acute Care students have not passed NCLEX by October 10, they are required to take a leave of absence.

GUIDELINES FOR STUDENTS WHO DO NOT PASS THE NCLEX

1. Students who do not pass the NCLEX-RN must report the negative result by e-mail to their specialty director(s) and the associate dean of student life within three days of receipt of the result.
2. Students will need to obtain a new test date as soon as possible and record the new test date in eValue. Note: There is a forty-five-day waiting period between test-taking dates, but students can schedule the subsequent NCLEX-RN date as soon as they receive the result of not passing.
3. Per the Connecticut Board of Nursing, students cannot begin specialty year clinical rotations until they pass the NCLEX-RN and obtain a Connecticut R.N. license. Not having an R.N. license in the fall term of the specialty year will delay the start of clinical experiences and this may delay graduation.
4. Students will make an appointment with their specialty director(s) and the associate dean of student life together to review their study plan based on the NCLEX Candidate Performance Report. Students should consider a referral to the YSN Academic Success Team (send an e-mail to ysnastreferral@yale.edu) (ysnastreferral@yale.edu) for suggestions of additional resources. Following that meeting, students will submit their study plan by e-mail to their specialty director(s) and the associate dean of student life.
5. Students will not be able to begin specialty clinical rotations without an R.N. license.
6. After the student takes the second NCLEX-RN test, the student will record the unofficial result, *pass or fail*, into eValue within three days of the test date and inform their specialty director(s) and associate dean of student life by e-mail of the results.
7. If the NCLEX-RN is not passed after the second attempt, the student will obtain another test date as soon as possible, record it in eValue, and make an appointment with the specialty director(s) and associate dean of student life to discuss changes in plan of study for a subsequent test date. Following that meeting, student will submit an updated plan of study to the specialty director(s) and associate dean of student life. Students must schedule their third NCLEX to be taken prior to January 1 in order to be able to continue in the spring term.

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

MAINTAINING AN ACTIVE LICENSE

All students in the on-campus and online specialty M.S.N. years and post-graduate master's certificate program are responsible for maintaining an active R.N. license and must upload their new and renewed license annually in order to remain compliant and participate in clinical hours and attend classes (see Licensure Policy).

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 Accommodations Protocol

YSN values diversity, inclusion, and belonging and is committed to adhering to the Americans with Disabilities Act and working with Yale's Student Accessibility Services (SAS) to meet the needs of our students. 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:

Seeking Accommodations

- Students go to the Yale Student Accessibility Services for Health Science Students website (<https://sas.yale.edu/students/graduate-and-professional-students/health-science-education>) and complete the online form to request accommodations.
- If a student is requesting accommodations for the very first time, the steps are slightly different than if they already registered with SAS.
- Students go to SAS Accommodate Portal (<https://yale-accommodate.symplicity.com>) to request an accommodation for the first time and upload documents from their provider.

- SAS has developed documentation guidelines, found at <https://sas.yale.edu/students/documentation-guidelines>, to assist students with various disabilities and conditions with requesting the necessary documentation from their treatment providers. SAS treats students' documentation from their provider as confidential and saves it in the student's file within the SAS internal data management system.
- Students who do not have documentation of their condition and/or who believe they have an undiagnosed condition should contact SAS to discuss their circumstances further.
- SAS will contact the student and meet with them to discuss barriers and potential accommodations to address those barriers. Each student's request and documentation are reviewed on a case-by-case basis and SAS's meeting with student is designed to be an interactive discussion.
- Once a determination has been made regarding accommodation, SAS will issue an accommodations letter to the student via e-mail and send a copy to the YSN Office of Student Life.
- If a student is currently registered with SAS or had SAS accommodations in the past, they need to renew their accommodations for each term (fall, spring, and summer) so they can continue utilizing accommodations. Student needs to go to SAS Accommodate Portal (<https://yale-accommodate.symplicity.com>), click on the Accommodations tab, then select Semester Renewal to select term courses they intend to apply for accommodations and renew their accommodations*.
- Once a student has submitted a semester renewal, SAS will issue an accommodations letter to the student via e-mail and send a copy to the YSN Office of Student Life.
- To request a change or addition to their current accommodations, students who have requested accommodations of any type in the past need to follow the Supplemental Accommodations Guide (<https://sas.yale.edu/sites/default/files/files/Supplemental%20Guide%20SAS.pdf>).

* GEPN students can use their spring term letter for the summer term.

Upon Receiving the SAS Letter of Accommodation

- Students go into the SAS Accommodate Portal (<https://yale-accommodate.symplicity.com>) and select the courses for each term for which they wish to utilize their accommodations.
- Students are responsible for forwarding their letter of accommodations received from SAS to their course faculty for courses where they wish to use their approved accommodations. The SAS accommodations letter provided to the student from SAS should be sent to their respective faculty within five business days of receiving it from SAS and at least seven days prior to their next assessment.
- Students should utilize the Qualtrics survey provided in their SAS letter to communicate their accommodation needs to the senior administrative assistants. This provides an extra level of assurance that all needs for testing will be met.
- Students should let faculty know if they decide to not use their accommodation for a particular assessment or if there is a change in their accommodation during the term.

- Students should share a signed lecture recording agreement with the faculty if they have an audio recording for note-taking purposes accommodation and abide by the agreement.

During the Assessment

- Students must leave all personal items, laptop, and cell phone in their locker, car, etc. Nothing is allowed to be brought into the assigned testing room/area unless determined that they can bring a device in their SAS accommodations letter.
- Students must abide by the YSN Personal Conduct and Academic Integrity Standards and not leave the testing room/area or remove the exam from the testing room and/or building. If a 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).
- For students in settings where Zoom proctoring is being used, students must follow the Student Expectations for Zoom Proctoring.
- Students seeking additional information can access Yale Student Accessibility Services for Health Science Students website (<https://sas.yale.edu/students/graduate-and-professional-students/health-science-education>).

