

Yale SCHOOL OF NURSING



An Invitation to Apply: Yale School of Nursing

Family Nurse Practitioner (FNP) Faculty Position

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

THE SEARCH

Yale University School of Nursing (YSN) seeks qualified candidates for a full time tenure track Family Nurse Practitioner (FNP) faculty appointment. This faculty member will teach in the Adult, Family, Gerontologic and Women's Health Specialty master's program and the PhD program, as appropriate. As a member of the faculty, the appointee will be expected to contribute to teaching, service, and research at YSN. Successful candidates will have an advanced degree in nursing, hold a research doctorate in nursing or a related field, and be licensed or eligible for licensure in Connecticut as a Nurse Practitioner. Salary and rank will be commensurate with previous accomplishments and experience.

Yale School of Nursing (YSN) is a unique place - where practice, scholarship, and teaching combine in ways that are not simply additive. Through these aspects of their work faculty, students and alumnae/i are making a real difference in their respective communities: at Yale, in New Haven, and in society at large.

The School's educational programs are consistently ranked in the top 10 for clinical education, and the School ranks sixth in funding from the National Institutes of Health to nursing schools for research. The research-intensive environment of Yale University, with its full range of academic disciplines, provides an exceptional environment for advanced study in nursing.

TO APPLY

Applications and nominations will be reviewed by the Search Advisory Committee beginning immediately, and will be accepted until the position is filled. Individuals from underrepresented groups are encouraged to apply. All inquiries, nominations, and application materials will be treated in a confidential manner and should be sent, **in electronic form**, to:

The Hollander Group
Info@thehollandergroup.net
Phone: 202-486-9097

*Yale School of Nursing is an Equal Opportunity Employer
and encourages a diverse pool of candidates for this search*

YALE SCHOOL OF NURSING

Mission Statement

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

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

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

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

As we recognize nursing and for health care are dynamic, it is necessary for the School to make serious obligation of faculty and administrative time and effort to effect consumers' and colleagues' acceptance of the changing capabilities of the profession. This must be accomplished while still upholding the character of University life: pursuing scholarship in clinical service, contributing to theoretical foundations, and conducting the research on which current and future education and practice depend.

History

Established in 1923, YSN has become a leading school of nursing in the US. The Yale School of Nursing was the first School of Nursing to be based in a university. Since that time, the School has enjoyed a national and international reputation for excellence in education, research, and clinical practice.



The arms of the Yale School of Nursing employ a design effected by the late Professor (Art) Theodore Sizer, Pursuivant of the arms of Yale University. The shield was originally designed for the YSN banner first carried in 1959. The upper third shows the coat of arms of Yale University (without the Lux et Veritas ribbon). The lower two thirds show the eight pointed white cross on a black background of the Hospitallers or Knights of St. John of Jerusalem, the earliest nursing order of Christendom.

RESEARCH AT THE YALE SCHOOL OF NURSING

Part of one of the world's most distinguished research universities, the Yale School of Nursing has always been proud of its role in advancing human knowledge. The School was founded with a mission embracing service and scholarship, two interdependent endeavors. The commitment to these endeavors remains strong, as expressed in the mission statement. The faculty members recognize and accept nursing's responsibility to shape health care delivery systems. In training nursing leaders, the School relies heavily on its deep tradition of excellence in clinical practice and research.

One significant distinction of the Yale School of Nursing is the integration of theory and practice, with the appreciation of practice as the theory-generating base of the discipline. At Yale, scholarship is energized by the interchange between practice and knowledge, based on the belief that theory develops from practice and then, in turn, influences it. The School's role in the development of nursing science is not only recognized, but is commended in the history of the discipline.

Extensive research efforts exist in such areas as chronic illness, especially cancer, diabetes, HIV/AIDS, and cardiovascular disease; self-management; child psychiatry; and vulnerable populations. Researchers view the process of systematic inquiry as collaborative and multidisciplinary, with research teams often including experts across specializations and

schools. Other areas of scholarship focus on: [Child Health](#), [Environmental Health](#), [Gerontology/Elderly Health](#), [Health Policy](#), [History of Nursing](#), [Mental Illness](#), [Use of Technology in Health Care](#), and [Women's Health](#).

ACCREDITATION

The accreditation bodies for the various academic programs at YSN are the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE).

ACADEMIC PROGRAMS

The educational experience at YSN builds on a faculty known for its scholarship and clinical excellence, a diverse and outstanding student body, and the resources of Yale University, one of the world's leading research institutions. All MSN students learn to deliver care and to make managerial decisions that are both evidence-based and patient-centered, and develop skills as members of interdisciplinary teams.

The Yale School of Nursing has always been committed to the confluence of research, practice, and education. The faculty believes in practicing what it teaches, and teaching what it practices. As a result, students work alongside clinically active faculty members, senior nurse researchers, and experts in health care policy. The array of faculty expertise is vital to the accomplishment of the School's mission and curricular goals. This approach is unique among programs in graduate education in nursing.