YSN OFFICE OF STUDENT LIFE STAFF:

- The Office of Student Life (OSL) will communicate with the student population about accommodations, student responsibilities, and important deadlines related to securing accommodations in a timely manner.
- In coordination with SAS, OSL will hire and train testing coordinator(s) and connect them to the senior administrative assistants for each program/specialty to plan for use as needed.
- OSL will liaison with SAS regularly and be a resource regarding accommodations for YSN students, faculty, and staff.

FACULTY:

- Faculty members must maintain FERPA guidelines and share information regarding accommodations only with those who need to know to facilitate the accommodation for the student.
- Faculty members should check the SAS Accommodate Portal (<https://yale-accommodate.symplicity.com>) weekly during the first few weeks of the term and no later than seven days before the first assessment. Not all accommodations are assignment/assessment based.
- Faculty members should closely review what is needed for each student and determine if extra assistance is needed for any of the accommodations listed.
- Faculty members should share student accommodation details with the senior administrative assistant.
- Faculty members should make clear plans for any new accommodations they have not encountered before and confirm plans in writing (via e-mail) with individual students for how their needs will be met in their course.
- Faculty members should consider a student's course schedule when scheduling extra time for assessments to not take away from the instructional time.

- Faculty members should provide assessment or assignment content in alternative formats to students and/or proctors per accommodation letter.
- Faculty members should work with the YSN Office of Teaching and Learning if they need assistance ensuring that assessments given in platforms other than ExamSoft are adjusted to meet student needs.
- For faculty using Zoom proctoring for rooms for students using accommodations, they need to set up and share the Zoom link with students and determine the logistics with the senior administrative assistant.

SENIOR ADMINISTRATIVE ASSISTANT (SR. AA):

- The Sr. AA will follow up with faculty regarding their assessment schedules (i.e., dates, time, allotted time for exam/quiz) to determine the room needs for students with accommodations.
- The Sr. AA will notify OTL of time adjustments to be made in ExamSoft.
- The Sr. AA will check the Qualtrics survey to ensure that it matches what faculty have sent them and follow up with faculty if it does not match.
- The Sr. AA works with the SAS testing coordinators and faculty to schedule proctoring.
- Each term, the Sr. AA 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 Sr. AA 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.
- The Sr. AA will be responsible for notifying each student who has accommodations with specific information and instructions about the assessment day. Specific information/instructions to students should be sent by email at least the day before.
- Confidentiality of a student's accommodation is critical. The Sr. AA will be sure to send separate emails to each student or blind copy the group of students.
- Specific information/instructions to the students must 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.
 - a reference to this protocol so the student may review it in advance.
- The Sr. AA will place a sign outside the testing room that indicates an assessment is in progress.
- In the event of a paper exam, if the Sr. AA is determined as the designee to receive the completed exam, the end time of the exam should be written on the document.

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 associate dean 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 Yale 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. If the food or nonalcoholic beverages run out, the serving of alcohol must cease.
- 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 and adhere to the Yale University Alcohol Policy.
- 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 Office of Student Life, or the YSN Dean's Office.

YSN Students in Academic Difficulty

In the GEPN, Master's, 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. If a student anticipates difficulty in satisfactorily completing course requirements, their academic adviser should be notified immediately. 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 each program's or specialty's plan of study. These requirements are listed in the YSN Bulletin and on the YSN website. There are three possible actions that may be taken when a student is in academic difficulty. All are separate actions and may, but not necessarily, progress through the levels as defined in this policy: (1) academic notification, (2) academic warning, and (3) academic probation.

ACADEMIC NOTIFICATION

Academic notification is a written statement from the lead faculty of a course to a student in the course letting the student know that they are at potential risk for an academic warning. It is sent to the student as soon as the faculty member determines that there is sufficient evidence, based on requirements outlined in the course syllabus, that the student may fail the class. The lead faculty will send copies to the program chair, specialty director or program director, the academic adviser, and the associate dean of student life. An academic notification can be used in all courses.

ACADEMIC WARNING

An academic warning is a written warning of the risk of failure. It must be provided to the student as soon as course evaluation procedures provide evidence that there is a risk. There is no official cutoff; it is up to the course lead faculty's discretion to determine a student 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 all courses. 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 practicum, documentation may be evident from clinical objective checklists, comments on progress evaluations, faculty notes about observed practice skills, 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 discussed and 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, and, if applicable, the clinical preceptor, should plan corrective action. This may include referral to YSN Academic Success Team (https://nursing.yale.edu/sites/default/files/files/Academic%20Success%20Plan_FINAL.PDF) for GEPN or M.S.N. students.

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 their 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

Each course failed is considered one occurrence of academic probation. Throughout their enrollment at YSN, students may be placed on academic probation a maximum of two times before they are withdrawn from the program. Students will be allowed to re-take a failed course only once.

If the student is allowed to continue in the program, the student will remain on academic probation until the student has successfully completed the failed course(s). For (2) and (3) above, the faculty member, specialty director or program director, and program chair will develop a plan and time frame for re-taking the failed course(s). The student will be charged tuition for any failed course they must retake. If the student achieves a grade of Pass or better upon retaking the course(s), probationary status will be removed, and the student will be permitted to continue in the program. For financial ramifications see the Satisfactory Academic Progress: Implications for Financial Aid policy on the YSN website (<https://nursing.yale.edu/students/registrar/satisfactory-academic-progress-implications-financial-aid>).

The Financial Aid Office will be notified by the associate dean of student life when academic probation status is assigned to a student.

Additional Student Guidelines

EMERGENCY SUSPENSION

The dean of the School of Nursing, or a delegate of the dean, may place a student on an emergency suspension from residence or academic status when (1) the student has been arrested for or charged with serious criminal behavior by law enforcement authorities; or (2) the student allegedly violated a disciplinary rule of the School and the student's presence on campus poses a significant risk to the safety or security of members of the community.

Following an individualized risk and safety analysis, the student will be notified in writing of the emergency suspension. A student who is notified of an emergency suspension will have twenty-four hours to respond to the notice. The emergency suspension will not be imposed prior to an opportunity for the student to respond unless circumstances warrant immediate action for the safety and security of members of the community. In such cases, the student will have an opportunity to respond after the emergency suspension has been imposed.