The School offers a [master's program](#) with nurse practitioner, clinical nurse specialist, ~~and~~ nurse-midwifery, and health policy and management specialties. Students may enter the master's program with or without previous education in nursing. The [Graduate Entry Prespecialty in Nursing \(GEPN\)](#) is designed to provide graduate-level nursing education for those who hold baccalaureate degrees, but who have no previous nursing education. The GEPN year precedes the two-year MSN program. Students who currently hold a license as a registered nurse can complete their master's education in two years. An [Articulated M.S.N./PhD option](#) allowing a student to meet the selected requirements of both master's and doctoral programs is available. This option is open to students who wish to combine a career in clinical practice and research.

[Post Master's Certificates](#) are available in six areas: acute care nurse practitioner, adult nurse practitioner, gerontological nurse practitioner, pediatric nurse practitioner, oncology nurse practitioner, and psychiatric-mental health.

The PhD program was launched in 1994. The program's major goal is to prepare expert clinical scientists in understanding health care issues and delivery while advancing the development of nursing knowledge. At the completion of the program, students are

expected to be able to design and conduct research relevant to nursing practice; extend the theoretical base of nursing through empirical investigation of nursing phenomena; test conceptual models and theories that are derived from the knowledge of nursing and related disciplines; assume leadership roles in the profession and in the larger health care system; and disseminate knowledge generated by independent, collaborative, and multidisciplinary research efforts. The focus of the program is on clinical research and health services delivery and policy.

Doctoral Training Program in Self and Family Management

The purpose of this training program funded by NINR is to prepare nurse researchers to contribute to the science of self and family management of chronic illness in vulnerable populations. Trainees work with faculty from YSN and across Yale University who are making significant contributions to self and family management research. The program focuses on the development of knowledge and the understanding of self and family management, development of interventions, and the testing of these interventions. Predoctoral and postdoctoral fellowships are available.

Joint-Degree Program in Nursing and Divinity

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

Joint Degree in Nursing and Public Health

The Yale School of Nursing and the Department of Epidemiology and Public Health offer a joint-degree opportunity in nursing and public health. This option is especially oriented to individuals who wish to combine careers in advanced nursing practice and public health that might involve direct practice, planning, and policy making in a variety of health care systems in the public health sector. The joint-degree option requires three years (four years for students in the Graduate Entry Prespecialty in Nursing) and awards a Master of Science in Nursing (M.S.N.) and a Master of Public Health (M.P.H.).

Articulated Master of Science in Nursing/PhD of Study

This plan of study allows the exceptional student interested in a career combining clinical practice and clinical research the opportunity to meet some requirements for the Master of Science in Nursing (M.S.N.) and PhD degrees simultaneously. The student meets the objectives of both the Master of Science in Nursing and PhD programs, with the awarding of the M.S.N. degree at the completion of the master's portion requirements.

The master's scholarly inquiry praxis provides an opportunity to develop the dissertation topic, through either pilot work or an integrative review. Elective courses can be used to take focus area courses and other required course work for the Doctoral degree. For full-time students it is estimated that the time to completion of the articulated program is approximately six to seven years.

OFFICES, CENTERS AND OUTREACH

Clinical and Community Affairs

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

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

For the past 80 years, YSN has had a tremendous impact on the health of individuals and families in our local community. YSN faculty has spearheaded the development of new strategies to minimize the spread of diabetes and the HIV/AIDS epidemic. They have created new models to care for the chronically ill; put in place new technology to bring cardiac care into the home setting; and developed new programs to reduce disparities in health. And, they have responded to the health care needs of women by establishing a Midwifery practice. These and other groundbreaking initiatives continue to meet the emerging needs of patients, demonstrate better ways to deliver care, provide cutting-edge learning opportunities for students, allow for continuous generation of new knowledge and provide real data to inform policy development.

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

Centers

- [Excellence in Chronic Illness Care](#)
- [Health Policy and Ethics](#)
- [Self and Family Management of Vulnerable Populations](#)
- Center for International Nursing Scholarship and Education

YSN in the Community



Yale School of Nursing has a long and proud history of community outreach and advocacy. Our community partners keep us informed about the most pressing needs in Greater New Haven, and share their extensive expertise in helping our students, faculty and staff to meet those needs.

Today, YSN is recognized throughout Greater New Haven for its role in improving the health of our local community, especially among the community's most vulnerable populations, for providing health education and mentorship in public schools, for advancing diversity training and education throughout Yale University, and for increasing opportunities for high school students to pursue university education and careers in the allied health sciences. In many of these initiatives, YSN has partnered with the Yale Office of New Haven and State Affairs, and continues to provide a broad range of resources to the greater Yale University community in improving the quality of life in New Haven and in the State of Connecticut.

In addition to being involved in the School-sponsored community partnerships, the majority of our faculty, students and staff also volunteer at institutions and not for profit organizations where they live and work. Their dedication to community service and their wealth of local, regional and international expertise enables YSN to continue to provide leadership in nursing education, research and clinical practice.