When a student in the School is placed on an emergency suspension, the matter will be referred for disciplinary action in accordance with school policy. Such a suspension may remain in effect until disciplinary action has been taken with regard to the student; however, it may be lifted earlier by action of the dean or dean's delegate, or by the disciplinary committee after a preliminary review.

FERPA

For the Family Education Rights and Privacy Act (FERPA), visit <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). Visit <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

Employees or students who are pricked by a needle at work ("needlestick") should *immediately* call Yale Health for care (Employee Health Department, 203.432.7978; Student Health, 203.432.0312; or Acute Care 203.432.0123). It is important to begin any recommended treatment within one to two hours after exposure.

If the exposure occurs at the Yale-New Haven Medical Center, and the employee or student wishes to be seen on site, they should report to Occupational Health (7:30 a.m. to 4:30 p.m., Monday through Friday) at 203.688.2462 or to Yale-New Haven Hospital Emergency Room at 203.688.2222 if the episode occurs outside of regular daytime working hours.

Students at clinical rotations outside of Connecticut should be seen in the Emergency Department for care.

Students in the YSN Online M.S.N. program do not have Yale Health insurance and need to contact their primary care provider for ongoing follow up after their Emergency Department evaluation.

All students who experience occupational exposures should notify the YSN Office of Student Life (ysn.studentlife@yale.edu) and the YSN Clinical Support Unit (ysn.clinical@yale.edu).

For more information, visit <https://yalehealth.yale.edu/more/exposure-blood-or-bodily-fluids-work>.

RESOURCES FOR STUDENTS TO ADDRESS DISCRIMINATION AND HARASSMENT CONCERNS

Visit <https://dhr.yale.edu> or visit the YSN Office of Diversity, Equity, Inclusion and Belonging at <https://nursing.yale.edu/office-diversity-equity-inclusion-belonging>.

SERVICE ANIMAL POLICY

To read the policy, visit <https://your.yale.edu/policies-procedures/policies/4400-service-animals-and-emotional-support-animals#4400.1>. 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.

Students who have a service animal that has been approved for attendance at clinical by SAS will work with Associate Dean of Student Life and their clinical course faculty to coordinate the service animal's attendance at clinical.

UNIVERSITY STATEMENT ON DISCLOSURE OF DIRECTORY INFORMATION

Visit 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 ysn.financialaid@yale.edu (ysnfinancialaid@yale.edu)

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

Tuition for students in the full-time M.S.N. program in 2023–2024 is \$49,017 (divided evenly between the fall and spring terms). Students entering the GEPN program pay an additional one-time summer-term tuition of \$19,444.

Tuition for students in the part-time M.S.N. program in 2023–2024 is \$32,536 (divided evenly between the fall and spring terms).

In addition, new students in 2023–2024 pay an equipment and technology fee of \$2,127, continuing students pay an equipment and technology fee of \$730, and both new and continuing students pay a lab fee of \$483, as well as a student activity fee of \$126, all due in the fall term.

Tuition for students in the Part-time Online M.S.N. program in 2023–2024 is \$1,962 per credit, and fees are assessed at \$77 per credit.

Concentration Tuition

Students who are accepted into the diabetes, gender and sexuality health justice, and oncology concentrations will pay an additional fee, split over two or three terms depending on when the concentration begins. Students who begin a concentration will pay an additional \$9,876 (of which \$4,938 will be due per term over two terms, or \$3,292 due over three terms).

If, at the end of the first term, a student elects to drop a concentration, the student will not need to pay the next term's concentration fee, but the fee will not be refunded.

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 entering the dual specialty in 2023–2024, the fee is \$16,962 (of which \$4,241 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 D.N.P. programs in 2023–2024 is \$32,537 (divided evenly between the fall and spring terms).

In addition, students pay an equipment and technology fee of \$730 and a student activities fee of \$126, 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 \$1,962 per credit. Applicable fees, such as the equipment and technology fee of \$2,127, the student activity fee of \$126 and the Lab fee of \$483 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 \$2,867 in 2023–2024 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

In the case of withdrawal from the Yale School of Nursing for any reason, the following rebate schedule shall apply:

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 2023–2024, no portion of tuition will be rebated in the fall term after October 27, 2023, for students in the GEPN, M.S.N., PMC, and D.N.P. programs; after November 4, 2023, for students in the Online M.S.N. program. In the spring term, the dates are April 1, 2024, GEPN, M.S.N., PMC, and D.N.P. programs; and March 18, 2024, for students in the Online M.S.N. program. In the summer term, the dates are July 3, 2024,

for students in the M.S.N., PMC, and D.N.P. programs, June 27, 2024 for students in the GEPN programs; and July 7, 2024, for students in the Online 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 2023–2024, the last days for refunding federal Title IV student aid are the same as noted above for tuition. Aid will be refunded in the order prescribed by federal regulations, namely, first Federal Direct Unsubsidized Loan, then Federal Direct Grad PLUS Loan.

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

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

Student Accounts and Billing

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

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 last day of the 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 (<https://student-accounts.yale.edu/understanding-your-bill/your-student-account>).

The Office of Student Accounts 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 made to a Student Account in excess of the balance due (net of pending financial aid credits) are not allowed on the Student Account. 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 at any time 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 Office of Student Accounts, 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/yalepay>.

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, for every returned ACH payment due to insufficient funds made through YalePay, Flywire will charge a penalty fee of \$30 per occurrence. Furthermore, 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/yppl>.

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, suspend services and programs, or issue appropriate refunds. Such decisions shall be made at the sole discretion of the University.