FACULTY, STUDENTS AND STAFF

The outstanding faculty members of the YSN have roles that are organized into two tracks – Traditional (Research) and—Clinical. The numbers of faculty and lecturers by professional role within the School are:

Professor Tenured Track	13
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Associate Professor Tenured Track	3
Professor Clinical Track	3
Associate Professor Clinical Track	10
Assistant Professor Uncommitted Track	10
Paid Research Faculty	5
Paid Supplemental Faculty -Lecturers	114

Student enrollment in the School for 2007-08 is as follows:

Total Student Body	309
Masters Degree	284
Doctoral	25
Postdoctoral Fellows	6

Currently there are about 60 staff members in the School.

YSN STRUCTURE AND GOVERNANCE

Margaret Grey, DrPH, RN, FAAN is the Dean and Annie Goodrich Professor of Nursing at the Yale School of Nursing, where she has been since January of 1993. Previously she held progressive academic and administrative appointments at the University of Pennsylvania and Columbia University. Dr. Grey holds a bachelor's degree from the University of Pittsburgh, an MSN in pediatric nursing from Yale University, and a Doctorate in Public Health and social psychology from Columbia University. She is Director of the NIH funded Center for Self and Family Management and a related pre- and post-doctoral training program.

A pediatric nurse practitioner with expertise in diabetes, Dr. Grey's research has focused on the natural history of adaptation to chronic illness in childhood, especially children with diabetes mellitus, and the study of behavioral interventions that improve both metabolic control of diabetes and the quality of life in young people and their parents and preventing type 2 diabetes in high risk youth. She has been instrumental in the development of practice-based research networks in nursing. In addition, she has been principal investigator for grants totaling over \$21 million.

Dr. Grey, a member of the Institute of Medicine (IOM) of the National Academies, is the author of over 200 journal articles, chapters, and abstracts, and has received numerous regional and national honors for her research. She is the recipient of the Excellence in Nursing Research Award from the Association of Faculties of Pediatric Nurse Practitioner Programs, the Achievement in Research Award from the National Organization of Nurse Practitioner Faculties, the Outstanding Nurse Researcher Award from the Eastern Nursing Research Society, and the Virginia Henderson Award for Outstanding Contributions to Nursing Research from the Connecticut Nurses' Association, among other awards. Dr. Grey is also a Distinguished Fellow of the National Association of Pediatric Nurse

Associates and Nurse Practitioners. She was elected to the American Academy of Nursing in 1991.

Dr. Grey has served on multiple NIH and AHRQ review panels, and she was the chairperson of the Nursing Science Review Committee for the National Institute of Nursing Research from 1995-1997. She is currently a member of the Nursing Science: Children and Families Study Section at NIH. She was President of the National Association of Pediatric Nurse Associates and Practitioners, a member of the second cohort of Robert Wood Johnson Executive Nurse Fellows, and a member of the National Advisory Council for Nursing Research at the National Institutes of Health. Dr. Grey was recently a member of the Board of Directors of the American Diabetes Association where she has been instrumental in developing standards of behavioral care for youth with diabetes.

The School has a number of faculty committees that assist with governance in several areas, including.

- Standing Governing Committees:
 - Board of Permanent Officers
 - Executive Committee
 - Senior Appointments Committee
 - Standing Appointments Committee
 - Admissions Committee
 - CERES (Colleagues Encouraging Research)
 - Curriculum Committee
 - Doctoral Student CERES
 - Doctoral Program Committee
 - Human Subjects Research Review Committee
- Advisory Committees:
 - Office of International Affairs Advisory Committee
 - Diversity Action Committee
 - IT Advisory Committee
 - Publications Advisory Committee
 - Faculty Grievance Committee
 - Sexual Harassment Grievance Board

LIVING IN NEW HAVEN, CONNECTICUT¹

The city of [New Haven, Connecticut](#) boasts the feel of a classic New England town. Rich with history, architecturally appealing, and full of residents who are intelligent and aware of the world around them, New Haven is a desirable town in which to live. Long considered one of the region's premiere educational, artistic and cultural hubs, New Haven offers a variety of employment and entertainment options.

¹ For more information see <http://www.new-haven-ct-relocation.com/>

Its location in the southeastern portion of the state makes it a great jumping off point for the rest of the region. And because New Haven is nestled along the banks of the [Long Island Sound](#) at the origin of the Quinnipiac River, the town and its residents enjoy a spectacular natural backdrop.

Although New Haven is one of the nation's older communities, the town has continually reinvented itself over the years to remain very much the modern, vital city that it is today. The city's downtown core has seen waves of urban renewal, including a significant movement of residents returning to live in the city-center. What newcomers and return residents alike find is a city with many distinct neighborhoods and unique pockets, each providing easy access to businesses, parks, shopping, dining and entertainment.

Residents here enjoy easy access to a variety of shops, restaurants, parks, golf courses, live music, and performances of all types. The city boasts a number of art galleries and museums, and sponsors a variety of unique fairs, festivals and special events throughout the year. In warmer months, locals converge along the Long Island Sound, to lounge along its beaches, take a cruise, or enjoy live music against a spectacular urban backdrop.

New Haven is a city that is rich with tradition. Its classic New England environment lends an air of refined gentility to the city, making this so much more than just another urban center. Because of this, the city is an equally appealing hometown for singles, seniors and families alike.

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