Financial Aid for the Master's Program

The School of Nursing offers a comprehensive financial aid program to support students pursuing their nursing education. For students who demonstrate financial need, YSN offers need-based institutional aid in the form of program scholarships, which are awarded based on factors such as need, income, assets, and expected third-party funding. Additionally, a limited amount of merit-based institutional aid is available, which is awarded to exceptional applicants based on their academic achievements and potential contributions to the nursing field. In addition to institutional aid such as scholarships, the School of Nursing facilitates access for eligible students to federal forms of financial aid such as federal Federal Direct and/or Grad Plus loans, which can further assist students in financing their education. With a commitment to ensuring affordability and accessibility, the YSN Office of Financial Aid strives to empower students to pursue their nursing career aspirations without undue financial strain.

All YSN applicants are evaluated for admission without consideration of their need or ability to pay.

INSTITUTIONAL AID

Need Based

Consideration for any need-based program scholarship requires adequate documentation of need. In order to be considered, U.S. citizens and permanent residents must file the Free Application for Federal Student Aid (FAFSA), available online at <https://fafsa.ed.gov>. The FAFSA must be filed by the published deadline in order to allow YSN to process it in a timely way. Failure to file the FAFSA by the applicable published deadline may result in no award being made, or an award being reduced. International students must file a declaration of assets form provided by YSN during the application process in order to be considered for need-based institutional aid. Because need-based funding is limited, not every YSN student will be selected to receive need-based program scholarships.

Both full-time and part-time students are eligible to be considered for need-based institutional aid. Award of need-based program scholarships is made at the time of admission to the program. Applicants who choose to accept need-based institutional aid upon enrollment must agree to adhere to the terms and conditions described in the offer in order to receive and maintain the award. Receiving a need-based scholarship does not preclude a student from receiving additional merit-based scholarship funding.

Merit Based

YSN offers a range of merit-based scholarships to recognize and support outstanding students pursuing nursing education. These scholarships are awarded based on exceptional academic achievements and leadership potential. The specific criteria

and amounts of scholarships vary, but they typically cover a portion of the tuition costs and can significantly reduce the financial burden for recipients. Applicants do not have to file a separate application or provide additional documentation beyond a complete application to be considered for most forms of merit-based scholarships. A limited number of scholarships, such as the fully funded Community Scholars program, require submission of additional short essays for consideration. Applicants should consult the financial aid section of the YSN website for details on specific merit-based scholarship programs available, including any unique requirements and/or application instructions. Because merit-based funding is limited, not every YSN student will be selected to receive merit-based program scholarships. Students whose merit-based scholarships are funded by private donations may be required to participate in associated activities and/or provide additional biographic information in order to maintain the funding.

Both full-time and part-time students are eligible to be considered for merit-based scholarships. Domestic and international students are equally eligible for consideration. Award of merit-based program scholarships is made at the time of admission to the program. Applicants who choose to accept merit-based institutional aid upon enrollment must agree to adhere to the terms and conditions described in the offer in order to receive and maintain the award. Receiving a merit-based scholarship does not preclude a student from also receiving need-based scholarship funding, although it may reduce eligibility for need-based funding such as scholarships and/or loans.

LOANS

YSN facilitates access for eligible students to federal aid programs including the Federal Direct Unsubsidized Loan, Direct Graduate PLUS Loan, and Nursing Student Loan. These loans are need-based forms of financial aid requiring timely filing of a FAFSA application. Upon admission or shortly thereafter, eligible students who have filed a FAFSA and completed any other requirements will be issued a financial aid letter outlining forms of federal aid they qualify for to help finance their educations.

The Federal Direct Unsubsidized Loan for graduate students is available to qualified students up to a limit of \$20,500 per year. Students are 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.

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.

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 five percent, and students have ten years to repay.

The YSN financial aid office provides support and guidance throughout the loan application process, helping students navigate the requirements and understand their obligations as borrowers.

ALTERNATIVE SOURCES OF SUPPORT

Military Benefits

The U.S. government offers a variety of education benefits for veterans and active service members. The YSN financial aid office assists veterans in navigating the benefit certification process during their time at the University. Veterans who intend to utilize such benefits should visit the Military Benefit and Financial aid webpage for more information: <https://finaid.yale.edu/costs-affordability/types-aid/military-benefits-and-financial-aid>

Campus Employment

Campus employment may be available to students working on faculty research and administrative support. Additional employment is available throughout the University campus. Interested students can visit the student employment website for on-campus job listings: <https://www.yalestudentjobs.org>

External Scholarships

Students seeking additional support are encouraged to research outside scholarships from their employer or alma mater, from organizations with which they are affiliated, or from the many organizations and institutions that offer support to those seeking nursing education. A list of opportunities is available in the financial aid section of the School's website, along with links to other curated databases of opportunities. Students are required to inform the YSN financial aid office of any outside support received or awarded. Receiving external support may result in adjustments to previous aid awarded, in accordance 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 within a student application for admission. Students demonstrating financial need are eligible for scholarships to cover a portion of their tuition. School-specific forms are also required; a summary of those forms may be found 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 accompanying the student 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 (which will be closing summer of 2024) 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 1 and can be submitted directly from the website with a Yale NetID. Room selection for paired roommates begins April 19. Room selection for all others begins April 20.

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 7:30 a.m. to 7 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. Lunch (11 a.m.–1:30 p.m.), is served daily, Monday through Friday. West Campus offers a unique dining plan, which costs \$8 per meal and includes salad, bread, a hot entrée du jour, beverage, and dessert with the purchase of West Campus Eli Bucks or by credit card. Anyone wishing to establish a West Campus dining plan should contact Yale Hospitality for initial set-up. 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 2001 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, meeting with the YSN dean, providing student liaisons to faculty meetings and YSN committee meetings, 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, advertised by e-mail and in the Hub, are held approximately monthly during the academic year, and all students are invited to attend.

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 M.S.N. 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 D.N.P. 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.

YSN is committed to recognizing, acknowledging, and combatting structural racism to tap into our foundational ethos: the responsibility to engage in intersectional education, practice, and scholarship that addresses the clinical, socioeconomic, and environmental issues plaguing the health of people and the planet. *The Heather Dawn Reynolds Equity Award* is presented annually to a person in the YSN community who embodies this ethos and shows an unwavering commitment to help YSN address diversity, equity, inclusion, and belonging.

Nominations are also sought from the community for the YSN banner bearer and student marshals for Commencement.

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

The Yale School of Nursing has long been an innovator and leader in education, practice, and scholarship. 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, and Belonging (ODEIB) directly contributes to YSN by guiding the school's advancement of equity and cultivating a sense of belonging, thereby creating an environment of inclusive excellence that is reflective of the communities that we serve and that supports the overall mission of YSN.

MISSION

YSN ODEIB strives to promote and uphold a community that is representative of diversity in all forms, equality, equity, inclusion, and belonging. YSN ODEIB supports Belonging at Yale's (<https://belong.yale.edu>) institution-wide pursuit to develop an environment where we can be our authentic selves, pursue our full human potential, and freely engage in the vibrant life of a scholarly community and its quest for excellence.

VISION

The ODEIB vision is for YSN to be the exemplar for inclusive excellence where diversity, equality, equity, inclusion, and belonging are epitomized, and all members of the community are empowered to achieve a sense of actualization.

GOALS

1. Actively enhance diversity among YSN faculty, staff, and students through innovative and evidence-based methods of recruitment, retention, career development, 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, 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 accountable implementation and sustainability of the YSN DEIB plan.
7. Provide support and access to reporting 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 surrounding communities in YSN DEIB efforts.
10. Collaborate across YSN and other Yale units on DEIB initiatives.

ODEIB is also responsible for the implementation of bias, harassment, discrimination, and other misconduct procedures for YSN. These procedures are administered through collaborative efforts between the associate dean for equity and the ODEIB director, who also serve YSN as Title IX coordinators and discrimination and harassment resource (DHR) coordinators. Title IX and DHR coordinators are identified 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 equitably support and respond to the needs of students, faculty, and staff.

For more information, please contact the YSN ODEIB, or the associate dean for equity, Dr. Angela Richard-Eaglin, at angela.richard-eaglin@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, Megan L. Ranney, M.D., M.P.H.*

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

Yale New Haven Hospital (YNHH) is a 1,541-bed private, nonprofit teaching hospital that ranks among the premier medical centers in the nation. YNHH is regularly included among the Best Hospitals in the U.S. in the annual *U.S. News & World Report* rankings of specialty services. With two main campuses, Yale New Haven is the largest acute care provider in southern Connecticut and one of the Northeast's major referral centers.

The inpatient buildings of Yale New Haven Hospital include four pavilions around a central atrium. Of these, the East Pavilion opened in 1953, followed by the South Pavilion in 1982, Yale New Haven Children's Hospital (West Pavilion) in 1993, and Smilow Cancer Hospital at Yale New Haven in 2009. Yale New Haven Hospital also includes the Yale New Haven Psychiatric Hospital (formerly Yale Psychiatric Institute) and an ambulatory services division, with several satellite facilities including Temple Medical Center and the Shoreline Medical Center in Guilford.

On September 12, 2012, Yale New Haven Hospital 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.

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 and President, Christopher M. O'Connor, FACHE; President, Keith Churchwell, M.D., FACC, FAHA, FACP; Chief Nursing Officer, Ena Williams, R.N.*

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. *Executive Vice President, Margaret McGovern, M.D., Ph.D.*

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, of 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

Founded by Florence Wald and a group of nurses, doctors, and clergy, in 1974, the Connecticut Hospice was the first of its kind in the United States. It 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. 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. *Acting Medical Center Director, Brett Rusch, M.D.; Associate Director for Nursing and Patient Care Services, Bernadette Y. Jao, D.N.P., M.S.N., R.N.-B.C.*

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 provost 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 provost 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. OIA also coordinates Yale's program for hosting scholars at risk.

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.

Identification Cards

Yale University issues identification (ID) cards to faculty, staff, and students. ID cards support the community’s safety and security by allowing access to many parts of campus: dining halls and cafés, residential housing, libraries, athletic centers, workspaces, labs, and academic buildings. Cultivating an environment of public safety requires the entire community to work together to ensure appropriate use of our spaces, as well as to foster a sense of belonging for all members of our community.

University policies, regulations, and practice require all students, faculty, and staff to carry their Yale ID card on campus and to show it to university officials on request. Yale ID cards are not transferable. Community members are responsible for their own ID card and should report lost or stolen cards immediately to the Yale ID Center (<https://idcenter.yale.edu>).

Members of the University community may be asked to show identification at various points during their time at Yale. This may include but not be limited to situations such as: where individuals are entering areas with access restrictions, for identification in emergency situations, to record attendance at a particular building or event, or for other academic or work-related reasons related to the safe and effective operation and functioning of Yale’s on-campus spaces.

For some members of our community, based on the needs and culture of their program, department, and/or characteristics of their physical spaces, being asked to show an ID card is a regular, even daily, occurrence. However, for others it may be new or infrequent. For some, being asked to produce identification can be experienced negatively, as a contradiction to a sense of belonging or as an affront to dignity. Yale University is committed to enhancing diversity, supporting equity, and promoting an environment that is welcoming, inclusive, and respectful. University officials requesting that a community member show their ID card should remain mindful that the request may raise questions and should be prepared to articulate the reasons for any specific request during the encounter. In addition, individuals requesting identification should also be prepared to present their own identification, if requested.

Libraries

The Harvey Cushing/John Hay Whitney Medical Library provides a comprehensive collection of biomedical 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 across the campus and to the School of Nursing at West Campus.

The Nursing Information Resources website is the gateway to an online collection of health-care related databases, evidence-based practice resources, and electronic books and journals. In addition to these online resources, students have access to the Medical 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. 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, and an acute care clinic with extended hours and telephone triage/guidance from a registered nurse twenty-four hours a day. Additional specialty services such as allergy, dermatology, orthopedics, and a travel clinic and more are available with added coverage. 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 Student Health Services, which 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, on extended study and paying less than half tuition, or enrolled per course credit are not eligible for Yale Health Basic Student Health Services 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 Student Health Services 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.

Nursing Online program Students enrolled in the Nursing Online program are not eligible for Yale Health Basic Student Health Services but may enroll in Yale Health Affiliate Coverage. This plan includes services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic; enrollment applications are available directly from the Nursing Online program, and special enrollment deadlines apply (July 15 for full-year or fall-term coverage; January 15 for spring-term coverage only).

Students not eligible for Yale Health Basic Student Health Services 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 Student Health Services 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 first day required to be on campus for program orientation. 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 Student Health Services 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, on extended study, or enrolled per course per credit; students paying less than half tuition; students enrolled in the EMBA program; students enrolled in the Broad Center MMS 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. For Nursing Online candidates, applications are available directly from the Nursing Online program, and special enrollment deadlines apply (July 15 for full-year or fall-term coverage; January 15 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 Student Health Services (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.

Per course per credit Students who are enrolled per course per credit are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of per course per credit enrollment. 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, 2023. 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, and all supporting documents must be uploaded to <http://yale.medicatconnect.com>. The final deadline is August 1.

COVID-19 As per recommendations from the Centers for Disease Control and Prevention, vaccination against COVID-19 is strongly encouraged, but not required, for incoming (matriculating) students. Students are asked to submit documentation of prior any primary series vaccinations or bivalent boosters that they have received through the Yale Health website, <http://yalehealth.yale.edu>. Vaccination requirements remain in place for healthcare workers and trainees, including students who work in settings where patient care is provided, or those who work with human research subjects in clinical settings. Those individuals must submit documentation of vaccination with a primary series and one booster (or, for those who have not yet received a primary series, one bivalent dose of vaccine) to the university or seek

approval for a medical or religious exemption. Yale will accept any combination of COVID-19 vaccines that have received full approval or Emergency Use Authorization (EUA) by the U.S. Food and Drug Administration (FDA) or have been issued Emergency Use Listing (EUL) by the World Health Organization (WHO). International students who do not have access to WHO or FDA authorized or approved vaccines may be vaccinated at Yale Health on request.

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 MMR (combined measles, mumps, and 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, 2023.

Quadrivalent meningitis All students living in on-campus dormitory facilities (all undergraduate residential colleges and the following graduate dormitories: 254 Prospect Street, 272 Elm Street, 276 Prospect Street, Baker Hall, Harkness Dormitory, and Helen Hadley Hall) 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, 2023. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are 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. Tuberculosis screening is required for all medical, physician assistant, and nursing students.

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. Hepatitis B immunity is required for all medical, physician assistant, and nursing students.

Student Accessibility Services

<https://sas.yale.edu>

203.432.2324

Student Accessibility Services (SAS) engages in an interactive process with Yale students, including undergraduate, graduate, and professional-school students with permanent conditions and/or temporary injuries, to determine reasonable and appropriate accommodations on a case-by-case basis. Students may initiate this process by requesting accommodations through the online accommodation request form available at https://yale-accommodate.symplicity.com/public_accommodation.

Engagement with SAS is private, and faculty/staff are notified of approved accommodations on a need-to-know basis only, except when required by law. Students may upload supporting documentation regarding their condition and request for accommodations with their accommodation request form. Documentation guidelines are available on the SAS website at <https://sas.yale.edu/get-started/documentation-guidelines>.

Resources to Address Discrimination and Harassment Concerns, Including Sexual Misconduct

Yale is a community committed to fostering an environment of diversity, mutual respect, and intellectual discovery in which all members of the community can thrive. Acts of discrimination and harassment are contrary to the community standards and ideals of our university. Staff in the following offices work within the Yale community to promote respect, inclusivity, diversity, and equal opportunity, and are available to talk through situations you have witnessed or experienced, as well as to provide guidance.

When you have concerns or questions related to discrimination or harassment, you have a wide range of choices for support. You can reach out to a discrimination and harassment resource coordinator, or you can talk with others, such as a residential college dean, dean of student affairs, or the Office of Institutional Equity and Accessibility.

If you'd like to talk with someone about sexual misconduct or sex-based discrimination, you can reach out directly to the deputy Title IX coordinator of your school or the Title IX Office. The Title IX website (<https://titleix.yale.edu>) is a helpful resource for additional questions or concerns about sex-based discrimination or sexual misconduct. If an individual is unsure of which resource to contact and wants to explore options for addressing sexual misconduct, the SHARE Center is a good place to start.

DISCRIMINATION AND HARASSMENT RESOURCE COORDINATORS

Office hours: 9 a.m.–5 p.m., M–F

<https://dhr.yale.edu/discrimination-and-harassment-resource-coordinators>

Discrimination and harassment resource coordinators (formerly deans' designees) have been identified by the dean of each college and school as community members with the responsibility to receive concerns and offer advice and guidance related to diversity and inclusion, discrimination and harassment, and equal opportunity. Discrimination and harassment resource coordinators may also help facilitate informal resolution. This may be an individual's best "first stop" in discussing a concern related to discrimination, harassment, or retaliation, particularly as discrimination and harassment resource coordinators will be knowledgeable about resources specific to their school or college.

OFFICE OF INSTITUTIONAL EQUITY AND ACCESSIBILITY

Office hours: 9 a.m.–5 p.m., M–F

203.432.0849

<https://oiea.yale.edu>

Any individual who would like to report a concern of discrimination, harassment, and/or retaliation may contact the Office of Institutional Equity and Accessibility (OIEA). OIEA staff are available to discuss concerns, University resources, and options for resolution, including informal resolution. Where appropriate, OIEA staff are also available to conduct investigations into complaints of discrimination, harassment, and/or retaliation committed by faculty or staff members. Talking with someone at OIEA about a concern or making a complaint does not automatically launch an investigation. It can, however, be an important step to alerting the University about a concern and getting assistance to resolve it.

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 on-call service (for time-sensitive matters): 203.432.2000

<https://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors 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 for students. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX Office, 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 you can also contact the SHARE staff via email at sharecenter@yale.edu.

TITLE IX COORDINATORS

203.432.6854

Office hours: 9 a.m.–5 p.m., M–F

<https://titleix.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. 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 one or more deputy Title IX coordinators, who work closely with the University Title IX Office and University Title IX Coordinator Elizabeth Conklin. Coordinators respond to and address concerns, provide information on available resources and options, 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 also work with pregnant and parenting individuals to coordinate needed accommodations and to respond to instances of discrimination. Discussions with a deputy Title IX coordinator are private and information is only shared with other University officials on a need-to-know basis. 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 composed of faculty, senior administrators, and graduate and professional students drawn from throughout the University. UWC members are trained to 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 Officer Gabrielle Cotto, the sensitive crimes and support coordinator, she can be reached at 203.432.9547 during business hours or via email at gabrielle.cotto@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 Office, 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 University news and events by subscribing to the Yale Today e-newsletter, which is published five days a week and/or the Best of the Week edition, which is published on Saturdays (<https://news.yale.edu/subscribe-e-newsletter>). They feature stories, videos, and photos from YaleNews (<http://news.yale.edu>) and other Yale sites. 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, 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. It offers a vibrant program of exhibitions and events both in person and online. Opened to the public in 1977, the YCBA'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, '29. 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, Oneppo 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>). 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 fourteen 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. Kipthuth 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 (OEC) 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://myrec.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 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 is open from the third week in June through Labor Day. For more information, including mid-September weekend availability, call 203.432.2492 or visit <https://sportsandrecreation.yale.edu/outdoor-education-center-o>.

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://myrec.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 assists international students and scholars with issues related to employment, immigration, personal and cultural adjustment, and serves 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 and scholars obtain and maintain legal nonimmigrant status in the United States.

OISS programs, like daily English conversation groups, the Understanding America series, DEIB workshops, 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) community, which organizes a variety of programs and events.

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 a welcoming venue for students and scholars who want to check their email, grab a cup of coffee, and meet up with a friend or colleague. The International Center is OISS's home on Yale campus and is located at 421 Temple Street, across the street from Helen Hadley Hall. The International Center provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about our hours, directions, and how to reserve space at OISS, please visit <https://oiss.yale.edu/about/hours-directions-parking>.

DISTRIBUTION OF GRADUATES

Yale School of Nursing alumni are located throughout the United States and countries around the world.

Recent graduates hold positions as chief nursing officers, administrative directors, clinical instructors, program directors, nurse-midwives, nurse practitioners, and nurse managers. In addition, graduates hold positions in nurse advocacy, leadership, and research positions in a variety of settings, such as educational institutions, foundations, or government facilities.

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

Their roles are being tested and defined as they function in new situations. Their responsibilities may include direct patient care, supervision, teaching peers, interdisciplinary planning, and execution and evaluation of services.

SCHOOL OF NURSING ALUMNI ASSOCIATION

OFFICERS FOR THE YEAR ENDING JUNE 2023

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Strategic Communications Officer

Danyel Germain '16 D.N.P.

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Azita Emami, Dean, Yale School of Nursing

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

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YAA Delegates

Courtney Farr '06 M.S.N.

Sarabeth Friedman '78 M.S.N.

Sherrie Guyer '94 M.S.N.

YAA Board of Governors Representatives

Stephan Davis '16 D.N.P.

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 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/edu>, 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 06516-0972.

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.

Jackson School of Global Affairs Est. 2022. Courses for college graduates. Master in Public Policy (M.P.P.) and Master of Advanced Study (M.A.S.).

For additional information, please visit <https://jackson.yale.edu>, email jackson.admissions@yale.edu, or call 203.432.6253.

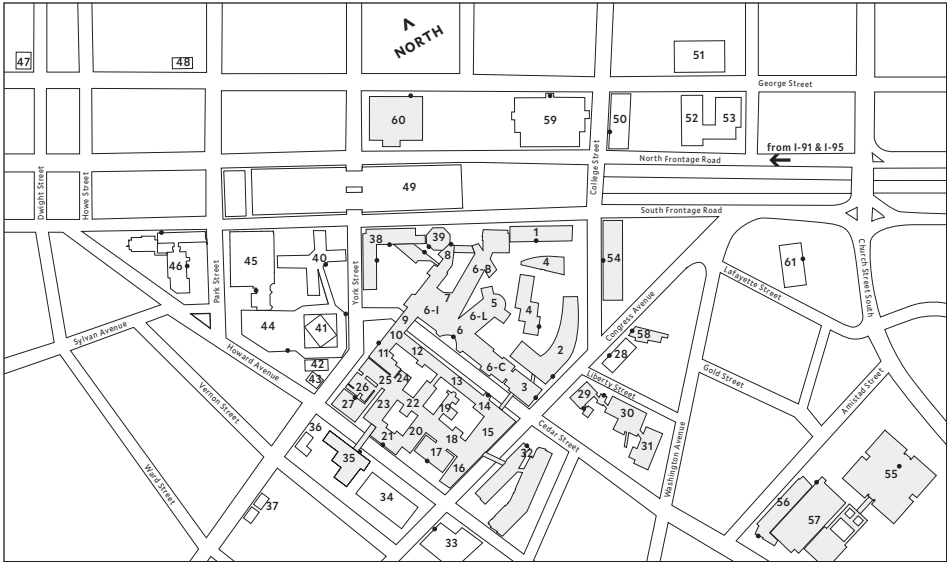
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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER

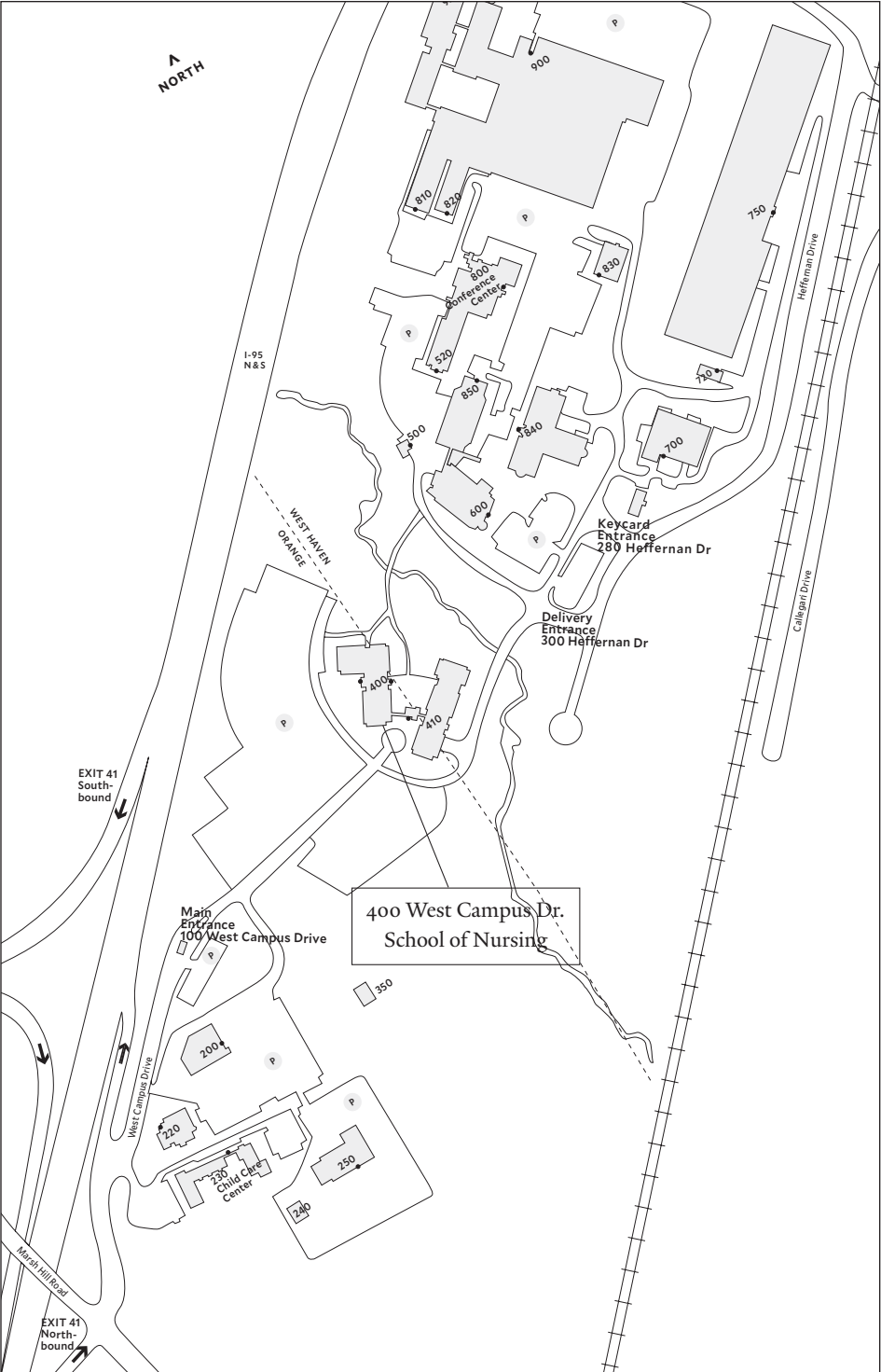


YALE MEDICAL CENTER BUILDINGS AND ADDRESSES



1. Laboratory of Epidemiology and Public Health, 60 College St.
2. Boyer Center for Molecular Medicine
3. Jane Ellen Hope Building
4. Sterling Power Plant and Sterling Power Plant Co-Gen
5. Harvey Cushing/John Hay Whitney Medical Library
6. Sterling Hall of Medicine, 333 Cedar St.
Wings: B, C, I & L
7. Mary S. Harkness Memorial Auditorium
8. Child Study Center
9. Nathan Smith Building (Bridge)
10. Yale Cancer Center
11. Hunter Building, 15 York St.
12. William Wirt Winchester Building
13. Boardman Building, 330 Cedar St.
14. Brady Memorial Laboratory, 310 Cedar St.
15. Lauder Hall
16. Laboratory for Surgery, Obstetrics and Gynecology
17. Primary Care Center
18. Farnam Memorial Building
19. Tompkins East
20. Tompkins Memorial Pavilion
21. Charles A. Dana Building, 789 Howard Ave.
22. Clinic Building
23. Fitkin Memorial Pavilion
24. Fitkin Amphitheater
25. Laboratory for Medicine and Pediatrics
26. Lippard Laboratory of Clinical Investigation
27. P.E.T. Center
28. John B. Pierce Laboratory, 290 Congress Ave.
29. Congress Place, 301 Cedar St.
30. Yale-New Haven Psychiatric Hospital 2, 184 Liberty St.
31. Yale-New Haven Psychiatric Hospital 3, 184 Liberty St.
32. Anlyan Center for Medical Research and Education, 300 Cedar St.
33. 430 and 464 Congress Ave. and 726 Howard Ave.
- 34. Howard Ave. Garage**
35. Yale Physicians Building, 800 Howard Ave.
36. 110 Davenport Ave. (YNHH Day Care Center)
37. 132-138 Davenport Ave.
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 St.
61. 2 Church St. South

YALE WEST CAMPUS



The University is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans. Additionally, in accordance with Yale's Policy Against Discrimination and Harassment (<https://your.yale.edu/policies-procedures/policies/9000-yale-university-policy-against-discrimination-and-harassment>), Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex; sexual orientation; gender identity or expression; race; color; national or ethnic origin; religion; age; disability; status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran; or membership in any other protected classes as set forth in Connecticut and federal law.

Inquiries concerning these policies may be referred to the Office of Institutional Equity and Accessibility, 203.432.0849; equity@yale.edu. For additional information, please visit <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, Elizabeth Conklin, at 203.432.6854 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, TDD 800.877.8339, or ocr.boston@ed.gov. For additional information, including information on Yale's sexual misconduct policies and a list of resources available to Yale community members with concerns about sexual misconduct, please visit <https://titleix.yale.edu>.

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://your.yale.edu/community/public-safety>.

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>.

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

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